

A STUDY OF READING INTEREST OF FOURTH  
GRADE CHILDREN IN DIFFERENT  
SOCIO-ECONOMIC GROUPS

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## CHAPTER I

### INTRODUCTION

Much attention has been given to reading interests during the last few years. Studies have been made to determine the kinds of books read by children, and the reasons for their choices. Many of the studies have shown relationships to exist between reading interests and intelligence, sex, accessibility of materials, chronological age and many other factors. A review of more than a hundred of these studies revealed that the relationship of reading interests of children in different socio-economic groups has not been studied widely; consequently, there is need for research in this area if we are to meet the interest, motivational, intellectual and psychological needs of all children in different socio-economic groups.

#### Statement of the Problem

Interest is considered one of the key factors in learning. Anderson (2) states that only as children's interests are created, stimulated and broadened can reading have any great significance. Before a teacher can make progress with any child in reading, he must know what his interests are. In light of this thesis, the following question becomes pertinent: Do significant differences exist in the reading interests of children in lower, middle and upper socio-economic groups?

## Hypotheses

The following null hypothesis is stated: There are no significant differences in reading interests, attitudes and habits of fourth graders with respect to sex, chronological age, and achievement, when children are grouped on the basis of lower, middle and upper socio-economic groups. To help in checking this major hypothesis and for convenience in treatment and interpretation of the data, subdivisions of the hypothesis are stated as follows:

Hypothesis 1 No significant relationship exists between students achievement scores and their reading interests, attitudes, and habits in different socio-economic status groups.

Hypothesis 2 There is no significant difference between student's attitude toward reading by sex, age, and socio-economic status.

Hypothesis 3 There is no significant difference between students' interest toward reading by sex, age, and socio-economic status.

Hypothesis 4 There is no significant difference between students' habits in reading by sex, age, and socio-economic status.

## The Significance of the Study

Many studies of reading interests have been narrow in scope and primarily concerned with determining the types of newspapers, books, magazines and other material which children read. With the exception of a few recent investigations (14, 33), most of the work in this field has been done with instruments developed from book lists, stories reported by children as being "most enjoyable," and teachers' and librarians' opinions.

A reasonable assumption is that research in the area of reading



interests would be a study of importance to teachers, librarians, counselors, and administrators because of the implications for individualized instruction and selection of materials. Educational theory and practice tell us that changes must be made if we are to meet the reading needs of children from all socio-economic groups, (3). Hanna (11) states that most of the reading materials in the schools today are geared to the middle class child's vocabulary and way of life.

A study which recognizes socio-economic status as a factor in reading interest seems even more significant since concerted effort is being made to equalize educational opportunities. Studies in the field of sociology lend support to the importance of providing for educational differences stemming from socio-economic class influences. Children come to school with attitudes, beliefs, customs, and other characteristics acquired from their families and "way of life." Primarily this study attempts to determine if socio-economic status has any bearing on children's reading interest areas and levels.

#### Definitions

Socio-economic status throughout the study refers to the status of an individual or his family, based on the occupation of the parent, as identified by the Edward's Scale of Socio-Economic Status, (10).

Lower Class refers to those persons whose occupational status was determined as semi-skilled or unskilled labor.

Middle class indicates persons who form the clerical and skilled labor groups.

Upper class refers to those persons of the professional, artistic, intellectual, managerial, and official positions.

Significant differences refers to the statistical differences between the number of choices made by the groups of children in areas of interest.

Reading level refers to the reading achievement level based on the Metropolitan Achievement Test, Form A.

Reading interest area refers to the free-choice selection of reading subject areas.

#### Assumptions

The investigator made the following assumptions: (a) the responses of the students to the Reading Interest, Attitude and Habit Inventory accurately reflect their interests, attitudes and habits toward reading; (b) each school, randomly selected, would have students from each of the three socio-economic groups, lower, middle and upper; (c) the findings found in the study of fourth graders would be applicable to students in other intermediate departments; (d) the instrument used in the inventory was an accurate measurement of students' reading interests, attitudes and habits, (e) the school district files were accurate regarding occupation of father and achievement of students.

#### Limitations

Certain limitations are inherent in the study. These include: (a) the findings of this study were limited to the public schools of a large urban area in Oklahoma, (b) the findings were limited to fourth grade students, (c) of the 354 students in the sample, there were only 27 students in Socio-Economic Status Group I (upper class),

compared with 166 students in Socio-Economic Status Group II (middle class), and 162 students in Socio-Economic Status Group III (lower class), (d) the students in the sample were not stratified by race or by size of school, (e) the reading programs in the individual schools were not considered.

## CHAPTER II

### A REVIEW OF RELATED LITERATURE

For the thesis, this chapter on Review of Literature will be organized according to the following outline: (1) General studies on interest, (2) Interest as it relates to age, (3) Interest as it relates to intelligence, (4) Interest as it relates to sex, (5) Interest as it relates to achievement, and (6) Recommendations.

#### General Studies on Interest

Fitzgerald (8) concluded that the interests a child has when he comes to school are the foundations for beginning the program of readiness and initial reading. Interest is the most important motive for learning to read. To choose selections which fit well with the immediate worthy interests of the pupils in a group or class, the teacher first will have to discover what those interests are (21). According to McGaugh's (12) study too little attention is given to the differences in interests, needs and problems of boys and girls in the school curriculum.

Tyler (30) found that in the study of the learner, particular consideration should be given to the investigation of student interests. Much publicity has been given to the purported theory of progressive education that the primary basis for educational objectives is the interests of the learners themselves. According to this idea,

children's interests must be identified so they can serve as the focus of educational attention. It is essential that education provide opportunities for the student to enter into actively and deal wholeheartedly with the things which interest him.

Various groups conducted investigations of student's interest to throw light upon the possible educational objectives of school. If these interests are desirable, they provide the starting point for effective instruction (30). Tinker (29) suggests ways of developing reading interest by encouragement of positive attitudes of parents toward reading, making suitable reading materials available, discussions concerning books and by story telling.

Various economic levels from which the children come must be considered. In an investigation by Havighurst (13), the specific type of reading done seemed to be highly related to socio-economic status. Link and Hopf (27) reported that a correlation exists between the number of books read and socio-economic status but not to a significant degree. Roster (20) found that reading interests of children from different socio-economic class levels were significantly different. Socio-economic class status was of greater influence than was chronological age, reading grade level, or I.Q. According to Hanna (11), the socio-economic background of the individual along with the cultural level of his home influence all the other factors. The majority of children from low socio-economic family groups are deficient in language skills, have had few experiences outside the home, and lack the kind of home environment which contributes to readiness for a success in school (4).

The extent to which television influences reading, either

helpfully or harmfully is difficult to estimate. Lazarus (12) reported that either because of, or in spite of television, young people are reading more.

Joyce Marion Ridder (24) in a study of 2,428 elementary school pupils found two-thirds of the pupils were of the opinion television viewing was beneficial to their school work. About one-fifth thought television viewing had increased their desire to read fiction books and one-fourth that television viewing stimulated their desire to read non-fiction books. Only one-fifth indicated television interfered with their school work. Hurley (16) concluded that television did not stop readers from reading, rather it brought non-readers to the librarian asking for books they had seen dramatized or discussed by an informative program. In an extensive study Steinger (28) found that leisure time given to television decreased with education.

In the more recent studies conducted by Witty (32) concerned with television, the relationship of amount of televiewing to reading ability showed the weekly average amount of televiewing of pupils in the upper quarters of their classes was 26 hours. Data concerning television as related to I.Q. showed that the weekly average of the upper fourth of the classes viewed television 21 hours while those in the lower quarter viewed 27 hours. A comparison of time devoted to television with that of reading showed that about three hours daily is given to television and only one hour to reading. About one-half of the pupils stated that help in their school work was obtained from television. Relatively few pupils believed television viewing had influenced their reading adversely. Approximately 25 percent of the elementary school pupils said that television presentations had led

them to read certain books (28).

Klineberg (17) in a talk given before the Child Study Association of America, stated that there is some evidence that heavy users of television are more likely to have problems relative to relations with their families and peers, but these differences appear to have existed before the children developed their media habits or while they were developing these habits. Klineberg (17) states that mass media does not serve as the primary determinant or even as a very important determinant of any of the basic attitudes or the basic behavior patterns of the children.

In an effort to motivate children by the association of interests awakened through viewing and listening to television with experience in reading, teachers have come increasingly to study the interests of pupils in television. They were seeking to correlate reading experience with these interests. Awareness of the impact of this media has undoubtedly fostered in many schools recent trends to develop effective listening skills (16). The young child's earliest experiences with literature is by ear. If he is fortunate to hear stories and poems read aloud, his interests in reading will be greater. The television may be his only means of obtaining this aid.

#### Interest as it Relates to Age

Most studies of reading interest have stressed the importance of the age factor. The eminence of reading is also influenced by age. Studies made by Witty, Commer and McBean, Ziller, Prinke and Robinson (3) involving age groups revealed strong reading preferences of each age group which were different from those of each of the other

age groups.

Norvell (11) points out that age is an important factor affecting reading choices. He further states that literary selections found to be well liked in one grade will usually be liked two or three grades above and below that grade.

Lee (18) states that a child's interests are dependent largely upon his experiences and that maturity modifies these experiences. This is born out by the studies made by Norvell (27) in which he found increased maturity to be an important factor in determining reading choice.

#### Interest as it Relates to Intelligence

Witty and Lehman (32) found that children with high I.Q. tend to choose high type books. Terman and Lima, Huber, Thorndike and Norvell (11) agree that intelligence plays a significant part in what pupils choose to read. Psychologists have had difficulty in determining the effects of intelligence from those of environmental factors. Harris (20) found that intelligence influenced a child's interest but was not a significant factor. Barbe (3), in a questionnaire study of the reading interest of ninth grade pupils, found that the pupils with high I.Q.'s read on a slightly higher level in areas of interest. Jordan (23) concluded that there was a wide difference in the preferences of "dull" and "bright" boys.

#### Interest as it Relates to Sex

A comprehensive study of the reading interests of boys and girls was made by George Norvell (32) during the 1940's. As in earlier



studies, Norvell (32) found that the sex of the individual was the most significant single factor. A sharp difference between the reading interests of boys and girls occurs in later childhood and continues into late adolescence.

Thorndike (9) concluded that sex played a more important role in reading preferences than did age or intelligence. A later investigation into reading interests by Byers (6) of 1,860 first-grade children found that the preferences of boys were widely different from that of girls. Sister Mary Estill and Sister Mary Amotora (27) found reading interest of primary boys and girls similar but sex differences continue to be obvious during the teens.

Recent research on reading interests of boys and girls, together with research on the nature and the content of required reading materials in schools, suggests changes which would be favorable to the boys. Since reading is such an important achievement in our culture, educators should not think of sex differences in learning to read as just another statistic (14).

#### Interest as it Relates to Achievement

There is some evidence that interests support both immediate and long-range achievement in classroom learning (19). Harris (15) says basic to all progress in reading, the child must learn to read and he must find reading enjoyable. Taste develops through comparison and contrast. Children develop discrimination not by being allowed contact with only superior material. They must be exposed to much reading material.

The teacher must bring to the student's attention books presenting

fictional situations similar to his own. In this way the student is started on the road to reading. From this he progresses along one area of his interests or needs to more and more sophisticated and intellectual reading. As Ruth Strang (22) has pointed out, this process must be guided slowly. Interest in a particular type of reading is not unwanted, but to read along one interest line to the exclusion of all others is unwise. Broadening the children's interest is not an easy task.

The teacher must at times help the child to choose materials which will encourage growth in reading interest. Without this help, some children may choose only the difficult material or follow a particular interest. The interest type of grouping may be utilized to encourage students seeking teacher's approval to read more widely (3).

Children have trouble because of emotional pressures unrelated to reading which cause a dislike for any reading. A child is afraid of failure. Often he has been made painfully aware of his inability to read as compared to his peers. This makes him fearful of further failure (1). If pressure is exerted by the teacher and the parent, the child may withdraw or become overly aggressive. Tinker (29) suggests placing this child in a small group. The atmosphere must be warm. The pupil must feel the teacher likes him. The self-concept must gradually be changed. Reading materials of vital interest must be available to the student.

Jewett (2) has said the best approach to developing good reading attitudes and interest is for the teacher as well as the librarian to know the best books for children, to know and keep informed of the children's reading habits, to keep books always easily available and

to motivate and guide to broader areas of reading. To help the child improve his reading taste, there is a need for as much knowledge as possible in two areas: The teacher and librarian must know the books to which they lead them. They must know his general ability and his reading level. There must be a knowledge of his interest and the time he has available for reading. The book must be suitable to his interest and his ability. Painter and Frazen (27) reported in their investigation that books had higher difficulty placement than interest placement. Interest in reading usually leads to more reading and this promotes growth in reading tastes. As taste improves interests in reading grows. The more proficient the reader becomes, the greater his chances for developing more refined tastes. Favorable conditions at school encourage reading. A reading corner is useful. Tinker (29) stated, interest in reading may be stimulated by a book club, bulletin board, displays or book talks.

Tinker (5) suggested that the wider the child reads and the broader his reading interests, the better the conditions are for improvement. Favorable environmental conditions stimulate reading interests. This includes availability of appropriate materials and sufficient reading time and a well-read, enthusiastic person to bring the child and book together at the right time. Zintz (33) concluded that developing permanent interest in reading and reacting critically and constructively to material read is as much affect as cognition.

## Recommendations

Every child needs to feel secure in the love and affection of his parents. The teacher becomes a mother symbol (22). Teacher encouragement is very effective in some cases. Children enjoy pleasing the teacher. Interests in a particular author will guide some children away from a single interest. This often can be accomplished by making available books on related subjects. All children require good basic instruction in reading. However, additional techniques and material must be employed in such instruction to compensate for the deficiencies that are inherent in the disadvantaged child's environment (26).

A first step in giving remedial help often is to develop a child's interest in reading and to convince him that he can learn (23). Every child should be taught with books that he himself chooses (31). Teachers who sincerely enjoy working with children and are familiar with their scope of interests, as well as knowing their own range of interests, will have few problems in helping children want to read (2).

If teachers can strengthen reading interests by leading pupils into articles and stories which are intrinsically rewarding, they can also minimize or destroy interest in reading by teaching procedures which either reduce the magnitude of the reward or actually constitute a type of punishment. It appears that many American children and adults have "learned their lack of interest in reading, at least partly because of faulty application of the common-sense laws of learning in schools." (7). The most important task in the study of interests is the examination of the findings to determine how interests can be used to promote growth in and through reading for individuals and groups (32).

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter is to (1) review the purpose of the study; (2) describe the research design of the study; (3) describe the method by which the population was determined; (4) present the data collected and the method by which the data were analyzed; and (5) review the hypotheses to be tested.

#### Purpose of the Study

The principle objective of this study was to determine the reading interests, attitudes and habits of children in different socio-economic groups, lower, middle and upper, in the fourth grade. The Oklahoma City Public Schools were selected for the study because of the wide range of schools located in different socio-economic areas.

#### Overall Design of the Study

Three-hundred-fifty-four fourth grade students in six randomly selected Oklahoma City elementary schools made up the population and the sample. A Reading Interest, Attitude and Habit Inventory by George Spache and Stanford Taylor was administered to all children in the sample.

Edward's Scale of Socio-Economic Status was used to determine socio-economic status, based on the occupation of the father or the

family provider. Father's occupational level was chosen for use in this study because it has been found to be the best single measure of social class (10). The cumulative record cards of the school district from which the sample was obtained were used to determine age, sex, reading achievement and socio-economic status.

Table I refers to the total sample in the study grouped on the basis of socio-economic status I, II and III, by age and sex. In the statistical analyses of the data, Group I and II were combined for statistical purposes, because there were too few students in Socio-Economic Status Group I to adequately place in cells for analyses. There were 26 students in Socio-Economic Status Group I, 166 students in Socio-Economic Status Group II, and 162 students in Socio-Economic Status Group III, making a total of 354 students in the sample. Broken down by sex, in Group I (upper class) there were 9 males and 17 females; in Group II (middle class) there were 91 males and 75 females; in Group III (lower class) there were 78 males and 84 females.

In Socio-Economic Status Group I by age 9.0 to 9.11 years old, there were four males and five females; 10.0 to 10.11 years old, there were four males and 10 females; and from 11.0 to 11.11, there was one male and two females. In Socio-Economic Status Group II by age 9.0 to 9.11, there were 22 males and 19 females; 10.0 to 10.11 there were 55 males and 53 females; and in the age group 11.0 to 11.11, there were 14 males and three females. In Socio-Economic Status Group III by age 9.0 to 9.11, there were 17 males and 21 females; 10.0 to 10.11, there were 49 males and 56 females; and in age group 11.0 to 11.11, there were 78 males and 84 females.

TABLE I  
SOCIO-ECONOMIC STATUS GROUPS

AGE	GROUP I		GROUP II		GROUP III		TOTALS
	Male	Female	Male	Female	Male	Female	
9.0 to 9.11	4	5	22	19	17	21	88
10.0 to 10.11	4	10	55	53	49	56	227
11.0 to 11.11	1	2	14	3	12	7	39
TOTALS	9	17	91	75	78	84	354

#### Population of the Study

Out of approximately 5,400 fourth grade students in the Oklahoma City Public Schools, attending 89 elementary schools, a population was selected. All 89 schools were given a number, thereby making it possible for every school to be selected randomly by drawing six numbers from the total number of elementary schools. This allowed every student the opportunity to be selected, not individually, but through the school he attended.

### Method of Data Collection

In April, 1971, a reading interest, attitude and habit inventory was administered to the total population of six randomly selected elementary schools in the Oklahoma City Public Schools. The inventory was administered by the investigator to eliminate the possibility of differences in administration. The inventory was read to the students to be certain that each question was understood and to be assured that the child's reading ability did not enter into the understanding of the questions. The cumulative folder was used to determine age, sex, reading achievement, and socio-economic status.

### Data Analysis

The three-way analysis of variance was deemed appropriate in the study because of the three independent variables of sex, age and socio-economic status. The dependent variables were treated individually in showing their relationships to the independent variables.

The analysis of variance is computed by analyzing data in such a way that a statistic  $F$  is generated. This means that the statistic is subsequently interpreted for statistical significance from a probability table that indicates the probability of an observed mean difference or more extreme mean difference could be attributed to chance alone.

### Hypotheses to be Tested

Hypothesis 1 No significant relationship exists between students' achievement scores and their reading interests, attitudes, and habits in different socio-economic status groups.



Hypothesis 2 There is no significant difference between students' attitude toward reading by sex, age, and socio-economic status.

Hypothesis 3 There is no significant difference between students' interest toward reading by sex, age, and socio-economic status.

Hypothesis 4 There is no significant difference between students' habits in reading by sex, age, and socio-economic status.

## CHAPTER IV

### RESULTS OF THE STATISTICAL ANALYSIS

The statistical analysis and an interpretation of the data collected to determine the reading interests, attitudes and habits with respect to sex, chronological age, achievement and socio-economic status are presented in this chapter. All data included in the analyses were obtained from students' responses to the items on the Spache and Taylor Reading Interest, Attitude and Habit Inventory. (Appendix A). The population was limited to those students in the fourth grade who were randomly selected from the eighty-nine elementary schools in Oklahoma City.

TABLE II

PEARSON CORRELATION MATRIX OF ACHIEVEMENT  
WITH READING ATTITUDE, INTEREST AND HABIT  
BY SOCIO-ECONOMIC GROUP

<u>Socio-Economic Group</u>	<u>Attitude</u>	<u>Interest</u>	<u>Habit</u>
I: Professional	0.14 (N.S.)	0.19 (N.S.)	0.08(N.S.)
II: Skilled, White Collar	0.18*	-0.33**	0.21*
III: Unskilled, Semi-skilled	0.10 (N.S.)	0.18*	0.24*

N.S.: Not a significant correlation

\*: Significant at .05 level ( $P < .05$ )

\*\*: Significant at .01 level ( $P < .01$ )

Table II indicates that there is a relationship between Socio-Economic Status Group II (middle class), and attitude, interest and habit. There is also a relationship between Group III (lower class), and interest and habit, but attitude was not significantly different. However, with Socio-Economic Status Group I (upper class), there was no significant relationship with respect to attitude, interest, and habit. The significant correlations in Table II represent significant relationships between the respective variables under consideration. For example, there was a high negative correlation ( $-0.33$ ) between the achievement scores of Socio-Economic Status Group II students, i.e., students whose fathers were white collar and skilled workers, and their reading interests. No significant correlations were found with Socio-Economic Status Group I students, i.e., students whose fathers were of the professional group, but this could be due partly to the low degrees of freedom.

The three-way analysis of variance source of variance table, Table III, indicates that one F ratio was significant. Hypothesis 2, which was concerned with differing attitudes toward reading, considering the independent variables of sex, age, and socio-economic groups of student samples, only socio-economic status was rejected. Table IV gives group means for attitude toward reading, and the reader should note that students in Socio-Economic Status Groups I and II had a mean of 5.98, which was higher than the mean of Socio-Economic Status Group III, which was 4.83. This means that the higher socio-economic groups had a more positive attitude toward reading than the lower group.

TABLE III

F TESTS OF STUDENTS' ATTITUDE TOWARD READING  
BY SEX, AGE, AND SOCIO-ECONOMIC GROUP

Source of Variance	df	SS	$\bar{SS}$	F
A (SES)	1	115.62	115.6	5.66*
B (Age)	2	5	2.5	0.12
C (Sex)	1	40.7	40.7	1.99
A x B	1	1.94	1.94	0.09
B x C	2	29.91	14.95	0.73
A x C	1	45.13	45.13	2.21
A x B x C	2	110.7	55.4	2.71
WITHIN	342	6981	20.4	
TOTAL	353	7330		

TABLE IV

MEANS SCORES OF STUDENTS' ATTITUDE TOWARD READING  
BY SEX, AGE, AND SOCIO-ECONOMIC STATUS

AGE	SOCIO-ECONOMIC STATUS GROUP			
	Professional (I) and Skilled (II)		Unskilled (III)	
	Girls	Boys	Girls	Boys
9.0 to 9.11	7.56	4.46	3.64	5.76
10.0 to 10.11	6.53	5.53	5.34	4.54
11.0 to 11.11	4.20	6.18	4.43	4.79
Socio-Economic Status Total	I and II: 5.98		III: 4.83	

TABLE V  
F TESTS OF STUDENTS' INTEREST IN READING  
 BY SEX, AGE, AND SOCIO-ECONOMIC GROUP

Source of Variance	df	SS	SS	F
A (SES)	1	43.40	43.40	1.45
B (Age)	2	105.20	52.60	1.76
C (Sex)	1	175.90	175.90	5.89*
A x B	1	62.10	62.10	2.08
B x C	2	-3.18	-1.59	-0.05
A x C	1	61.90	61.90	2.07
A x B x C	2	83.00	41.50	1.39
WITHIN	342	10208.00		
TOTAL	353	10736.00		

Table V gives the F ratios of students' interest in reading by age, sex, and socio-economic group. A significant difference was found for sex only: girls had a mean of 4.71, which was higher than the mean of 3.30 of the boys. This rejects null hypothesis 3 in sex and interest, which hypothesized that no significant differences would be found between groups. Table VI gives all means of student groups, considering their level of interest in reading.

TABLE VI  
 MEANS SCORES OF STUDENTS' INTEREST IN READING  
 BY SEX, AGE, AND SOCIO-ECONOMIC STATUS

SOCIO-ECONOMIC STATUS GROUP				
AGE	Professional (I) and Skilled (II)		Unskilled (III)	
	Girls	Boys	Girls	Boys
9.0 to 9.11	5.02	2.94	3.64	4.82
10.0 to 10.11	6.06	3.60	3.94	3.09
11.0 to 11.11	0.10	2.61	4.36	2.13
Socio-Economic Status Total	I and II: 4.32		III: 3.61	

TABLE VII  
 F TESTS OF STUDENTS' READING HABITS  
 BY SEX, AGE, AND SOCIO-ECONOMIC  
 STATUS

Source of Variance	df	SS	$\overline{SS}$	F
A (SES)	1	73.7	73.7	2.14
B (Age)	2	75.9	38.0	1.10
C (Sex)	1	61.0	61.0	1.77
A x B	1	146.4	146.4	4.26*
B x C	2	175.3	87.7	2.55
A x C	1	91.2	91.2	2.65
A x B x C	2	126.5	61.3	1.78
WITHIN	340	11679.0	34.4	
TOTAL	351			

The significant F ratio of the interaction between socio-economic status and age rejected null hypothesis 4. Although no significant differences in reading habits of students were found between independent variables, the interaction between students' socio-economic group and age did account for systematic variance. Figure 1 presents a two-dimensional analysis of this interaction.

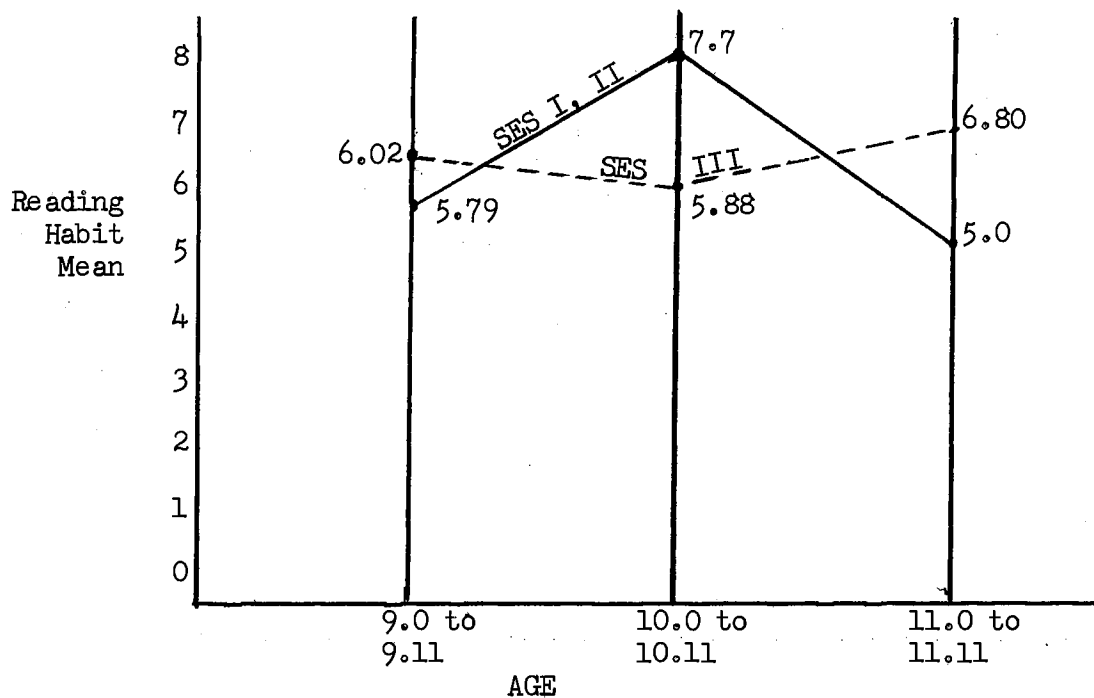


Figure 1. Interaction of socio-economic status and age for students' reading habits.

Figure 1 presents the interaction of socio-economic status and age of students, considering reading habit. Students in Socio-Economic Status Groups I and II had higher reading habit scores for ages 10.0 to 10.11 than Socio-Economic Status Group III. But Socio-Economic Status

Group III students were higher than Socio-Economic Status Groups I and II for ages 11.0 to 11.11. Table VIII gives the reading habit means for all groups.

TABLE VIII  
STUDENTS' READING HABIT MEANS BY SEX, AGE,  
AND SOCIO-ECONOMIC STATUS

AGE	SOCIO-ECONOMIC STATUS GROUP			
	Professional (I) and Skilled (II)		Unskilled (III)	
	Girls	Boys	Girls	Boys
9.0 to 9.11	5.70	5.88	5.80	6.29
10.0 to 10.11	9.26	6.18	6.01	5.74
11.0 to 11.11	1.40	6.29	5.79	7.35
Socio-Economic Status Total	I and II: 6.94		III: 6.03	

The three hundred and fifty-four students who were administered the Reading Interests, Attitudes, and Habits Inventory were asked at the end of the session, the following question: If you could read about anything in the world that you wanted to read about, what would it be? The investigator decided to run a frequency count of the reading interest areas by sex, Table IX.

Results of the frequency count indicated that the three greatest



areas of interest for girls were mysteries, animals, and stories about people. For boys it was sports, horses and animals.

TABLE IX  
 FREQUENCY COUNT OF READING AREA OF INTEREST

Female	%	Area of Interest	%	Male
2	1.1	00 Blank	2.2	4
23	13.1	01 Mysteries	5.0	9
9	5.1	02 Sports	23.0	41
15	8.5	03 Black History	9.0	16
14	7.9	04 Horses	13.5	24
1	0.6	05 Science	2.9	5
0	0.0	06 Indians	1.1	2
10	5.7	07 Cats	0.6	1
4	2.3	08 History	0.0	0
0	0.0	09 War	0.6	1
6	3.4	10 Books	0.6	1
1	0.6	11 Sea Stories	2.2	4
0	0.0	12 Doctors	0.6	1
2	1.1	13 Travel	3.4	6
6	3.4	14 Babies	0.0	0
1	0.6	15 Cowboys	1.7	3
3	1.7	16 Mothers	0.0	0
18	10.2	17 People	3.4	6
9	5.1	18 Funny Stories	2.9	5
24	13.6	19 Animals	9.5	17
1	0.6	20 Jingles	0.0	0
3	1.7	21 Earth	0.0	0
1	0.6	22 Chickens	0.0	0
0	0.0	23 Fire	0.6	1
4	2.3	24 Trucks and Cars	9.5	17
3	1.7	25 Teachers	0.0	0
3	1.7	26 Poetry	0.0	0
1	0.6	27 Oklahoma	0.0	0
2	1.1	28 Nature	0.6	1
2	1.1	29 Pioneers and Westerns	0.6	1
1	0.6	30 Nurses	0.0	0
1	0.6	31 Magazines	0.6	1
1	0.6	32 Adventure	1.7	3
1	0.6	33 Bible	1.1	2
0	0.0	34 Space	2.9	5
2	1.1	35 Non-Fiction	0.0	0
0	0.0	36 Food	0.6	1
2	1.1	37 Drugs	0.0	0
176		TOTALS		178

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Overview

The intent of this study was to determine if differences exist in the reading interests of children in lower, middle and upper socio-economic groups. Since attitudes and habits are considered important elements of reading interest, an inventory designed to measure reading interests, attitudes, and habits was administered.

The students involved in the study included 354 fourth grade students in a large urban area of Oklahoma. The students were classified, as being of low, middle or upper socio-economic background status, based on father's occupation. This basic question was investigated: Are there significant differences in reading interests, attitudes, and habits of fourth graders with respect to sex, chronological age, and achievement, when children are evaluated on the basis of lower, middle and upper socio-economic groups?

#### Findings and Discussion

Results of the study indicate that a relationship exists between students' achievement scores and their reading interests, attitudes, and habits. The correlations represent relationships between the respective variables under consideration. For example, there was a high negative correlation ( $-0.33$ ) between the achievement scores of

Socio-Economic Status Group II (middle class students), i.e., students whose fathers were white collar and skilled workers, and their reading interests. No significant correlations were found between achievement scores and reading interest with Socio-Economic Status Group I (upper class students). This could possibly be due to the low degrees of freedom within the group (degrees of freedom, 24).

Socio-Economic Status Group III students (lower class), i.e., students whose fathers are unskilled and semi-skilled workers, showed that achievement was correlated with reading interests, attitudes, and habits and was significant at the .01 level ( $P < .01$ ). From the correlation of socio-economic status with attitude, interest, and habit, it would seem that interest was the key element. In each social group, interest determined whether there was a difference in attitude and habit, and how great the difference was. In looking more closely at each group, in Group I (upper class), interest was high and attitude and habit were also high. In Group II (middle class), interest was so low that it was a negative correlation. Attitude and habit were both significant at the .05 level. In Group III (lower class), interest again was significant at the .05 level, as well as habit. Consequently, one arrives at the conclusion that interest had more bearing on habit than it did on attitude because in each case, habit was effected more often than attitude.

The three-way analysis of variance indicates that the F tests of students' attitude toward reading by sex, age, and socio-economic group were significant, this was concerned with differing attitudes toward reading, considering the independent variables of sex, age, and socio-economic groups of student samples.

Table III shows that socio-economic status had a greater effect on determining the child's attitude toward reading than did either sex or age. The positive F ratio was 5.66, while sex was only 1.99. Age seemed to be the least important factor in determining a difference, because the F ratio for age was only 0.12.

Table IV gives group means for attitudes toward reading. It should be noted that students in Socio-Economic Status Groups I and II had a mean of 5.98, which was higher than the mean of Socio-Economic Status Group III, which was 4.83. This means that the higher socio-economic groups had a more positive attitude toward reading than the lower group, Socio-Economic Status Group III.

Table V gave the F ratios of students' interest in reading by age, sex, and socio-economic group. A difference was found for sex only: girls had a mean of 4.71, which was higher than the mean 3.30 of the boys. In this table, the factor that influenced interest most was sex. The F ratio for sex was a positive 5.89, while the F ratio for age was a positive 1.76. The F ratio for socio-economic status was only a positive 1.45. Often girls lead a more sedentary life and are told that they are supposed to be quiet and read, regardless of age or socio-economic background. Girls mature more rapidly than do boys and often develop their reading interests earlier in life.

(Age was the next most important factor) and could be due to the possibility that as the child grows older, regardless of socio-economic status, he will develop an interest in reading, if for no other reason than out of necessity to function in society. Socio-economic status had the least effect on reading interest. One could assume that all children, from all backgrounds have interest in reading. The problem

lies in developing those interests that he brings to school with him.

Concerning the F ratio of the interaction between socio-economic status and age, although no significant differences in reading habits of students were found between independent variables, the interaction between students' socio-economic group and age did account for a systematic variance. Figure 1 presents the interaction of socio-economic status and age of students, considering reading habit. Students in Socio-Economic Status Groups I (upper class) and II (middle class) had higher reading habit scores for ages 10.0 to 10.11, than students in Socio-Economic Status Group III (lower class). But Socio-Economic Status Group III students were higher than Socio-Economic Status Groups I and II, for ages 11.0 to 11.11. Table VIII gives the reading habit means for all groups.

In the F ratios of students' interest in reading by age, sex and socio-economic group, a difference was found for sex only. Girls had a mean of 4.71, which was higher than the mean 3.30 of the boys. Table VI listed the means for socio-economic status by groups. This revealed that in most cases girls had a higher interest level in reading than did boys. It also revealed that interest continued to increase as they became older until the student became one or two years behind in grade placement, then interest dropped markedly for both sexes in Socio-Economic Status Groups I and II. In Socio-Economic Status Group III, interest fluctuates.

Although no significant difference in reading habits of students were found between independent variables, the interaction between students' socio-economic group and age did account for a systematic variance. Students in Socio-Economic Status Groups I and II had

higher reading habit scores for ages 10.0 to 10.11 than students in Socio-Economic Status Group III. But, Socio-Economic Status Group III students were higher than Socio-Economic Status Groups I and II for ages 11.0 to 11.11. Table VII, the F test of students' reading habits by sex, age and socio-economic status, socio-economic status was again the most important factor in determining reading habits. The F ratio was a positive 2.14 for reading habits; sex was the next most important factor in reading habits, with an F ratio of 1.77. The factor that least influenced reading habits was age. This follows the same pattern as did attitude. This could be an indication that there is a strong correlation between attitude toward reading and reading habits.

Table VIII on students' reading habit means by sex, age and socio-economic status, the higher the socio-economic scale, from which the child came, the better his reading habits. Girls usually had better reading habits than did boys. Girls reading habits improved with age, until they became two years older than their classmates, then their reading habits became poorer.

#### Summary

The statistical procedure used in this study (analysis of variance, Pearson correlations) supports the theory that socio-economic status groups do vary in reading interests and attitudes, but not in habits to a significant degree.

Socio-economic status as it relates to age is a factor to be considered by those working with students in different socio-economic status and age groups.

Socio-economic status as it relates to sex is a factor of importance, because boys and girls differ in their interests, attitudes and habits.

Socio-economic status as it relates to achievement is a factor of importance to teachers in helping the child formulate his learning experience toward achievement in reading.

#### Conclusions and Recommendations for Classroom Teachers

There were a number of findings in the study which should be valuable to elementary teachers:

Interest seemed to be the key to attitude and habit. Upon discovery of factors that relate to interest and reading, the teacher should study the child to determine the effects interest may have on his reading achievement.

Socio-economic status had a greater effect on determining the child's attitude toward reading than did either sex or age. It seems unlikely that a child would do well in reading if he had a negative attitude toward reading. Too often it is assumed that each child's background is similar to that of his peers when he comes to school. Teachers must become increasingly aware of the great differences in social backgrounds and consequently, the differences in reading attitude.

The higher the child was on the socio-economic scale, the better his attitude toward reading. If teachers were fully aware of this, they might possibly exert more effort in helping the disadvantaged child in over-coming his social deficiencies and improving his attitude toward reading.



Sex had more to do with reading interest than either age or socio-economic status; therefore, the teacher should work more closely with boys in helping them discover their interests in reading. Girls interests in reading were much higher than that for boys. Boys could become more interested in reading through books of their own selection, read at a time of their own choosing, in a free reading period.

Age was a factor of importance in reading interest. This would indicate that the teacher should provide books that appeal to different age groups and to children of varying maturity levels. All classes have a wider range of age than one might note from casual observation.

Interest continued to increase with age for girls until they became two years older than their classmates, then interest diminished. Interest increased with boys regardless of age.

Socio-economic status was the most important factor in determining reading habit and followed the same pattern as did attitude toward reading. This could be an indication that there is a strong correlation between attitude and habit as they relate to reading. Regardless, attention must be called to the importance of socio-economic status and the interest, attitude and reading habits of children. Programs must be developed to overcome the lack of recognition of the importance of socio-economic status and the performance of the child in school.

The higher the child was on the socio-economic status scale, the better his reading habits were. Girls in this study had better reading habits than did the boys. This could tell the classroom teacher that the extra effort being exerted through the Title Programs, to reach the disadvantaged, possibly is paying off in terms of better reading

habits. As long as the students found success, they continued to improve.

Practice and theory verify the fact that too often the curriculum has been geared to the middle class child and what the teacher thinks is best for each child, ignoring the fact that each child is an individual who wants to become involved actively in his own planning of curriculum and books to be read.

Teachers should become aware of the differences among children and teach for those differences. The need for individualization of instruction becomes a primary concern for all teachers. It is necessary for teachers to look at each student and find his reading interests, attitudes and habits on an individual basis. (Individual diagnosis of reading interests, attitudes and habits should be an essential aspect of teaching reading to a group of children and should always be the preliminary step to instruction.) In a developmental or remedial reading program, an attempt should be made to understand each individual child. Emphasis should be on the total personality, for rarely can we posit one specific cause for reading success or failure. In working with any child, one must examine his many individual characteristics. To view just his I.Q., or accept teacher judgment, or environmental background is insufficient.

One of the most difficult tasks is that of finding suitable books for students of limited reading skill and equally limited experience backgrounds. Teaching children to read is one problem; helping them to discover joy in reading is another. Unless they can be enticed to read, their reading skills may never improve appreciably and unless interesting books are available to them, they may never be enticed to

read.

The selector who wishes to build a dependable collection will choose titles with care, discarding those that do not appeal to the particular group with which he is primarily concerned.

Books should be selected that describe characters as real people in real situations, books that provide backgrounds and behaviors with which a child identifies and from which he learns new ideas, attitudes and behaviors.

Understanding the content of children's books is, then, a prerequisite to understanding children's behavior.

Realistic children's books depict a "child's world" in which adult characters are given decreasing importance.

In writing books for readers, selecting books for publication, purchasing books for distribution, or enjoying books with children, authors, publishers, teachers and parents can enrich children's reading by focusing on the relationship of the individual to his family, his peer group, and ultimately, his society.

#### Recommendations for Further Research

The investigator recommends that: (1) Further research be conducted to produce additional evidence on the reading interests, attitudes and habits of students in different socio-economic groups.

(2) An in-depth study be made to identify those specific interest characteristics which are essential for success in reading achievement.

(3) A study of interest characteristics of failures or drop-outs be made to determine whether there are any common traits which might identify the potential failure.

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APPENDIX A

## READING INVENTORY

NAME \_\_\_\_\_  
 (First Name) (Middle Initial) (Last Name)

GRADE \_\_\_\_\_ SEX \_\_\_\_\_ AGE \_\_\_\_\_ BIRTHDAY \_\_\_\_\_

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_

FATHER'S OCCUPATION \_\_\_\_\_

MOTHER'S OCCUPATION \_\_\_\_\_

This inventory is intended to gather information about your present reading interests, attitudes, and habits. Answer in terms of what you now believe and do not what you hope to do or wish you could do. The questions should be answered by circling one of the following:

- Y (Yes) You agree with the statement, believe it is true, or usually do this.
- N (No) You disagree with the statement, don't believe it is true, or do not usually do this.
- ST (Sometimes) At some times you feel this statement is true, or you sometimes do this.
- ? (Not Sure) You are not sure whether you agree or disagree, are not sure whether the statement is right or wrong, or are not sure that you do this.

- |   |   |   |    |
|---|---|---|----|
| 1. When I read, I try to remember every detail.   | Y | N | ST |
| 2. In reading easier material, speed automatically increases.   | Y | N | ?  |
| 3. I enjoy reading a book more than seeing a movie.   | Y | N | ST |
| 4. I remember better what I read when I concentrate on the main ideas.  | Y | N | ST |
| 5. Most people's "reading for fun" rate is their fastest reading rate.  | Y | N | ?  |
| 6. The best way to improve vocabulary is by cultivating an active interest in words and their various meanings. | Y | N | ?  |
| 7. I discuss books and articles I have read with friends.   | Y | N | ST |
| 8. One good way of checking how much you can remember about something is to ask yourself questions about it.    | Y | N | ?  |



- |   |   |   |    |
|---|---|---|----|
| 9. I read only books that I consider to be of lasting value.  | Y | N | ?  |
| 10. The best way to improve one's reading is to learn to read faster.   | Y | N | ?  |
| 11. The best way to increase vocabulary is to memorize lists of important words.                                      | Y | N | ?  |
| 12. Materials you are interested in are usually read more quickly than those you find uninteresting.                  | Y | N | ?  |
| 13. Sometimes you can find the meaning of an unknown word by continuing to read.                                      | Y | N | ?  |
| 14. Any difficulty I have with concentration is a result of interruptions or distractions.                            | Y | N | ST |
| 15. I read more slowly than most people.  | Y | N | ?  |
| 16. A good way to build vocabulary is to read a great deal.   | Y | N | ?  |
| 17. I need to learn to read for different purposes.   | Y | N | ?  |
| 18. I find it difficult to understand material that does not interest me.   | Y | N | ST |
| 19. The best way to achieve good comprehension is to say or think each word to yourself.                              | Y | N | ?  |
| 20. I understand more of what I read than most people.  | Y | N | ?  |
| 21. Reading is an important part of my life.  | Y | N | ?  |
| 22. I feel that my comprehension can be improved.   | Y | N | ?  |
| 23. When faced with very difficult material, it is best to look over the material quickly and then read it carefully. | Y | N | ?  |
| 24. Faster readers usually have better comprehension than slower readers.   | Y | N | ?  |
| 25. Difficulty with comprehension is usually due to lack of interest in the material.                                 | Y | N | ?  |
| 26. I feel that my rate can be improved.  | Y | N | ?  |
| 27. The reading material that interests me most is fiction.   | Y | N | ?  |
| 28. I enjoy many different types of reading materials.  | Y | N | ?  |

29. I tend to read different kinds of reading material at different rates. Y N ?
30. If I find a book boring, I put it aside. Y N ST
31. When I have more leisure, I find that I do more reading. Y N ST
32. I read regularly more than one weekly or monthly magazine Y N
33. When I try to read faster than usual, I find I comprehend less. Y N ST
34. When I read, I always stop and look up the meaning of any unknown words. Y N ?
35. I have more than fifty books in my personal library. Y N
36. If I can't read something carefully, I don't read it at all. Y N
37. I read at least one daily newspaper. Y N ST
38. When I try to read rapidly or to skim, I become tense. Y N ST
39. When I come across a new word, I always try to sound it out. Y N ?
40. When I read, I move my lips as if saying the words to myself. Y N ST
41. I belong to a book club. Y N
42. If I have a choice, I will usually read rather than watch television. Y N
43. In starting to read important material, I first look over the material before I start to read it. Y N ST
44. I usually use a dictionary to find the meanings of words I don't know. Y N
45. When I read, I can "hear" the words in my mind. Y N ?
46. I finish every book I start. Y N
47. Reading for over an hour tires me. Y N ST
48. When I hear a word I don't know in conversation, I ask its meaning whenever possible. Y N ?
49. I own a library card. Y N



APPENDIX B

MEANS OF STUDENTS' ATTITUDE TOWARD READING  
BY SEX, AGE, AND SOCIO-ECONOMIC STATUS

A <sub>1</sub> : I and II			A <sub>2</sub> : III				B x C		
Sex = C	Girls: 1	Boys: 2	Girls: 1	Boys: 2	Female: 1	Male: 2	TOTAL		
Age = P	N= 25	N= 26	N= 51	N= 21	N= 17	N= 38	N= 46	N= 43	N= 89
	$\Sigma x = 189.00$	$\Sigma x = 116.00$	$\Sigma x = 305.00$	$\Sigma x = 86.50$	$\Sigma x = 98.00$	$\Sigma x = 174.50$	$\Sigma x = 265.50$	$\Sigma x = 214.00$	$\Sigma x = 479.50$
9.0	$\Sigma x^2 = 1818.50$	$\Sigma x^2 = 1075.00$	$\Sigma x^2 = 2893.50$	$\Sigma x^2 = 583.30$	$\Sigma x^2 = 879.00$	$\Sigma x^2 = 1462.30$	$\Sigma x^2 = 2401.80$	$\Sigma x^2 = 1954.00$	$\Sigma x^2 = 4355.80$
to	$\bar{x} = 7.56$	$\bar{x} = 4.46$	$\bar{x} = 5.98$	$\bar{x} = 4.12$	$\bar{x} = 5.76$	$\bar{x} = 4.59$	$\bar{x} = 5.77$	$\bar{x} = 4.97$	$\bar{x} = 5.38$
9.11	$\sigma = 4.02$	$\sigma = 4.72$	$\sigma = 3.90$	$\sigma = 4.43$	$\sigma = 4.43$	$\sigma = 4.59$	$\sigma = 5.77$	$\sigma = 4.97$	$\sigma = 5.38$
	N= 63	N= 60	N= 123	N= 55	N= 49	N= 104	N= 118	N= 109	N= 227
	$\Sigma x = 411.20$	$\Sigma x = 332.00$	$\Sigma x = 743.20$	$\Sigma x = 293.50$	$\Sigma x = 222.50$	$\Sigma x = 516.00$	$\Sigma x = 704.70$	$\Sigma x = 554.50$	$\Sigma x = 1259.20$
10.0	$\Sigma x^2 = 3641.54$	$\Sigma x^2 = 3242.50$	$\Sigma x^2 = 6884.00$	$\Sigma x^2 = 2776.30$	$\Sigma x^2 = 2396.30$	$\Sigma x^2 = 5172.60$	$\Sigma x^2 = 6417.80$	$\Sigma x^2 = 5633.80$	$\Sigma x^2 = 12056.60$
to	$\bar{x} = 6.53$	$\bar{x} = 5.53$	$\bar{x} = 6.04$	$\bar{x} = 5.34$	$\bar{x} = 4.54$	$\bar{x} = 4.96$	$\bar{x} = 5.97$	$\bar{x} = 5.08$	$\bar{x} = 5.54$
10.11	$\sigma = 3.93$	$\sigma = 4.38$	$\sigma = 4.73$	$\sigma = 5.37$	$\sigma = 5.37$	$\sigma = 4.96$	$\sigma = 5.97$	$\sigma = 5.08$	$\sigma = 5.54$
	N= 5	N= 14	N= 19	N= 7	N= 12	N= 19	N= 12	N= 26	N= 38
	$\Sigma x = 21.00$	$\Sigma x = 86.50$	$\Sigma x = 107.50$	$\Sigma x = 31.00$	$\Sigma x = 57.50$	$\Sigma x = 88.50$	$\Sigma x = 52.00$	$\Sigma x = 144.00$	$\Sigma x = 196.00$
11.0	$\Sigma x^2 = 102.50$	$\Sigma x^2 = 756.80$	$\Sigma x^2 = 889.30$	$\Sigma x^2 = 182.00$	$\Sigma x^2 = 450.30$	$\Sigma x^2 = 632.30$	$\Sigma x^2 = 281.80$	$\Sigma x^2 = 1207.10$	$\Sigma x^2 = 1491.60$
to	$\bar{x} = 4.20$	$\bar{x} = 6.18$	$\bar{x} = 5.65$	$\bar{x} = 4.43$	$\bar{x} = 4.79$	$\bar{x} = 4.65$	$\bar{x} = 4.33$	$\bar{x} = 5.53$	$\bar{x} = 5.15$
11.11	$\sigma = 1.89$	$\sigma = 4.14$	$\sigma = 2.73$	$\sigma = 3.99$	$\sigma = 3.99$	$\sigma = 4.65$	$\sigma = 4.33$	$\sigma = 5.53$	$\sigma = 5.15$
	N= 93	N= 100	N= 193	N= 83	N= 78	N= 161	N= 176	N= 178	N= 354
	$\Sigma x = 621.20$	$\Sigma x = 534.50$	$\Sigma x = 1155.70$	$\Sigma x = 401.00$	$\Sigma x = 378.00$	$\Sigma x = 779.00$	$\Sigma x = 1022.20$	$\Sigma x = 912.50$	$\Sigma x = 1934.70$
	$\Sigma x^2 = 5562.50$	$\Sigma x^2 = 5074.30$	$\Sigma x^2 = 10636.80$	$\Sigma x^2 = 3541.60$	$\Sigma x^2 = 3725.60$	$\Sigma x^2 = 7267.20$	$\Sigma x^2 = 9104.10$	$\Sigma x^2 = 8799.90$	$\Sigma x^2 = 17904.00$
	$\bar{x} = 6.67$	$\bar{x} = 5.35$	$\bar{x} = 5.98$	$\bar{x} = 4.83$	$\bar{x} = 4.84$	$\bar{x} = 4.83$	$\bar{x} = 5.80$	$\bar{x} = 5.12$	$\bar{x} = 5.46$

APPENDIX C

MEANS OF STUDENTS' INTEREST TOWARD READING  
BY SEX, AGE, AND SOCIO-ECONOMIC STATUS

		A <sub>1</sub> : I and II			A <sub>2</sub> : III			B x C		
Sex= C		Girls: 1	Boys: 2	Girls: 1	Boys: 2	Female: 1	Male: 2	TOTAL		
Age= B	N= 25	N= 26	N= 51	N= 21	N= 17	N= 38	N= 40	N= 43	N= 89	
9.0	$\Sigma x = 125.50$ $\Sigma x^2 = 1631.75$	$\Sigma x = 76.50$ $\Sigma x^2 = 1225.30$	$\Sigma x = 202.00$ $\Sigma x^2 = 2857.05$	$\Sigma x = 76.50$ $\Sigma x^2 = 708.25$	$\Sigma x = 82.00$ $\Sigma x^2 = 792.00$	$\Sigma x = 148.50$ $\Sigma x^2 = 1500.25$	$\Sigma x = 202.00$ $\Sigma x^2 = 2340.00$	$\Sigma x = 158.50$ $\Sigma x^2 = 2017.30$	$\Sigma x = 360.50$ $\Sigma x^2 = 4357.30$	
to	$\bar{x} = 5.02$ $s = 5.46$	$\bar{x} = 2.94$ $s = 6.33$		$\bar{x} = 3.64$ $s = 4.63$	$\bar{x} = 4.82$ $s = 4.98$	$\bar{x} = 4.17$	$\bar{x} = 4.39$	$\bar{x} = 3.68$	$\bar{x} = 4.05$	
9.11	N= 63	N= 60	N= 123	N= 55	N= 49	N= 104	N= 118	N= 109	N= 227	
10.0	$\Sigma x = 375.50$ $\Sigma x^2 = 3915.80$	$\Sigma x = 219.50$ $\Sigma x^2 = 2236.30$	$\Sigma x = 595.00$ $\Sigma x^2 = 6152.60$	$\Sigma x = 216.50$ $\Sigma x^2 = 2656.30$	$\Sigma x = 151.50$ $\Sigma x^2 = 2274.80$	$\Sigma x = 368.00$ $\Sigma x^2 = 4931.10$	$\Sigma x = 592.00$ $\Sigma x^2 = 6572.10$	$\Sigma x = 371.00$ $\Sigma x^2 = 4511.60$	$\Sigma x = 963.00$ $\Sigma x^2 = 11083.70$	
to	$\bar{x} = 6.06$ $s = 5.19$	$\bar{x} = 3.60$ $s = 4.91$		$\bar{x} = 3.94$ $s = 5.78$	$\bar{x} = 3.09$ $s = 6.13$	$\bar{x} = 3.53$	$\bar{x} = 5.05$	$\bar{x} = 3.37$	$\bar{x} = 4.24$	
10.11	N= 5	N= 14	N= 19	N= 7	N= 12	N= 19	N= 12	N= 26	N= 38	
11.0	$\Sigma x = 0.50$ $\Sigma x^2 = 15.30$	$\Sigma x = 36.50$ $\Sigma x^2 = 384.30$	$\Sigma x = 37.00$ $\Sigma x^2 = 400.10$	$\Sigma x = 30.50$ $\Sigma x^2 = 229.30$	$\Sigma x = 25.50$ $\Sigma x^2 = 333.80$	$\Sigma x = 56.00$ $\Sigma x^2 = 563.10$	$\Sigma x = 31.00$ $\Sigma x^2 = 244.60$	$\Sigma x = 62.00$ $\Sigma x^2 = 718.60$	$\Sigma x = 93.00$ $\Sigma x^2 = 963.20$	
to	$\bar{x} = 0.10$ $s = 1.95$	$\bar{x} = 2.61$ $s = 4.72$		$\bar{x} = 4.36$ $s = 4.01$	$\bar{x} = 2.13$ $s = 5.04$	$\bar{x} = 2.94$	$\bar{x} = 2.58$	$\bar{x} = 2.38$	$\bar{x} = 2.44$	
11.11	N= 93	N= 100	N= 193	N= 83	N= 78	N= 161	N= 175	N= 178	N= 354	
	$\Sigma x = 501.50$ $\Sigma x^2 = 5562.85$	$\Sigma x = 332.50$ $\Sigma x^2 = 3846.90$	$\Sigma x = 834.00$ $\Sigma x^2 = 9109.75$	$\Sigma x = 323.50$ $\Sigma x^2 = 3595.85$	$\Sigma x = 259.00$ $\Sigma x^2 = 3400.60$	$\Sigma x = 582.50$ $\Sigma x^2 = 6994.45$	$\Sigma x = 825.00$ $\Sigma x^2 = 9156.70$	$\Sigma x = 591.50$ $\Sigma x^2 = 7247.50$	$\Sigma x = 1416.50$ $\Sigma x^2 = 16404.20$	
	$\bar{x} = 5.45$	$\bar{x} = 3.29$	$\bar{x} = 4.32$	$\bar{x} = 3.89$	$\bar{x} = 3.32$	$\bar{x} = 3.61$	$\bar{x} = 4.71$	$\bar{x} = 3.30$	$\bar{x} = 4.00$	

APPENDIX D



MEANS OF STUDENTS' HABIT TOWARD READING  
BY SEX, AGE, AND SOCIO-ECONOMIC STATUS

		A1: I and II				A2: III		B x C		
Sex= C	Girls: 1	Boys: 2		Girls: 1	Boys: 2	Female: 1	Male: 2	TOTAL		
Age= B	N= 25	N= 26	N= 51	N= 211	N= 17	N= 38	N= 46	N= 43	N= 89	
9.0 to 9.11	$\Sigma x = 131.00$ $\Sigma x^2 = 2124.50$ $\bar{x} = 5.70$	$\Sigma x = 153.00$ $\Sigma x^2 = 1773.50$ $\bar{x} = 5.88$	$\Sigma x = 284.00$ $\Sigma x^2 = 3918.00$ $\bar{x} = 5.79$	$\Sigma x = 116.00$ $\Sigma x^2 = 1156.50$ $\bar{x} = 5.80$	$\Sigma x = 107.00$ $\Sigma x^2 = 1190.50$ $\bar{x} = 6.29$	$\Sigma x = 223.00$ $\Sigma x^2 = 2347.00$ $\bar{x} = 6.02$	$\Sigma x = 247.00$ $\Sigma x^2 = 3231.00$ $\bar{x} = 5.74$	$\Sigma x = 260.00$ $\Sigma x^2 = 2384.00$ $\bar{x} = 6.04$	$\Sigma x = 507.00$ $\Sigma x^2 = 6265.00$ $\bar{x} = 5.89$	
10.0 to 10.11	N= 63 $\Sigma x = 565.00$ $\Sigma x^2 = 6937.50$ $\bar{x} = 9.26$	N= 50 $\Sigma x = 383.00$ $\Sigma x^2 = 4237.00$ $\bar{x} = 6.13$	N= 123 $\Sigma x = 948.00$ $\Sigma x^2 = 11174.50$ $\bar{x} = 7.70$	N= 55 $\Sigma x = 336.50$ $\Sigma x^2 = 3910.80$ $\bar{x} = 6.01$	N= 49 $\Sigma x = 275.50$ $\Sigma x^2 = 3708.30$ $\bar{x} = 5.74$	N= 104 $\Sigma x = 612.00$ $\Sigma x^2 = 7619.10$ $\bar{x} = 5.98$	N= 118 $\Sigma x = 901.50$ $\Sigma x^2 = 10848.00$ $\bar{x} = 7.70$	N= 109 $\Sigma x = 658.50$ $\Sigma x^2 = 7945.30$ $\bar{x} = 5.98$	N= 227 $\Sigma x = 1560.00$ $\Sigma x^2 = 18793.60$ $\bar{x} = 6.87$	
11.0 to 11.11	N= 5 $\Sigma x = 7.00$ $\Sigma x^2 = 67.50$ $\bar{x} = 1.40$	N= 14 $\Sigma x = 23.00$ $\Sigma x^2 = 858.00$ $\bar{x} = 6.29$	N= 19 $\Sigma x = 395.00$ $\Sigma x^2 = 925.50$ $\bar{x} = 5.00$	N= 7 $\Sigma x = 40.50$ $\Sigma x^2 = 544.80$ $\bar{x} = 5.79$	N= 12 $\Sigma x = 95.50$ $\Sigma x^2 = 901.80$ $\bar{x} = 7.35$	N= 19 $\Sigma x = 136.00$ $\Sigma x^2 = 1446.60$ $\bar{x} = 6.80$	N= 12 $\Sigma x = 47.50$ $\Sigma x^2 = 612.30$ $\bar{x} = 3.95$	N= 26 $\Sigma x = 183.50$ $\Sigma x^2 = 1759.80$ $\bar{x} = 6.79$	N= 38 $\Sigma x = 231.00$ $\Sigma x^2 = 2372.10$ $\bar{x} = 5.92$	
	N= 93 $\Sigma x = 703.00$ $\Sigma x^2 = 9129.50$ $\bar{x} = 7.89$	N= 100 $\Sigma x = 624.00$ $\Sigma x^2 = 6888.50$ $\bar{x} = 6.11$	N= 193 $\Sigma x = 1327.00$ $\Sigma x^2 = 16018.00$ $\bar{x} = 6.94$	N= 83 $\Sigma x = 493.00$ $\Sigma x^2 = 5612.10$ $\bar{x} = 5.93$	N= 78 $\Sigma x = 478.00$ $\Sigma x^2 = 5800.60$ $\bar{x} = 6.12$	N= 161 $\Sigma x = 971.00$ $\Sigma x^2 = 11412.70$ $\bar{x} = 6.03$	N= 176 $\Sigma x = 1196.00$ $\Sigma x^2 = 14741.60$ $\bar{x} = 6.95$	N= 178 $\Sigma x = 1102.00$ $\Sigma x^2 = 12689.10$ $\bar{x} = 6.12$	N= 354 $\Sigma x = 2298.00$ $\Sigma x^2 = 27431.00$ $\bar{x} = 6.52$	

VITA

Isabel Keith Baker

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF READING INTEREST OF FOURTH GRADE CHILDREN  
IN DIFFERENT SOCIO-ECONOMIC GROUPS

Major Field: Elementary Education

Biographical:

Personal Data: Born in Colcord, Oklahoma, May 27, 1929, the daughter of Claude and Hattie Mae Keith. Married to Tim Baker in 1946. Have three sons: Tim, Donn and Bill.

Education: Attended grades 1-2 in Jay, Oklahoma; attended grades 3-12 in Tahlequah, Oklahoma; graduated from Bagley High School, Tahlequah, Oklahoma in 1946; attended Northeastern State College from 1946 to 1950; received the Bachelor of Science Degree from Northeastern State College, Tahlequah, Oklahoma in May of 1950; received the Master of Science degree from Oklahoma State University in July of 1954; did post-graduate work at Morehead State University, Morehead, Kentucky, 1968-1970; did post-graduate work at the University of Arkansas, Fayetteville, Arkansas, the summer of 1969; completed requirements for the Doctor of Education degree at Oklahoma State University in May of 1972.

Professional Experience: Employed as an elementary, junior high and high school teacher in the Pierce Public Schools, 1950-1951; employed as an elementary teacher in the Shidler Public Schools from 1952-1957; served as elementary teacher in the Sapulpa Public Schools from 1957-1961; served as high school speech teacher for the Tahlequah Public Schools from 1961-1967; employed as an instructor and assistant professor in the School of Education of Morehead State University, Morehead, Kentucky, 1967-present.

Professional Organizations: International Reading Association  
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