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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# TELEVIEWING INTERESTS AND READING INTERESTS OF SEVENTH GRADE STUDENTS OF SHAWNEE, OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

MARY ELIZABETH PENNEY

Norman, Oklahoma

1972

TELEVIEWING INTERESTS AND READING INTERESTS OF SEVENTH GRADE STUDENTS OF SHAWNEE, OKLAHOMA

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# TELEVIEWING INTERESTS AND READING INTERESTS OF SEVENTH GRADE STUDENTS OF SHAWNEE, OKLAHOMA

## CHAPTER I

## THE PROBLEM: ITS BACKGROUND AND SCOPE

### Introduction

Television, according to Witty and Batinich[1], continues to be the favorite activity of boys and girls in the United States. A series of studies beginning in 1949 by Witty, has shown that children give more time to television than any other leisure activity. Since over ninety-five percent of American households in all sectors of the country and all income levels own at least one television set[2], teachers should capitalize on this opportunity and learn about the viewing habits of their students so that the influences of television can be an asset.

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[1]Lloyd N. Morrisett, "The Age of Television and the Television Age," Peabody Journal of Education, XLVIII (January, 1971), 112-121.

[2]Paul A. Witty and Mary E. Batinich, "A 1967 Study of Televiewing," in Reading and Realism, ed. by J. Allen Figurel, Proceedings of the Thirteenth Annual Convention, Part I, XIII (Newark, Del.: International Reading Association, 1969), 732.

Schramm has noted that the first experience with television typically comes at age two, and the child will soon begin to develop program preferences. By the age of six he will have built up strong likings and preferences. However, the heaviest period of a child's viewing comes between the ages of eleven and thirteen, during the sixth, seventh and eighth grades in school.[1]

Numerous studies concerning the amount of televiewing and best-liked programs have been conducted, but there is a dearth of research in the area of televiewing interests as compared to the reading interests of students. A study of the reading interests and televiewing interests of students has significance for the teacher and the school, for the curriculum worker, and for the parent. Current information is needed about the reading and televiewing habits and interests of students at different grade levels and of varying socio-economic levels. Smiley has pointed out that despite extensive studies of sex- and age-related reading interests, almost nothing is known about the relation of these interests to children's social class origins.[2]

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[1]Wilbur Schramm, Jack Lyle, and Edwin B. Parker, Television in the Lives of Our Children (Stanford: Stanford University Press, 1961), pp. 24-32.

[2]Marjorie Smiley, Improving English Skills of Culturally Different Youth in Large Cities (Washington, D.C.: U.S. Office of Education, 1964), cited by E. M. Antley and A. L. Fluitt, "Socio-Economic Differences in Reading Interests," Vistas in Reading, ed. J. Allen Figurel, Proceedings of Eleventh Annual Convention, Part 1, II (Newark, Del.: International Reading Association, 1967), 342.

## Statement of the Problem

The problem of this study is to determine whether there are statistically significant differences in the reading interests and televiewing interests of seventh grade male and female students of Shawnee, Oklahoma of different socio-economic status levels. The television programs and reading topics are grouped into six categories to include types of programs watched and materials read. The study further investigates the differences in the pupils' reading and televiewing interests among these six categories.

## Hypotheses

In order to investigate the problem of reading and televiewing interests as defined by the questionnaires, the following hypotheses have been established.

$H_{o1}$: There is no statistically significant difference in percentages of reading interests between male and female students within socio-economic status levels in the six categories of subjects.

$H_{o2}$: There is no statistically significant difference in the percentages of televiewing interests between male and female students within socio-economic status levels in the six categories of programs.

$H_{o3}$: There is no statistically significant difference in percentages of reading interests among socio-economic status levels of male and female students in the six categories of subjects.

$H_{04}$: There is no statistically significant difference in percentages of televiewing interests among socio-economic status levels of male and female students in the six categories of programs.

$H_{05}$: There is no statistically significant relationship between percentages of reading interests and televiewing interests of seventh grade students within socio-economic status levels by category.

## Operational Definitions

1. Socio-economic status refers to the social and economic position of the subjects. The socio-economic status levels are based upon ratings, on seven-point scales, of four status characteristics - occupation of father or guardian, education of parents, house type, and dwelling area in the community. The formula to determine socio-economic status is that used by Eells and others.[1]

2. Reading interests are defined as those subjects and topics which pupils have read or are interested in reading as shown by the Reading Interest Questionnaire (see Appendix A).

3. Televiewing interests are defined as those programs which pupils watch or are interested in watching as shown on the Televiewing Interest Questionnaire (see Appendix B).

---

[1]Kenneth W. Eells, et al., Intelligence and Cultural Differences (Chicago: The University of Chicago Press, 1951).

## Limitations of the Study

Limitations of the study are as follows:

1. This study is limited to seventh grade students who attend schools in Shawnee, Oklahoma.

2. This study is limited to television programs and reading materials which may be categorized similarly.

3. This study is limited to those programs which appear weekly on television in the local area. Programs which do not appear weekly, such as specials and movies, are omitted from the study.

4. This study is limited to those programs which are shown during the times which the students are available to view them.

## Selection of Categories

Categories of television programs and reading materials were selected because of their similarity. The six categories which were used are as follows: (1) Adventure, Romance, Mystery (which includes Detective, Drama, Science Fiction, and Westerns); (2) Religion; (3) Arts and Music; (4) Amusements, Sports, and Games; (5) Humor or Fanciful (including Comedy and Cartoons); and (6) Informative.

Categories of programs were selected because of the time aired and the types of categorization of programs in TV Guide.[1] These categories were determined by three staff members at Oklahoma Baptist University. Television programs

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[1] TV Guide (Radnor, Pa.: Triangle Publications, Inc.).

to be used in the study were those which may be viewed Monday through Friday from 6:15 a.m. until 8:00 a.m. and 4:00 p.m. until 10:00 p.m. and all day, until 10:00 p.m. on Saturday and Sunday. Programs from all four channels aired from Oklahoma City were included.

## Selection of Subjects

There are nine elementary schools in the Shawnee Public School System with an enrollment of 361 seventh graders for the Fall semester of 1971. The elementary schools enroll all levels of students in terms of socio-economic status.

The subjects were selected on the basis of their grade level. They were then divided into groups according to sex and socio-economic status level, using the three status levels - Upper, Middle, and Lower, as defined by Eells and others.[1] The socio-economic status of each of the 361 seventh grade students was determined with respect to four characteristics: (1) occupation of parents, (2) education of parents, (3) house type, and (4) dwelling area. A questionnaire was used to obtain information for making ratings on the occupation and education of the parents or guardians (see Appendix C). The questionnaire was a modified form of the Questionnaire By Which Socio-economic Information Was Secured From Parents prepared by Eells and

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[1] Eells, et al.

others.[1] Ratings on the house type and dwelling area for each seventh grader were made by a personal observation of the house in which each resided and the section of the city in which the dwelling was located. Each of the four characteristics was rated on a seven-point scale with a range of "1" (very high status value), to "7" (very low status value). The sum of the ratings became the Index of Status Characteristics[2], with a range of 4 to 28. A total score of 4 to 12 was used to designate the upper socio-economic status subjects. A total score within the range of 13 to 20 was used to designate the middle socio-economic status subjects, while the subjects within the range of 21 to 28 were designated as lower socio-economic status level.

To obtain the information desired on the questionnaires, the principals of the nine elementary schools in Shawnee, Oklahoma provided a list of the names and addresses of each of the seventh graders. The parent or guardian was then mailed a questionnaire which was to be completed and returned. Three weeks later an additional mailing was addressed to those parents who had failed to return the original questionnaire. After approximately two months had elapsed, those parents who had not responded to the two mailed inquiries were visited and requested to complete an identical questionnaire. Of the 361 questionnaires mailed

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[1] Ibid., p. 363.

[2] Ibid., p. 97.

336 or 93 percent were completed. A distribution of the bases of sex and socio-economic status of all subjects eligible for selection is given in Table 1.

TABLE 1

DISTRIBUTION ON THE BASES OF SEX AND SOCIO-ECONOMIC STATUS OF SUBJECTS ELIGIBLE FOR SELECTION

| Sex | Socio-economic Status | | | | | | Totals |
|---|---|---|---|---|---|---|---|
| | Upper | | Middle | | Lower | | |
| | N | % | N | % | N | % | |
| Males | 27 | 17 | 105 | 64 | 31 | 19 | 163 |
| Females | 28 | 16 | 122 | 71 | 23 | 13 | 173 |
| Totals | 55 | 16 | 227 | 68 | 54 | 16 | 336 |

From the seventh graders in the Shawnee Public School System, 20 male and 20 female subjects from each socio-economic status level were randomly selected for this study. The Table of Random Numbers from Downie and Heath[1] was used in making this selection.

Each of the seventh grade students was given two questionnaires which were to be completed during a specific class period. The Televiewing Interest Questionnaire included all programs which may be viewed during the defined time, from which the subject selected all programs which

[1]N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, 1965), pp. 316-317.

were of interest. The programs which appear on the questionnaire are those which were listed in the TV Guide. The Reading Interest Questionnaire included a list of subjects and topics from which the student selected those which were of interest. The topics were those which are known to be of interest to seventh graders as identified in My Reading Design.[1]

The Reading Interest Questionnaire included two columns in which students checked whether they had read or would like to read materials written on a particular subject. Likewise, the Televiewing Interest Questionnaire included two columns from which students checked whether they watched or would like to watch the programs listed. Failure to check either column indicated a lack of interest in the subject or program. If a student checked either that he watches or would like to watch a program, or that he both watches and would like to watch a program, this indicated his televiewing interest. Likewise, if a student checked either that he would like to read or that he has read materials written on a particular topic or subject, or that he has both read and would like to read these materials, this indicated his reading interest.

The parental questionnaire used in this study is a modified form of the Questionnaire by Which Socioeconomic

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[1]G. O. Simpson, My Reading Design, Form C (Defiance, Ohio: The Hubbard Co., 1962).

Information Was Secured From Parents prepared by Eells and others[1] and adapted and used by Curry[2]. The modified form of the questionnaire is an appropriate instrument to use to obtain information for determining the socio-economic status of the family units of the students.[3]

## Treatment of Data

This data was compiled and subjected to statistical analyses. The data for each of the subjects consisted of the actual number of times a subject checked an interest in reading and televiewing a particular topic and program. Since there was an uneven number of programs and topics listed, it was necessary to transform these figures into percentages. Hence, each subject had twelve transformed scores, six for the categories of reading interests and six for the categories of televiewing interests (see Tables 9 through 14, Appendix D).

In order to test the first four hypotheses, a series of 108 "t" tests were computed to determine whether there were statistically significant differences in the percentage means of the categories being compared. Garrett's

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[1]Eells, et al., p. 363.

[2]Robert L. Curry, "The Effect of Intelligence on the Scholastic Achievement of Sixth-Grade Children of Comparable Socio-Economic Status" (Ph.D. dissertation, Dept. of Education, University of Oklahoma), p. 55-56.

[3]Curry, p. 9.

formula for "t" tests to determine the significance of the difference between two percentages was used.[1] To determine whether significant differences existed between televiewing interests and reading interests, it was necessary to compute a Spearman Rank Correlation Coefficient ($r_s$) and "t" test for each of the six categories within each socio-economic status level. Due to the excessive proportion of ties, it was necessary that a correction factor be incorporated in the computation of $r_s$.[2]

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[1]Henry E. Garrett, Elementary Statistics (New York: Longmans, Green and Company, 1956), pp. 103-105.

[2]Sidney Siegel, Nonparametric Statistics (New York: McGraw-Hill Book Company, 1956), pp. 202-213.

# CHAPTER II

## REVIEW OF RELATED RESEARCH STUDIES

A great deal of research has been conducted and much has been written about the amount of time children at all levels spend watching television and how this compares with time spent reading. However, this review of related research is limited to studies concerned with the types of programs children are interested in viewing, the types of subjects they are interested in reading, how sex differences affect televiewing and reading interests, and the relationship of socio-economic status to reading and televiewing interests.

### Televiewing Interests

Surveys made during the past twenty years have revealed the persistent popularity of television. In 1961, a study by Schramm and his associates disclosed that throughout the years of school, a child spends within 5 percent as much time televiewing as in school, with the heaviest period of viewing during the sixth, seventh, or eighth grade in school.[1]

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[1]Schramm, Lyle, and Parker, Television, p. 30.

Witty's surveys show that favorite programs have changed somewhat from year to year. From 1952 through 1954, the comedy "I Love Lucy" was the favorite program of both elementary and high school pupils. Then "Disneyland" was the favorite of elementary school children for three years, and was succeeded by "Zorro" in 1958. By far the most popular program of 1959 was the Crime Mystery "77 Sunset Strip" which was succeeded by "Dennis the Menace" and "Dobie Gillis" in 1960. In 1961, Mystery Drama was the best liked type of program in the intermediate grades.[1]

In 1963, the "Beverly Hillbillies" was very popular with children, while in 1965 "The Man from U.N.C.L.E." was given first rank. In the junior high school in 1967, the "Monkees", "Man from U.N.C.L.E." and "The Fugitive" were very popular.[2]

In a study to determine the televiewing habits of sixth graders in four schools in Chapel Hill, North Carolina, Tarbet administered questionnaires to approximately 260 students. To control for individual, sectional, and economic differences, one Negro school, one rural school, one small-town school, and one city school were chosen for the study. When asked to express their program choices, the

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[1]Paul A. Witty and Paul J. Kinsella, "A Report on Televiewing in 1961," Elementary English, XXXIX (January, 1962), 26.

[2]Witty and Batinich, "A 1967 Study," p. 733.

students ranked them in the following order: Mysteries, Westerns, and Comedies.[1]

In 1971 Nolte investigated the relationship between the level of reading ability and the type of television programs preferred by seventh grade students in Lawton, Oklahoma. Results of her study indicated that when programs were ranked from highest to lowest in order of preference, the seventh graders ranked them accordingly: Situation Comedy, Adventure, Drama, Variety, Cartoons, and Sports.[2]

Several research studies concerning the televiewing habits and preferences of the various races and socio-economic status levels have been reported. Schramm has noted that family example means a great deal, both in amount of viewing and in what is viewed. Children of highly educated parents tend to view fewer programs than other children, as their parents view fewer programs than less educated adults. In general, a pattern of light or heavy viewing is likely to be determined within the family.[3]

In his study concerned with the amount of time

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[1]Donald G. Tarbet, "The Televiewing Habits of Pupils," Clearing House, XXX (April, 1956), 487.

[2]Sherry L. Nolte, "A Comparison of Reading Levels of Seventh Grade Students and Television Preferences" (unpublished Ph.D. dissertation, Department of Education, University of Oklahoma, 1971).

[3]Schramm, Lyle and Parker, Television, p. 35.

elementary pupils spend viewing television, Lazarus has stated that the median televiewing time for elementary pupils is 20 hours a week. He noted a low of 13 hours in homes of high cultural levels and a high of 24 hours in homes of lowest socio-economic areas.[1]

A study by Fletcher in 1969 compared the television viewing behavior of Negro and white children. The sample of 461 students was composed of approximately the same number of Negro as white students, grades six through twelve in Athens, Georgia. The students recorded their viewing for one week during two class sessions. Fletcher concluded that race is a significant factor in determining television viewing behavior, and not only did the Negro students watch approximately 20 percent more television, but they also had their own preferences for programs. He noted, too, that the education and occupation of the child's parent proved to be insignificant.[2]

The extensive study by Remmers, Horton, and Mainer concerning the televiewing favorites of teenagers by socio-economic status, has shown that there is an observable difference between the low, medium, and high socio-economic status teenagers' viewing. The results indicated that the

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[1]Arnold L. Lazarus, "Pupils' TV Habits," Educational Leadership, XIII (January, 1956), 241.

[2]Alan D. Fletcher, "Television Viewing Behavior of Negro and White Children in Athens, Georgia" (unpublished Ph.D. dissertation, Department of Education, University of Illinois, 1969).

low socio-economic status teenager preferred Mysteries, Family Comedy, Variety Shows, Plays, and Sports, in that order; the medium socio-economic status teenager preferred Family Comedy, Variety Shows, Mysteries, Plays, and Sports; while the high socio-economic status level teenager preferred Family Comedy, Plays, Mysteries, Variety Shows, and Sports.[1]

Both the Witty and Kinsella and the Schramm studies outlined sex differences in taste in television. Schramm has stated that "One of the astonishing things about sex differences in taste is how early they appear to begin."[2] The pattern, which becomes obvious even in the first grade, continues throughout most of the school years. Girls tend to select programs built around romance or the family role, while boys prefer "masculine" programs of excitement and adventure.[3]

The Witty and Kinsella report on televiewing of elementary school children in 1961, listed the following ten favorite programs, in order of preference, for boys and girls: Boys preferred "Twilight Zone," "The Flintstones," "Baseball Games," "The Three Stooges," "Way Out," "The Untouchables," "Bugs Bunny," "Walt Disney Presents," "Thriller," and "Huckleberry Hound." Girls preferred

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[1]H. H. Remmers, R. E. Horton, and R. E. Mainer, Attitudes of High School Students Towards Certain Aspects of Television, Purdue Opinion Panel Report No. 36 (Lafayette, Indiana, 1953).

[2]Schramm, Lyle and Parker, Television, p. 45.

[3]Ibid.

"Twilight Zone," "The Flintstones," "National Velvet," "The Three Stooges," "Way Out," "Shirley Temple," "77 Sunset Strip," "I Love Lucy," "Dennis the Menace," and "Father Knows Best."[1]

Schramm has reported the categories of favorite programs named by 114 boys and 105 girls in the eighth grade in San Francisco. When asked to name the program they would most like to see if they had time to see just one program a week, 29 percent of the boys preferred Crime-Mystery programs, 24 percent preferred Westerns, 11 percent preferred Situation Comedy, 4 percent preferred Popular Music, while the remaining either selected another category or did not answer. Of the girls, 36 percent preferred Crime-Mystery, 23 percent preferred Situation Comedy, 15 percent preferred Popular Music, and 10 percent selected Westerns.[2]

A recent study by Satterfield examined the effects of televiewing practices on selected aspects of school behavior and the social and emotional adjustment of middle socio-economic status pupils. In addition, his study was concerned with the relationship between televiewing practices, reading achievement, sex, and personality factors of 465 fourth grade students of Midwest City, Oklahoma.

Using Schramm's[3] definitions of conditions for

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[1]Witty and Kinsella, "Televiewing in 1961," p. 27.

[2]Schramm, Lyle and Parker, Television, p. 231.

[3]Ibid, p. 63-64.

conditions for evaluating and identifying "fantasy" and "reality" type programs, Satterfield placed Westerns, Crime Drama, Popular Music, and Variety Shows within the "fantasy" category. The "reality" category included News Documentaries, Interviews, Public Affairs programs, and Educational Television.

Results of his study indicated that reading achievement levels had no effect upon televiewing practices of the subjects, and there was no relationship between personality factors and amount of time the subjects spent televiewing. It may be noted, however, that fourth grade boys watched more "reality" type programs than girls while the girls tended to watch more "fantasy" type programs than did the boys.[1]

## Reading Interests

Perhaps the first study of reading interests was made in 1893. From that date to the present time, more than two hundred studies have been undertaken.[2]

According to Pilgrim and McAllister, adults who work with adolescents and books have little trouble in agreeing on interest categories which appear to dominate the reading

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[1]James R. Satterfield, "Televiewing Practices as a Function of Certain Personality Variables and Reading Achievement Levels of Middle Socio-Economic Status Fourth Grade Children" (Ph.D. dissertation, University of Oklahoma, Dept. of Education,1972).

[2]Paul A. Witty, et al., "Studies of Children's Interests - A Brief Summary," Elementary English, XXXVII (December, 1960), 541.

of young people at various age or maturity levels. They list the following interest categories as typical: Animal, Adventure, Westerns and Pioneer Life, How-to-Do-It Books, Sports, Science Fiction, Careers, and Young Love.[1]

Perhaps the most comprehensive studies of the reading interests of school students were done by Norvell and published in 1950 and 1958. The 1950 research study concentrated on the factors affecting the reading choices of adolescents in grades seven through twelve. He concluded that under the plan of grouping children by grades, the divergence in ages and intellectual ability among children of the same grade, is not a markedly significant factor in selecting reading materials for that grade. He felt, however, that sex was a universal and highly significant factor in governing the choice of reading material for children in the secondary schools.

His study revealed that the special factors which arouse boys' interest in reading materials are: Adventure, Outdoor Games, School Life, Mystery, Obvious Humor, Animals, Patriotism, and male rather than female characters. For girls the favorable special factors are: Adventure without grimness, Humor, Animals, Patriotism, Love and other sentiments, Home and Family Life, and male and female characters.[2]

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[1]Geneva Hanna Pilgrim and Mariana K. McAllister, Books, Young People, and Reading Guidance (2nd ed.; New York: Harper and Row, 1968), pp. 60-65.

[2]George W. Norvell, The Reading Interests of Young People (Boston: D. C. Heath and Co., 1950), pp. 5-6.

Norvell's study in 1958 was undertaken to provide information as to what extent reading interests are influenced by age, sex, and intelligence. He also collected data concerned with determining the identifiable characteristics of poetry and prose which children enjoy.[1]

Witty and McBean requested that pupils in ten elementary schools list the five books they had read and most enjoyed during the school year 1944-45. The categories of Action, Adventure, and Humor were determined as the three top favorites of seventh and eighth graders.[2]

DeBoer has noted that at the junior high school level, the themes of Adventure and Humor command universal appeal. He listed Vigorous Action, Sports and Science as favorite topics for boys, while girls enjoy Home and School Life, Romantic Love, Career stories for women, Mysteries, and Sentimental Fiction.[3]

In a study to determine what children want to read about, what they want to find out about, and what they are looking up in books, Rudman sent questionnaires to children,

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[1]George W. Norvell, What Boys and Girls Life to Read (Morristown, N. J.: Silver Burdett Co., 1958), pp. 4-6.

[2]Paul A. Witty and D. McBean, "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," J. of Educational Psychology, XXXVII (May, 1946), 266-78.

[3]John J. DeBoer, "The Changing Interests of Junior High School Students," Reading in Action, ed. by Nancy Larrick, Proceedings of International Reading Association Convention, II (Newark, Del.: International Reading Association, 1957), 27-30.

their parents, teachers, and librarians in 270 communities from the nine census regions of the United States. In all, 6,313 pupils from grades four through eight answered questions designed to provide information pertaining to the main objectives. He concluded that:

> Children as a group choose Mystery, Adventure, Children, Horses, and Dogs to read about. As they progress through Grades IV-VIII, they show increasing interest in reading about teenagers and children. Children show strong interest in Animal Stories through Grades IV-VIII. As they move toward the upper elementary grades, they show a greater interest in reading about sports and recreational activities.[1]

At adolescence, differences in reading interests of boys and girls sharpen. Norvell has pointed out that the influence of sex differences upon selection of reading material is a dominant and highly significant factor. Girls read more than boys, but their interests are more homogeneous; boys cover a wider range of subjects and read more nonfiction than do girls.[2]

A study by Taylor and Schneider in 1957 was concerned with the reading interests of students in grades five through eight in the Chicago public schools. When asked to choose titles of stories, boys selected the categories of

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[1]Herbert C. Rudman, "Informational Needs and Reading Interests of Children in Grades IV Through VIII," Elementary School Journal, LV (May, 1955), 502-512.

[2]Norvell, The Reading Interests, p. 38.

Adventure, Sports, and Games while girls chose Teenage and Romance titles.[1]

Mott, in his study of fifty years of research on reading interests of adolescents, concluded that both sex and age were found to be dominant factors influencing interests.[2] Wolfson concluded from her examination of the reading interests of approximately two thousand boys and girls in grades three through six in Norfolk, Connecticut, that boys' choices were significantly different from girls' choices, except in the category of Social Studies.[3]

Two other writers were concerned with sex differences in reading interests. Schulte studied the independent reading interests of fourth, fifth and sixth graders and the relationships between these interests and grade level, sex, and availability and use of school and public library facilities. She found that predominant interests were Fiction and Biography. Boys were more interested in Action and Adventure while girls preferred stories concerning personal

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[1]Marion W. Taylor and Mary A. Schneider, "What Books Are Our Children Reading? The Reading Interests of Upper-Grade Pupils," Chicago School Journal, XXXVIII (January-February, 1957), 155-160.

[2]John H. Mott, "Reading Interests of Adolescents: A Critical Study of Fifty Years of Research" (unpublished Ed.D. dissertation, Department of Education, University of Northern Colorado, 1970).

[3]Bernice J. Wolfson, "What Do Children Say Their Reading Interests Are?" Reading Teacher, XIV (November, 1960), 81.

problems and relationships.[1] Steiert designed an inventory to investigate the recreational reading interests of pupils in grades five and six. Her Annotated Titles Inventory consisted of 80 annotated titles, which she administered to 450 students in two elementary schools. She found that girls in this study read more books than boys and chose fiction rather than nonfiction, while boys preferred nonfiction. Boys consistently mentioned a greater variety of subtopics than did girls, especially for History, Science, Invention, and Science Fiction.[2]

Gray has described the characteristics of five different social classes and examined the reading interests and the amount of stimulus to reading provided to the five groups. He stated that the most important general conclusion justified by all the evidence secured is that the level occupied in the social structure influences reading interests and habits to a notable extent. The evidence supports the view that we have made more progress with pupils reared in the middle and upper-middle social classes due to the fact that the reading materials provided in school relate more

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[1]Emerita S. Schulte, "The Independent Reading Interests of Children in Grades Four, Five and Six" (unpublished Ph.D. dissertation, Department of Education, Ohio State University, 1967).

[2]Katherine Steiert, "The Designing of An Inventory to Investigate Recreational Reading Interests of Pupils in Grades Five and Six" (unpublished Ph.D. dissertation, Department of Education, Kent State University, 1966).

closely to their background and interests than to those of the other groups.[1]

Wickens, in discussing the environmental factors which determine reading interests, concluded that more reading and a better quality of reading are associated with higher socioeconomic level. She also noted that these two factors are correlated with the education of parents and their occupational and leisure-time pursuits, as well as with the amount of value which families accord educational attainment.[2]

Row studied the reading interests of elementary pupils as observed by their teachers as as expressed by the pupils. She held conferences with the 89 participating teachers in six schools and compiled a questionnaire to determine the areas of greatest pupil reading interest as observed by teachers. The 1,360 intermediate pupils completed a questionnaire. Analysis of the data indicated that there was a significant difference at each elementary grade level between boys' and girls' interests; and that there was

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[1]William S. Gray, "The Nature of Reading Interests: Sociological Aspects," Developing Permanent Interest in Reading, ed. by Helen M. Robinson, Proceedings of the Annual Conference on Reading, XVIII (Chicago: University of Chicago Press, December, 1956), 10-15.

[2]Alice R. Wickens, "A Survey of Current Reading Interests: In Grades Seven Through Nine," Developing Permanent Interest in Reading, ed. Helen M. Robinson, Proceedings of the Annual Conference on Reading, XVIII (Chicago: University of Chicago Press, December, 1956), 60-64.

a significant difference between Negro and white pupils' interests at most levels.[1]

The conclusions from two research studies conflict with these views concerning the relationship between reading interests and socio-economic status of the child. DeBoer's research, mentioned earlier, noted that "Curiously, socio-economic status does not markedly affect interests (in reading."[2] Ford and Koplyay described the construction of a non-verbal test of children's story preferences and explored the use of the instrument to disclose story preferences among kindergarten, first, second, and third grade children. The subjects of their story were 373 children, of which 169 were suburban upper- middle class and 204 urban Negro lower-class. The child was asked to circle the picture on each page that indicated a story he would most like to read and to cross out the picture that indicated a story he would not want to read. They concluded that "it seems clear that children's interests are related to age and sex to a much greater extent than to socioeconomic background."[3]

Several articles have appeared in educational materials

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[1]Barbara H. Row. "Reading Interests of Elementary School Pupils in Selected Schools in Muscogee, Georgia" (unpublished Ed.D. dissertation, Dept. of Education, Auburn University, 1968).

[2]DeBoer, "Changing Interests," p. 30.

[3]Robin C. Ford and Jonas Koplyay, "Children's Story Preferences," Reading Teacher, XXII (December, 1968), 233-7.

which make mention of the relationship between the reading interests and televiewing interests of students. Schramm stated simply that "high socioeconomic children who were high users of t.v. were also high users of print, whereas the lowest socio-economic children were more likely to depend on t.v., and t.v. alone."[1]

Lyness made a study of the mass communications habits and tastes of boys and girls to discover what 'patterns of interest' the content of the mass media characterized. Students completed questionnaires in the classroom in grades three, five, seven, nine and eleven in the public schools of Des Moines, Iowa. Questions covered the amount and kind of reading, radio listening and movie-going; the preferred types of mass communications content; the names of preferred newspaper columnists, radio programs, movies, magazines, books and comic books; and preferred media.

The total sample of 1,418 school children was stratified by sex and school attended. Background information on each student included occupation and education of the father, ownership of automobiles, telephones, radios and TV sets and other data. Questions related to preferred types of subject matter in the various communications media, and pupils selected and ranked their four favorite types of content from each list. In determining the preferences, the choices were weighted and combined, and the weighted scores were then

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[1]Schramm, Lyle and Parker, Television, p. 106.

converted to percentages to make the comparison of preferences in the different media.

Lyness found that certain interest patterns tended to cluster in certain subject-matter areas and to carry over from one area of mass communication to another. Included were Violence and Adventure, Educational Content, Love, Private Life, and Glamour.[1]

A study by Antley and Fluitt was made to determine the types of stories preferred by disadvantaged students at different grade levels. They were also interested in the favorite television programs of the deprived, and what the relationship might be between these programs and reading interests. Interest inventories were developed and administered by the faculty of a Negro school of 1600 disadvantaged students in grades one through twelve in New Orleans. Story preferences indicated that after the fourth grade there were major differences in boys' and girls' interests with one area of exception: Adventure stories ranked high with both boys and girls in grades six through eleven. Interest in television became pronounced at grade two, and reading interest became pronounced at grade seven.

The authors noted that the relationship between television preferences and reading interests is moderately positive at the primary level. The television and reading

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[1]Paul I. Lyness, "Patterns in the Mass Communication Tastes of the Young Audience," Journal of Educational Psychology, XLII (December, 1951), pp. 449-467.

interests of the middle grades are likewise similar; however, as one moves into the junior high school years the positive relationship does not hold. In the final years of schooling, the relationship between television preferences and reading interests is again moderately positive.[1]

## Conclusions

A number of tenable conclusions emerge from studies concerned with televiewing and reading interests, and how sex and socio-economic status affect these interests. The following conclusions are based upon evidence resulting from carefully conducted research.

1. Children in the lower socio-economic status level tend to view more television than those from the higher or middle socio-economic status levels.

2. There are sex differences in televiewing tastes.

3. There are sex differences in reading tastes.

4. Girls read more than boys, but boys' interests are more heterogeneous than girls'.

5. In general, teenage boys prefer Adventure with action and Humorous stories to read.

6. In general, teenage girls prefer to read stories of Romance and Family Life.

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[1]Elizabeth M. Antley and Ann L. Fluitt, "Socio-Economic Differences in Reading Interests," Vistas in Reading, ed. by J. Allen Figurel, Proceedings of the Eleventh Annual Convention, Vol. XI, (Newark, Del., International Reading Association, Inc., 1967), 342-345.

# CHAPTER III

## PRESENTATION AND ANALYSIS OF DATA

This study was designed to determine whether statistically significant differences existed among categories of reading interests and televiewing interests of male and female seventh graders from three socio-economic status levels. A further purpose of the study was to determine whether a statistically significant relationship existed between the televiewing interests and reading interests of seventh grade students. To accomplish this, five hypotheses were established to be tested. For purposes of this study the required level of statistical significance was set at the .05 level.

From a population of 361 students, 120 seventh graders were selected and placed within six groups comprised of 20 students per group. Groups were formed on the basis of sex and socio-economic status level.

The Reading Interest Questionnaire and Televiewing Interest Questionnaire were scored to determine the number of times each student selected a subject or program from each category. The scores were transformed into percentages since there were unequal numbers in each category listed on the two questionnaires.

A series of 108 "t" tests were performed to test the first four hypotheses stated in Chapter I. The hypotheses had been established that no statistically significant differences in percentages of televiewing interests or reading interests would be observed between the two sexes or among the three socio-economic status levels within the six televiewing and reading categories. The results of the "t" tests are presented in Tables 2 through 7.

In testing all hypotheses of no statistically significant differences in percentages of televiewing interests or reading interests by sex, socio-economic status levels, and categories, two statistically significant differences were found. A "t" value of 2.02 or greater was necessary at the .05 level for 38 degrees of freedom in order to be significant.

A significant "t" value of 3.02 was obtained when a comparison was made of percentages of televiewing interests between male and female students in the upper socio-economic status in the category of Amusements, Sports, and Games (see Table 3). A "t" value of 3.02 is significant at the .01 level. In addition, a significant "t" value of 2.12 was obtained when making a comparison of percentages of televiewing interests for female students by socio-economic status. The data in Table 7 indicate in comparing the upper socio-economic status and the lower socio-economic status subjects in the category of Religion, a "t" of 2.12 is significant at the .05 level.

TABLE 2

COMPARISON OF PERCENTAGES OF READING INTERESTS FOR MALE AND FEMALE STUDENTS IN UPPER, MIDDLE, AND LOWER SOCIO-ECONOMIC STATUS

| SES | Category[a*] | Male (N=60) Percentage | Female (N=60) Percentage | Diff. in % | S. E. Diff. % | t |
|---|---|---|---|---|---|---|
| | | (n=20) | (n=20) | | | |
| Upper | A | 46 | 40 | 6 | 15.65 | .38 |
| | B | 39 | 47 | - 8 | 15.65 | .51 |
| | C | 25 | 33 | - 8 | 14.49 | .55 |
| | D | 43 | 38 | 5 | 15.56 | .32 |
| | E | 64 | 60 | 4 | 15.36 | .26 |
| | F | 32 | 26 | 6 | 14.49 | .41 |
| | | (n=20) | (n=20) | | | |
| Middle | A | 36 | 40 | - 4 | 15.36 | .26 |
| | B | 43 | 61 | -18 | 15.81 | 1.14 |
| | C | 23 | 35 | -12 | 14.35 | .84 |
| | D | 37 | 35 | 2 | 15.17 | .13 |
| | E | 53 | 64 | -11 | 15.56 | .71 |
| | F | 29 | 27 | 2 | 14.21 | .14 |
| | | (n=20) | (n=20) | | | |
| Lower | A | 31 | 39 | - 8 | 15.10 | .53 |
| | B | 32 | 25 | 7 | 14.35 | .49 |
| | C | 28 | 26 | 2 | 14.04 | .14 |
| | D | 32 | 35 | - 3 | 14.97 | .20 |
| | E | 55 | 43 | 12 | 15.81 | .76 |
| | F | 22 | 32 | -10 | 14.04 | .72 |

a* A Adventure, Romance, Mystery
B Religion
C Arts and Music
D Amusements, Sports, and Games
E Humor or Fanciful
F Informative

TABLE 3

COMPARISON OF PERCENTAGES OF TELEVIEWING INTERESTS FOR MALE AND FEMALE STUDENTS IN UPPER, MIDDLE, AND LOWER SOCIO-ECONOMIC STATUS

| SES | Category[a*] | Male (N=60) Percentage | Female (N=60) Percentage | Diff. in % | S. E. Diff. % | t | |
|---|---|---|---|---|---|---|---|
| | | (n=20) | (n=20) | | | | |
| Upper | A | 64 | 42 | 22 | 15.78 | 1.39 | |
| | B | 6 | 3 | 3 | 6.89 | .44 | |
| | C | 25 | 20 | 5 | 13.30 | .38 | |
| | D | 64 | 17 | 47 | 15.56 | 3.02 | ** |
| | E | 59 | 49 | 10 | 15.75 | .63 | |
| | F | 13 | 6 | 7 | 9.49 | .74 | |
| | | (n=20) | (n=20) | | | | |
| Middle | A | 67 | 59 | 8 | 15.26 | .52 | |
| | B | 15 | 12 | 3 | 10.95 | .27 | |
| | C | 31 | 39 | - 8 | 15.10 | .53 | |
| | D | 63 | 33 | 30 | 15.81 | 1.90 | |
| | E | 64 | 63 | 1 | 15.17 | .07 | |
| | F | 18 | 15 | 3 | 11.87 | .25 | |
| | | (n=20) | (n=20) | | | | |
| Lower | A | 57 | 66 | - 9 | 15.36 | .59 | |
| | B | 27 | 20 | 7 | 13.49 | .52 | |
| | C | 40 | 32 | 8 | 15.17 | .53 | |
| | D | 32 | 56 | -24 | 15.68 | 1.53 | |
| | E | 61 | 59 | 2 | 15.49 | .13 | |
| | F | 26 | 22 | 4 | 13.49 | .30 | |

a* A Adventure, Romance, Mystery
B Religion
C Arts and Music
D Amusements, Sports, and Games
E Humor or Fanciful
F Informative

** Significant at .01

TABLE 4

COMPARISON OF PERCENTAGES OF READING INTERESTS FOR MALE STUDENTS BY SOCIO-ECONOMIC STATUS

| Category | Socio-Economic Status Percentage | | Diff. in % | S. E. Diff. % | t |
|---|---|---|---|---|---|
| | Upper SES (n=20) | Middle SES (n=20) | | | |
| Adventure, Romance, Mystery | 46 | 36 | 10 | 15.56 | .64 |
| Religion | 39 | 43 | - 4 | 15.56 | .26 |
| Arts and Music | 25 | 23 | 2 | 13.49 | .15 |
| Amusements, Sports, Games | 43 | 37 | 6 | 15.49 | .39 |
| Humor or Fanciful | 64 | 53 | 11 | 15.56 | .71 |
| Informative | 32 | 29 | 3 | 14.63 | .21 |
| | Upper SES (n=20) | Lower SES (n=20) | | | |
| Adventure, Romance, Mystery | 46 | 39 | 7 | 15.65 | .45 |
| Religion | 39 | 25 | 14 | 14.76 | .95 |
| Arts and Music | 25 | 26 | - 1 | 13.86 | .07 |
| Amusements, Sports, Games | 43 | 35 | 8 | 15.43 | .52 |
| Humor or Fanciful | 64 | 43 | 21 | 15.75 | 1.33 |
| Informative | 32 | 32 | 0 | 14.76 | 00 |
| | Middle SES (n=20) | Lower SES (n=20) | | | |
| Adventure, Romance, Mystery | 36 | 39 | - 3 | 15.36 | .20 |
| Religion | 43 | 25 | 18 | 14.97 | 1.20 |
| Arts and Music | 23 | 26 | - 3 | 13.71 | .22 |
| Amusements, Sports, Games | 37 | 35 | 2 | 15.17 | .13 |
| Humor or Fanciful | 53 | 43 | 10 | 15.81 | .63 |
| Informative | 29 | 32 | - 3 | 14.63 | .21 |

TABLE 5

COMPARISON OF PERCENTAGES OF READING INTERESTS FOR FEMALE STUDENTS BY SOCIO-ECONOMIC STATUS

| Category | Socio-Economic Status Percentage | | Diff. in % | S. E. Diff. % | t |
|---|---|---|---|---|---|
| | Upper SES (n=20) | Middle SES (n= 20) | | | |
| Adventure, Romance, Mystery | 40 | 40 | 0 | 15.49 | 0 |
| Religion | 47 | 61 | -14 | 15.75 | .89 |
| Arts and Music | 33 | 35 | - 2 | 14.97 | .13 |
| Amusements, Sports, Games | 38 | 35 | 3 | 15.26 | .20 |
| Humor or Fanciful | 60 | 64 | - 4 | 15.38 | .26 |
| Informative | 26 | 27 | - 1 | 14.04 | .07 |
| | Upper SES (n=20) | Lower SES (n=20) | | | |
| Adventure, Romance, Mystery | 40 | 31 | 9 | 15.17 | .59 |
| Religion | 47 | 32 | 15 | 15.49 | .97 |
| Arts and Music | 33 | 28 | 5 | 14.63 | .34 |
| Amusements, Sports, Games | 38 | 32 | 6 | 15.10 | .40 |
| Humor or Fanciful | 60 | 55 | 5 | 15.62 | .32 |
| Informative | 26 | 22 | 4 | 13.49 | .30 |
| | Middle SES (n=20) | Lower SES (n=20) | | | |
| Adventure, Romance, Mystery | 40 | 31 | 9 | 15.17 | .59 |
| Religion | 61 | 32 | 29 | 15.78 | 1.84 |
| Arts and Music | 35 | 28 | 7 | 14.76 | .47 |
| Amusements, Sports, Games | 3[illegible] | 22 | 3 | 14.97 | .20 |
| Humor or Fanciful | 64 | 55 | 9 | 15.49 | .58 |
| Informative | 27 | 22 | 5 | 13.71 | .36 |

TABLE 6

COMPARISON OF PERCENTAGES OF TELEVIEWING INTERESTS FOR MALE STUDENTS BY SOCIO-ECONOMIC STATUS

| Category | Socio-Economic Status Percentage | | Diff. in % | S. E. Diff. % | t |
|---|---|---|---|---|---|
| | Upper SES (n=20) | Middle SES (n=20) | | | |
| Adventure, Romance, Mystery | 64 | 67 | - 3 | 14.97 | .20 |
| Religion | 6 | 15 | - 9 | 9.90 | .91 |
| Arts and Music | 25 | 31 | - 6 | 14.21 | .42 |
| Amusements, Sports, Games | 64 | 63 | 1 | 15.17 | .07 |
| Humor or Fanciful | 59 | 64 | - 5 | 15.36 | .33 |
| Informative | 13 | 18 | - 3 | 11.58 | .43 |
| | Upper SES (n=20) | Lower SES (n=20) | | | |
| Adventure, Romance, Mystery | 64 | 66 | - 2 | 15.10 | .13 |
| Religion | 6 | 20 | -14 | 10.63 | 1.32 |
| Arts and Music | 25 | 32 | - 7 | 14.35 | .49 |
| Amusements, Sports, Games | 64 | 56 | 8 | 15.49 | .52 |
| Humor or Fanciful | 59 | 59 | 0 | 15.56 | 00 |
| Informative | 13 | 22 | - 9 | 12.17 | .74 |
| | Middle SES (n=20) | Lower SES (n=20) | | | |
| Adventure, Romance, Mystery | 67 | 66 | 1 | 14.87 | .07 |
| Religion | 15 | 20 | - 5 | 12.17 | .41 |
| Arts and Music | 31 | 32 | - 1 | 14.76 | .07 |
| Amusements, Sports, Games | 63 | 56 | 7 | 15.49 | .45 |
| Humor or Fanciful | 64 | 59 | 5 | 15.36 | .33 |
| Informative | 18 | 22 | - 4 | 12.65 | .32 |

TABLE 7

COMPARISON OF PERCENTAGES OF TELEVIEWING INTERESTS FOR FEMALE STUDENTS BY SOCIO-ECONOMIC STATUS

| Category | Socio-Economic Status Percentage | | Diff. in % | S. E. Diff. % | t | |
|---|---|---|---|---|---|---|
| | Upper SES (n=20) | Middle SES (n=20) | | | | |
| Adventure, Romance, Mystery | 42 | 59 | -17 | 15.81 | 1.08 | |
| Religion | 3 | 12 | - 9 | 8.60 | 1.05 | |
| Arts and Music | 20 | 39 | -19 | 14.49 | 1.31 | |
| Amusements, Sports, Games | 17 | 33 | -16 | 13.71 | 1.17 | |
| Humor or Fanciful | 49 | 63 | -14 | 15.68 | .89 | |
| Informative | 6 | 15 | - 9 | 9.90 | .91 | |
| | Upper SES (n=20) | Lower SES (n=20) | | | | |
| Adventure, Romance, Mystery | 42 | 57 | -15 | 15.81 | .95 | |
| Religion | 3 | 27 | -24 | 11.31 | 2.12 | * |
| Arts and Music | 20 | 40 | -20 | 14.49 | 1.38 | |
| Amusements, Sports, Games | 17 | 32 | -15 | 13.71 | 1.09 | |
| Humor or Fanciful | 49 | 61 | -12 | 15.75 | .76 | |
| Informative | 6 | 26 | -20 | 11.57 | 1.73 | |
| | Middle SES (n=20) | Lower SES (n=20) | | | | |
| Adventure, Romance, Mystery | 59 | 57 | 2 | 15.62 | .13 | |
| Religion | 12 | 27 | -15 | 12.65 | 1.19 | |
| Arts and Music | 39 | 40 | - 1 | 15.49 | .06 | |
| Amusements, Sports, Games | 33 | 32 | 1 | 14.87 | .07 | |
| Humor or Fanciful | 63 | 61 | 2 | 15.36 | .13 | |
| Informative | 15 | 26 | -11 | 12.88 | .85 | |

* Significant at .05

However, according to Wilkinson, these two significant "t" values could have occurred by chance.[1] Therefore, the results were interpreted that there were no statistically significant differences in percentages of televiewing interests between male and female students or between socio-economic status levels. The four hypotheses of no statistically significant differences were accepted.

An additional hypothesis was proposed to determine whether a statistically significant relationship existed between percentages of televiewing interests and reading interests of the seventh grade students within socio-economic status levels by category. The Spearman Rank Correlation Coefficient ($r_s$) was performed to test hypothesis 5, and the results of the "$t_s$" used in testing statistical significance are presented in Table 8. A number of interesting observations were made from the testing of this hypothesis.

There is no statistically significant relationship between reading interests and televiewing interests for seventh grade students in the category of Adventure, Romance, and Mystery for the upper SES level, but there is a significant relationship for the middle and lower SES levels. The middle SES obtained a rank correlation of .560 which was significant at the .001 level, while the lower SES level obtained a

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[1]Bryan Wilkinson, "A Statistical Consideration in Psychological Research," Psychological Bulletin, XLVIII (March, 1951), 156-158.

TABLE 8

SPEARMAN RANK CORRELATION COEFFICIENTS BETWEEN READING INTERESTS AND TELEVIEWING INTERESTS FOR ALL SEVENTH GRADE PUPILS BY SOCIO-ECONOMIC STATUS FOR EACH CATEGORY

| SES | Category | $r_s$ | t |
|---|---|---|---|
| Upper | Adventure, Romance Mystery | .311 | 2.01 |
| | Religion | .453 | 3.11 ** |
| | Arts and Music | .218 | 1.39 |
| | Amusements, Sports, and Games | .317 | 2.08 * |
| | Humor or Fanciful | .464 | 3.19 ** |
| | Informative | .619 | 4.87 *** |
| Middle | Adventure, Romance Mystery | .560 | 4.17 *** |
| | Religion | .001 | .004 |
| | Arts and Music | .560 | 4.17 *** |
| | Amusements, Sports, and Games | .459 | 3.19 ** |
| | Humor or Fanciful | .485 | 3.42 ** |
| | Informative | .576 | 4.39 *** |
| Lower | Adventure, Romance Mystery | .492 | 3.47 ** |
| | Religion | .341 | 2.23 * |
| | Arts and Music | .459 | 3.19 ** |
| | Amusements, Sports, and Games | .323 | 2.08 ** |
| | Humor or Fanciful | .322 | 2.08 ** |
| | Informative | .503 | 3.56 *** |

* Significant at .05
** Significant at .01
*** Significant at .001

correlation of .492 which was significant at the .01 level of confidence.

There is a statistically significant relationship between reading interests and televiewing interests in the category of Religion for the upper SES level and the lower SES level, but there is no significant relationship between reading interests and televiewing interests for the middle SES group. The upper SES level obtained a rank correlation of .453 which was significant at the .01 level while the lower SES level obtained a rank correlation of .341 which was significant at the .05 level of confidence.

No statistically significant relationship was found between reading interests and televiewing interests in the category of Arts and Music for the upper SES level, but there was a significant relationship in that category for the middle and lower SES levels. The middle SES level had a correlation of .560 which was significant at the .001 level, and the lower SES level had a correlation of .459 which was significant at the .01 level of confidence.

The category of Amusements, Sports and Games was found to be statistically significant for each of the SES levels but at differing levels of confidence. The upper SES level obtained a correlation of .317 while the lower SES level obtained a correlation of .323 which were significant at the .05 level of confidence. The middle SES level obtained a correlation of .459 which proved to be significant at the .01 level.

The category of Humor or Fanciful was statistically significant for each SES level at the .01 level of confidence. The upper SES level had a correlation of .464, while the middle SES level had a correlation of .485, and the lower SES level had a correlation of .322.

A highly significant relationship existed between reading interests and televiewing interests for all three socio-economic status levels in the category of Informative. The upper SES level obtained a correlation of .619 while the middle SES level obtained a correlation of .576, and the lower SES level obtained a correlation of .503. Each of these was significant at the .001 level of confidence.

In testing hypothesis 5, it was necessary to compute 18 correlations between reading interests and televiewing interests. Of the 18 correlations, 5 were found to be statistically significant at the .001 level, 8 were significant at the .01 level, while 2 were significant at the .05 level. Only 3 of the correlations were not statistically significant.

In testing the statistical significance of the relationships between reading interests and televiewing interests, correlation coefficients ($r_s$) were calculated. Enrick's[1] interpretation of $r_s$ was used in the discussion of the values of the coefficients. It may be noted in Table 8 that 17 of the $r_s$ had values of less than .60, which may be

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[1]Norbert L. Enrick, Decision-Oriented Statistics (New York: Brandon Systems Press, Inc., 1970), p. 81.

interpreted as a "borderline" relationship. Only one of the 18 correlations, that of the Informative category for the upper SES group with $r_s$ of .62 may be interpreted as a "fair" relationship.

# CHAPTER IV

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

This study was designed to determine whether there were significant differences in the reading interests and televiewing interests of seventh graders and how these interests relate to socio-economic status. The socio-economic status of the subjects was determined and they were assigned, according to sex, into one of three status groups, (1) upper, (2) middle, and (3) lower. From a seventh grade class of 361 students, 120 males and females were randomly selected for the study from the nine elementary schools of Shawnee, Oklahoma.

Socio-economic status levels were determined through the use of a modified form of the Questionnaire By Which Socio-Economic Information Was Secured From Parents. The students completed two questionnaires used to determine interests in reading and televiewing. The Reading Interest Questionnaire, a list of subjects from which students were asked to check their interests, included two columns in which students checked whether they had read or would like

to read a particular subject. The Televiewing Interest Questionnaire consisted of all programs currently being aired in that area which were available for viewing while the seventh grade students were not in school. Students were asked to check those programs which were of interest to them. Interest was noted if the student checked that he watched or would like to watch a particular program. Both subjects and programs on the two questionnaires had been classified into six categories: (1) Adventure, Romance, Mystery; (2) Religion; (3) Arts and Music; (4) Amusements, Sports, and Games; (5) Humor or Fanciful; and (6) Informative.

The design of the study required the testing of five hypotheses, and a series of "t" tests and correlations were performed on the data. Hypotheses 1 through 4 were concerned with the differences in televiewing interests or reading interests by sex, socio-economic status levels, and categories of programs and topics. Hypothesis 5 was concerned with whether there were statistically significant relationships between televiewing interests and reading interests of both male and female students by socio-economic status groups and categories.

The analysis of the data for the study resulted in the following findings:

1. There were no statistically significant differences in the percentages of reading interests between male and

female students in the upper, middle, and lower socio-economic status levels by category.

2. There were no statistically significant differences in the percentages of televiewing interests between male and female students in the upper, middle, and lower socio-economic status levels by category.

3. There were no statistically significant differences in the percentages of reading interests among the socio-economic status levels for male or female students by category.

4. There were no statistically significant differences in the percentages of televiewing interests among the socio-economic status levels for male or female students by category.

5. A "fair" relationship was found between reading interests and televiewing interests for male and female subjects of the upper socio-economic status level in the category of Informative. All other relationships tested may be interpreted as "borderline" or "negligible."

6. There were no statistically significant correlations between the percentages of televiewing interests and reading interests in the categories of Adventure, Romance, and Mystery and Arts and Music for the upper socio-economic status level, and in the category of Religion for the middle socio-economic status level.

7. There were statistically significant correlations between the percentages of televiewing interests and reading interests for all seventh grade pupils in the categories of

Amusements, Sports, and Games; Humor or Fanciful; and Informative at each socio-economic status level. Statistically significant correlations may also be observed in the categories of Adventure, Romance, and Mystery and Arts and Music for the middle and lower socio-economic status levels, while the category of Religion was statistically significant in the upper and lower socio-economic status levels.

## Conclusions

From the results of this investigation the following conclusions were made:

1. Sex is not a variable in determining reading interests or televiewing interests of seventh graders. Male and female students are interested in reading the same type subjects and watching the same type programs.

2. Socio-economic status level is not a variable in determining reading interests or televiewing interests of seventh graders. Both male and female students of the upper, middle, and lower socio-economic status are interested in reading the same type subjects and watching the same type programs.

3. For each socio-economic status level reading and televiewing interests in the categories of Adventure, Romance Mystery; Religion; and Arts and Music were not significantly related, but these interests were significantly related to the categories of Arts and Music; Amusements, Sports, and Games; Humor or Fanciful; and Informative.

4. There is a positive relationship between reading interests and televiewing interests for male and female students within each socio-economic status level for each category. There is, however, a closer relationship between reading interest and televiewing interest in the category of Informative.

In making a comparison of the findings of this study with those in the review of related research (see Chapter II) it may seem that there are a number of conflicting conclusions. However, a careful analysis of the categorization of the reading materials and television programs will help to reveal the bases for these discrepancies.

The categories used in this study were intended to be quite large and encompassing so that as many television programs and reading topics could be included in as few categories as possible. The category of Adventure, Romance, and Mystery, for example, included every type of program and material which was concerned with action, drama, westerns, or love stories. In comparing this category with the Witty and Kinsella report of 1961, it may be noted that five of the ten favorite programs for boys would be listed in the category of Adventure, Romance, and Mystery, while four would be classified as Humor or Fanciful, and one would be placed in the Amusements, Sports, and Games category. Similarly, the 1961 favorite television programs for girls would include five within the category of Adventure, Romance, and Mystery and five in the category of Humor or Fanciful.

It may be concluded, then, that when the categories are more narrowly defined or when the researcher conducts a careful "content analysis" of each television program or reading content of subjects that sex differences begin to appear. It may also be concluded that there is no discrepancy between the findings of this study and those referred to in the related research.

## Recommendations

1. A study could be conducted to determine the effects of guidance and supervision of school personnel upon televiewing behavior of students.

2. Studies could be made to determine whether televiewing and reading interests of students differ according to rural and urban areas and regional areas of the country.

3. A study could be conducted to isolate "content variables" of programs to determine why some programs are preferred over others.

4. A study could be conducted to determine the effects of viewing behavior of students upon school achievement.

5. A study could be made to determine whether the students who watch excessive amounts of television listen less in the classroom.

6. A study could be made concerning the relation-

ship of students' expressed televiewing and reading interests and their actual televiewing and reading behavior.

7. A longitudinal study could be made of children's independent reading interests in order to identify changes in interests and the factors which cause the changes.

8. A study could be made to determine what programs students would give up if televiewing time were reduced.

# APPENDICES

# APPENDIX A

Name: _____

READING INTEREST QUESTIONNAIRE

Below you will find a list of subjects which you may have read or may be interested in reading. If the subject interests you, place a mark ( ✓ ) on the line under the column "Would LIKE to read." If you have read something on the subject within the last twelve (12) months, place a mark under the column "Have read."

| Subject | Would Like to Read | Have Read |
|---|---|---|
| Physiology | | |
| Water | | |
| Shelter | | |
| Machines | | |
| National Defense | | |
| Basket Making | | |
| Industries | | |
| Bravery | | |
| Heroes | | |
| Citizenship | | |
| Farm Life | | |
| Recreation Trades | | |
| Puzzles | | |
| Music | | |
| Ships | | |
| Seasons | | |
| Australia | | |
| Fishing | | |
| America Today | | |
| Ranch Life | | |
| Museums | | |
| Cliff Dwellers | | |
| Islands | | |
| Alaska | | |
| Boy Scouts | | |
| Photography | | |
| Forests | | |
| Radios | | |
| Pirates | | |
| Tricks | | |
| Antarctic | | |
| Architecture | | |
| Bicycles | | |
| Volcanoes | | |
| Covered Wagons | | |
| Soils | | |
| Fun | | |
| Missiles | | |
| Temperance | | |
| Cave Dwellers | | |
| Guidance Services | | |
| Hobbies | | |
| Jungles | | |
| South America | | |
| Houses | | |
| Fairs | | |
| Farm Life | | |
| Planets | | |
| Puppets | | |
| Clay Modeling | | |
| Subways | | |
| Education | | |
| Ferns | | |
| Justice | | |
| Ancient Lands | | |
| Vacations | | |
| Botany | | |
| Climate | | |
| Magic | | |
| Loyalties | | |
| Romance | | |
| Engineering | | |
| Westerns | | |
| Spinning | | |
| Parents | | |
| Cabins | | |
| Comedy | | |
| Money | | |
| Industry | | |
| Ideals | | |
| Sound | | |
| Apartments | | |
| Domestic Animals | | |
| Gardening | | |
| Clothing | | |
| Electricity | | |
| Arctic | | |
| Good Sportsmanship | | |
| Biography | | |
| Europe | | |
| Dancing | | |
| Flowers | | |
| Rivers | | |
| Artists | | |
| Asia | | |
| Shrubs | | |
| Radios | | |
| Legends | | |
| Mining | | |
| Physical Development | | |
| Heat | | |
| Orient | | |
| Magnets | | |
| Pottery | | |
| Marines | | |
| Manufacturing | | |

| Subject | Would Like to Read | Have Read |
|---|---|---|
| Sewing | | |
| Gardens | | |
| Safety | | |
| Gravity | | |
| Customs | | |
| Family Life | | |
| New Testament | | |
| Fruit Growing | | |
| World Neighbors | | |
| Tides | | |
| Minerals | | |
| Navy | | |
| Sun | | |
| Reptiles | | |
| Professions | | |
| Alaska | | |
| Handicrafts | | |
| Folk Songs | | |
| Colonial Possessions | | |
| Commerce | | |
| Air | | |
| Turbines | | |
| Coast Guard | | |
| Public Services | | |
| Hotels | | |
| Government | | |
| Public Relations | | |
| Agriculture | | |
| Air Force | | |
| TV | | |
| Dairying | | |
| Satelites | | |
| Air Travel | | |
| Literature | | |
| Army | | |
| Insects | | |
| Northern Lights | | |

| Subject | Would Like to Read | Have Read |
|---|---|---|
| Jets | | |
| Community Life | | |
| Plains | | |
| World Problems | | |
| Giants | | |
| Birds | | |
| Collecting | | |
| Fables | | |
| Aptitude | | |
| Counseling | | |
| Dogs | | |
| Pioneer Travel | | |
| Water | | |
| Rocks | | |
| Jokes | | |
| Horses | | |
| Weather | | |
| Games | | |
| Meteors | | |
| Ghosts | | |
| Life Saving | | |
| Boats | | |
| Tropical Lands | | |
| Camping | | |
| Water Sports | | |
| Personal Services | | |
| Astronomy | | |
| Indians | | |
| Clubs | | |
| Patriotism | | |
| Archery | | |
| Sculpture | | |
| Holidays | | |
| Wild Animals | | |
| Chemistry | | |
| Religions of the World | | |
| Employment Services | | |

| Subject | Would Like to Read | Have Read |
|---|---|---|
| City Life | | |
| Central America | | |
| Geography | | |
| Food | | |
| Art in Other Lands | | |
| Wars | | |
| First Aid | | |
| Light | | |
| Habits | | |
| Skating | | |
| Land Travel | | |
| Sea Stories | | |
| Business | | |
| Self-Control | | |
| Fish | | |
| Airplane Travel | | |
| Ranch Life | | |
| Cartoons | | |
| North America | | |
| Housekeeping | | |
| Busses | | |
| Railroads | | |
| Printing | | |
| Sleep | | |
| Careers | | |
| Inventors | | |
| Etiquette | | |
| Religious Stories | | |
| Friendship | | |
| Picnics | | |
| Snakes | | |
| Commercial Relations | | |
| Plays | | |
| Soap Modeling | | |
| Lumbering | | |
| Plantation Life | | |
| Caravans | | |

| Subject | Would Like to Read | Have Read |
|---|---|---|
| Weaving | ___ | ___ |
| Deserts | ___ | ___ |
| Steam | ___ | ___ |
| Poetry | ___ | ___ |
| Hunting | ___ | ___ |
| Contests | ___ | ___ |
| Bible Stories | ___ | ___ |
| Bicycling | ___ | ___ |
| Prairies | ___ | ___ |
| Oceans | ___ | ___ |
| Personality | ___ | ___ |
| Rural Life | ___ | ___ |
| Riddles | ___ | ___ |
| Earthquakes | ___ | ___ |
| Snow | ___ | ___ |
| Exploration | ___ | ___ |
| Swimming | ___ | ___ |
| Carnivals | ___ | ___ |
| Old Testament | ___ | ___ |
| Floods | ___ | ___ |
| Wagons | ___ | ___ |
| Libraries | ___ | ___ |
| Winter Sports | ___ | ___ |
| Dramatics | ___ | ___ |
| Carpentry | ___ | ___ |
| Automobiles | ___ | ___ |
| Polar Regions | ___ | ___ |
| Folk Tales | ___ | ___ |
| Painting | ___ | ___ |
| Citizenship | ___ | ___ |
| History | ___ | ___ |
| Racing | ___ | ___ |
| Magnetism | ___ | ___ |
| Nutrition | ___ | ___ |
| Dragons | ___ | ___ |
| Wheels | ___ | ___ |
| Girl Scouts | ___ | ___ |
| Books | ___ | ___ |
| Wood Carving | ___ | ___ |
| Geology | ___ | ___ |
| Choosing a Career | ___ | ___ |
| Excursions | ___ | ___ |
| Athletics | ___ | ___ |
| Sagas | ___ | ___ |
| Community Life | ___ | ___ |
| Water Travel | ___ | ___ |
| Jet Travel | ___ | ___ |
| Physics | ___ | ___ |
| Mountains | ___ | ___ |
| Moon | ___ | ___ |
| Seed Plants | ___ | ___ |
| Cart Travel | ___ | ___ |
| Gardening | ___ | ___ |
| Life of Jesus | ___ | ___ |
| Stars | ___ | ___ |
| Africa | ___ | ___ |
| Needlework | ___ | ___ |
| Circuses | ___ | ___ |
| Weeds | ___ | ___ |
| Industrial Relations | ___ | ___ |
| Bacteria | ___ | ___ |
| College Life | ___ | ___ |
| Peace | ___ | ___ |
| Building Trades | ___ | ___ |
| Nonsense | ___ | ___ |
| City Life | ___ | ___ |
| Pets | ___ | ___ |
| Individual Inventory | ___ | ___ |
| Musicians | ___ | ___ |
| Detectives | ___ | ___ |
| Mosses | ___ | ___ |
| Patriotism | ___ | ___ |
| Pioneers | ___ | ___ |

# APPENDIX B

Name: _____

TELEVIEWING INTEREST QUESTIONNAIRE

Below you will find a list of television programs which you watch or would like to watch. If you watch the program, place a mark ( ✓ ) on the line under the column "I Watch". If you would like to watch the program, but for some reason are unable to do so, place a mark under the column "Would Like to Watch."

| Program | I Watch | Would Like to Watch |
|---|---|---|
| Farm News and Weather | | |
| The Good Life | | |
| O'Hara, U.S. Treasury | | |
| The Persuaders | | |
| Run for Your Life | | |
| This Week | | |
| Arnie | | |
| Getting Together | | |
| Church Service | | |
| Hee Haw | | |
| Bewitched | | |
| Farm Report | | |
| Philadelphia Orchestra | | |
| Alias Smith and Jones | | |
| The Bugaloos | | |
| Face the Nation | | |
| Lucille Rivers Show | | |
| My Three Sons | | |
| Shirley's World | | |
| Electric Company | | |
| Deputy Dawg | | |
| Juvenile Jury | | |
| Mary Tyler Moore Show | | |
| Cade's County | | |
| Wild Kingdom | | |
| Firing Line | | |
| All in the Family | | |
| The FBI | | |
| Here's Lucy | | |
| The French Chef | | |
| Meet the Press | | |
| Dr. Waldo Stephens | | |
| Paul Harvey | | |
| Critic at Large | | |

| Program | I Watch | Would Like to Watch |
|---|---|---|
| CBS News | | |
| Medical Center | | |
| Davey and Goliath | | |
| Lidsville | | |
| Nanny and the Professor | | |
| Rowan and Martin's Laugh-In | | |
| Adam - 12 | | |
| The Partners | | |
| Bugs Bunny/Roadrunner | | |
| Mr. Magoo | | |
| Cannon | | |
| Jackson 5ive | | |
| Room 222 | | |
| Glen Campbell Goodtime Hour | | |
| Pink Panther | | |
| World of Disney | | |
| Pre-Game Show | | |
| This Is the Life | | |
| Mission Impossible | | |
| Longstreet | | |
| Morning Devotion | | |
| Bold Ones | | |
| Sarge | | |
| Rollin' on the River | | |
| College Football | | |
| Dean Martin Show | | |
| Gunsmoke | | |
| Josie and the Pussycats | | |
| ABC News | | |
| Doubledeckers | | |
| Thirty Minutes | | |
| Jimmy Stewart | | |
| Tuesdayscope | | |

| Program | I Watch | Would Like to Watch |
|---|---|---|
| Take a Giant Step | | |
| American Bandstand | | |
| Pebbles and Bamm Bamm | | |
| Great American Dream Machine | | |
| Doris Day Show | | |
| Sesame Street | | |
| Great Indian Leaders | | |
| French II | | |
| Sunrise Semester | | |
| Odd Couple | | |
| Lancelot Link | | |
| Jetsons | | |
| Carol Burnett Show | | |
| NBC News | | |
| Flip Wilson Show | | |
| Today | | |
| Road Runner | | |
| Smith Family | | |
| Joe Namath | | |
| D. A. | | |
| Reluctant Dragon and Mr. Toad | | |
| Point of View | | |
| Pet Set | | |
| Woody Woodpecker | | |
| Cesar's World | | |
| Rise and Shine Report | | |
| Big Easel | | |
| What's Happening | | |
| Owen Marshall, Counselor at Law | | |
| Jerry Lewis Cartoon | | |
| Indians for Indians | | |
| Nashville Music | | |

| Program | I Watch | Would Like to Watch |
|---|---|---|
| Jude 'N Jody | | |
| I Dream of Jeannie | | |
| Give Us This Day | | |
| Open Door | | |
| Barrier Reef | | |
| Curiosity Shop | | |
| Dragnet | | |
| Black Journal | | |
| 60 Minutes | | |
| Funky Phantom | | |
| Bullwinkle | | |
| Dick Van Dyke Show | | |
| Mr. Wizard | | |
| Daniel Boone | | |
| NBC Mystery Movie | | |
| World Press Review | | |
| Civilisation | | |
| Cathedral of Tomorrow | | |
| Truth or Consequences | | |
| Evolution of a Tragedy | | |
| Funny Face | | |
| Man to Man | | |
| Marcus Welby, M.D. | | |
| Perry Mason | | |
| Help! It's the Hair Bear Bunch | | |
| Scooby Doo | | |
| Pattern for Living | | |
| Jonny Quest | | |
| This Is Your Life | | |
| Bonanza | | |
| I Love Lucy | | |
| Brady Bunch | | |
| Bearcats! | | |
| This Week in Pro Football | | |
| Give Us This Day | | |
| Harlem Globetrotters Cartoon | | |
| The Christophers | | |
| Gospel Singing Jubilee | | |
| Courtship of Eddie's Father | | |
| Ironside | | |
| You Are There | | |
| Washington: Week in Review | | |
| Issues and Answers | | |
| Wide World of Sports | | |
| Creative Crafts | | |
| The Advocates | | |
| Sabrina, the Teenage Witch | | |
| Night Gallery | | |
| Day of Discovery | | |
| Decorating with Becky | | |
| Sunday School | | |
| The Scene | | |
| Oral Roberts Presents | | |
| Nichols | | |
| Archie's TV Funnies | | |
| Mod Squad | | |
| Book Beat | | |
| Chicago Teddy Bears | | |
| Make a Wish | | |
| Love, American Style | | |
| Grambling College Highlights | | |
| Sports Challenge | | |
| Mannix | | |
| The Adolescent | | |
| CBS Children's Film Festival | | |
| Across the Fence | | |
| Wallace Wildlife | | |
| Mister Rogers | | |
| Lawrence Welk | | |
| Masquerade | | |
| Get Together with James Robison | | |
| Championship Wrestling | | |
| Pro Football | | |
| Hawaii Five-O | | |
| Death Valley Days | | |
| Partridge Family | | |
| Dr. Doolittle | | |
| Lassie | | |
| Basketball | | |
| Human Condition | | |

# APPENDIX C

To the Parent:

The information requested on this form is needed as a part of a research study which is being conducted on approximately 315 boys and girls in the seventh-grade classes of the Shawnee City Public School System. The purpose of the study is to determine the relationship between reading interests, televiewing interests and status. Your cooperation in completing and returning this form, as soon as possible, will be greatly appreciated.

---

Pupil's school: _____

What kind of work does the pupil's father, or guardian, do?

_____

(If father, or guardian, works in a factory, or store, or office, tell what kinds of jobs he does there.)

_____

If he has a title, like watchman, foreman, clerk, manager, president, owner, etc., write it here: _____

What other kind of work has the father ever done?

_____

What kind of work does the pupil's mother do?

_____

What other kind of work has she ever done?

_____

Grade, or year of school completed by the pupil's father. Circle one:

| 1 2 3 4 5 6 7 8 | 1 2 3 4 | 1 2 3 4 5 6 7 8 |
|---|---|---|
| Grade School | High School | College |

Grade, or year of school completed by the pupil's mother. Circle one:

| 1 2 3 4 5 6 7 8 | 1 2 3 4 | 1 2 3 4 5 6 7 8 |
|---|---|---|
| Grade School | High School | College |

What type of dwelling do you live in? Check one:

Apartment house ____ Duplex ___ Single-family dwelling ___

Other _____

How many rooms are there in the dwelling in which you live?

_____

# APPENDIX D

TABLE 9

TRANSFORMED DATA FOR MALE STUDENTS OF LOWER SOCIO-ECONOMIC STATUS

| Subject a* | Televiewing Interests | | | | | | Reading Interests | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | A | B | C | D | E | F |
| 1 | 61 | 18 | 31 | 58 | 61 | 56 | 100 | 100 | 95 | 100 | 100 | 100 |
| 2 | 94 | 55 | 54 | 75 | 91 | 21 | 43 | 17 | 23 | 21 | 67 | 29 |
| 3 | 36 | 0 | 0 | 33 | 26 | 4 | 0 | 0 | 0 | 0 | 0 | 3 |
| 4 | 53 | 0 | 23 | 92 | 26 | 0 | 14 | 0 | 5 | 21 | 33 | 25 |
| 5 | 53 | 0 | 31 | 17 | 52 | 13 | 0 | 0 | 0 | 0 | 0 | 3 |
| 6 | 75 | 18 | 31 | 83 | 69 | 10 | 29 | 33 | 32 | 4 | 0 | 14 |
| 7 | 50 | 0 | 8 | 0 | 48 | 6 | 14 | 33 | 9 | 17 | 22 | 15 |
| 8 | 78 | 27 | 15 | 58 | 87 | 10 | 43 | 0 | 9 | 25 | 0 | 26 |
| 9 | 78 | 64 | 62 | 100 | 91 | 35 | 86 | 0 | 32 | 38 | 44 | 30 |
| 10 | 100 | 100 | 100 | 100 | 100 | 100 | 71 | 50 | 23 | 42 | 78 | 41 |
| 11 | 72 | 0 | 23 | 67 | 59 | 31 | 14 | 0 | 9 | 25 | 0 | 17 |
| 12 | 78 | 0 | 54 | 83 | 39 | 17 | 43 | 50 | 32 | 58 | 89 | 37 |
| 13 | 36 | 0 | 0 | 33 | 31 | 2 | 14 | 0 | 0 | 29 | 11 | 12 |
| 14 | 67 | 27 | 38 | 42 | 48 | 15 | 14 | 0 | 0 | 13 | 11 | 15 |
| 15 | 61 | 9 | 31 | 75 | 59 | 10 | 0 | 0 | 0 | 17 | 0 | 5 |
| 16 | 83 | 18 | 46 | 58 | 74 | 19 | 86 | 17 | 41 | 75 | 100 | 60 |
| 17 | 28 | 0 | 0 | 17 | 19 | 13 | 14 | 0 | 5 | 8 | 44 | 16 |
| 18 | 58 | 9 | 23 | 67 | 50 | 21 | 0 | 17 | 14 | 21 | 56 | 11 |
| 19 | 69 | 0 | 0 | 17 | 70 | 8 | 100 | 83 | 95 | 88 | 100 | 82 |
| 20 | 83 | 64 | 69 | 50 | 83 | 50 | 86 | 100 | 91 | 100 | 100 | 100 |

a* Categories:
- A Adventure, Romance, Mystery
- B Religion
- C Arts and Music
- D Amusements, Sports, Games
- E Humor or Fanciful
- F Informative

TABLE 10

TRANSFORMED DATA FOR FEMALE STUDENTS OF LOWER SOCIO-ECONOMIC STATUS

| Subject | a* | Televiewing Interests | | | | | | Reading Interests | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | A | B | C | D | E | F |
| 1 | | 36 | 36 | 23 | 25 | 20 | 15 | 14 | 0 | 41 | 33 | 67 | 8 |
| 2 | | 50 | 0 | 8 | 0 | 46 | 2 | 43 | 0 | 23 | 29 | 56 | 16 |
| 3 | | 67 | 0 | 38 | 17 | 43 | 2 | 14 | 0 | 5 | 33 | 78 | 8 |
| 4 | | 100 | 100 | 100 | 92 | 100 | 100 | 0 | 33 | 36 | 33 | 56 | 25 |
| 5 | | 50 | 0 | 38 | 0 | 80 | 2 | 29 | 0 | 0 | 0 | 33 | 1 |
| 6 | | 39 | 0 | 23 | 8 | 80 | 4 | 29 | 17 | 5 | 38 | 67 | 13 |
| 7 | | 86 | 91 | 77 | 33 | 96 | 83 | 86 | 100 | 68 | 67 | 89 | 64 |
| 8 | | 22 | 0 | 8 | 0 | 48 | 4 | 14 | 17 | 0 | 0 | 11 | 1 |
| 9 | | 72 | 0 | 23 | 8 | 69 | 2 | 43 | 50 | 14 | 21 | 44 | 23 |
| 10 | | 39 | 0 | 15 | 17 | 54 | 0 | 71 | 33 | 27 | 17 | 78 | 9 |
| 11 | | 36 | 9 | 15 | 42 | 20 | 8 | 0 | 0 | 0 | 0 | 0 | 2 |
| 12 | | 28 | 0 | 23 | 17 | 35 | 2 | 0 | 0 | 0 | 0 | 56 | 3 |
| 13 | | 83 | 55 | 77 | 67 | 87 | 48 | 71 | 33 | 59 | 63 | 67 | 36 |
| 14 | | 42 | 9 | 38 | 58 | 43 | 0 | 29 | 0 | 59 | 54 | 56 | 11 |
| 15 | | 92 | 64 | 77 | 75 | 96 | 60 | 0 | 33 | 9 | 8 | 11 | 0 |
| 16 | | 72 | 9 | 46 | 50 | 63 | 6 | 43 | 100 | 32 | 50 | 89 | 34 |
| 17 | | 64 | 45 | 23 | 17 | 67 | 31 | 14 | 17 | 32 | 42 | 56 | 42 |
| 18 | | 25 | 36 | 15 | 0 | 28 | 38 | 0 | 33 | 9 | 13 | 11 | 11 |
| 19 | | 100 | 82 | 85 | 100 | 98 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 20 | | 44 | 0 | 38 | 25 | 57 | 13 | 14 | 83 | 41 | 42 | 78 | 37 |

a* Categories:
- A Adventure, Romance, Mystery
- B Religion
- C Arts and Music
- D Amusements, Sports, Games
- E Humor or Fanciful
- F Informative

TABLE 11

TRANSFORMED DATA FOR MALE STUDENTS OF MIDDLE SOCIO-ECONOMIC STATUS

| Subject | a* | Televiewing Interests | | | | | | Reading Interests | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | A | B | C | D | E | F |
| 1 | | 89 | 45 | 46 | 92 | 83 | 44 | 71 | 17 | 27 | 17 | 56 | 27 |
| 2 | | 31 | 0 | 23 | 75 | 24 | 0 | 14 | 17 | 9 | 21 | 44 | 8 |
| 3 | | 67 | 0 | 62 | 92 | 31 | 2 | 14 | 67 | 0 | 17 | 11 | 1 |
| 4 | | 97 | 45 | 62 | 92 | 93 | 58 | 57 | 50 | 41 | 50 | 78 | 55 |
| 5 | | 58 | 9 | 8 | 75 | 72 | 2 | 43 | 17 | 5 | 54 | 78 | 16 |
| 6 | | 89 | 100 | 92 | 92 | 87 | 92 | 14 | 17 | 32 | 38 | 44 | 27 |
| 7 | | 50 | 0 | 15 | 58 | 44 | 8 | 14 | 83 | 14 | 29 | 33 | 25 |
| 8 | | 64 | 0 | 8 | 8 | 83 | 6 | 29 | 0 | 0 | 8 | 78 | 14 |
| 9 | | 61 | 0 | 0 | 58 | 43 | 0 | 14 | 0 | 5 | 13 | 56 | 2 |
| 10 | | 89 | 0 | 69 | 100 | 96 | 42 | 100 | 100 | 82 | 100 | 89 | 91 |
| 11 | | 56 | 0 | 15 | 8 | 52 | 8 | 14 | 17 | 36 | 46 | 67 | 47 |
| 12 | | 83 | 27 | 46 | 75 | 85 | 33 | 29 | 83 | 50 | 46 | 44 | 30 |
| 13 | | 78 | 9 | 38 | 92 | 85 | 6 | 29 | 50 | 18 | 46 | 33 | 40 |
| 14 | | 42 | 9 | 8 | 0 | 28 | 2 | 14 | 50 | 0 | 13 | 0 | 17 |
| 15 | | 78 | 9 | 8 | 42 | 63 | 8 | 43 | 83 | 14 | 17 | 67 | 17 |
| 16 | | 78 | 9 | 15 | 75 | 87 | 8 | 71 | 0 | 0 | 63 | 56 | 21 |
| 17 | | 58 | 9 | 31 | 42 | 41 | 6 | 71 | 83 | 36 | 75 | 100 | 47 |
| 18 | | 25 | 0 | 31 | 75 | 63 | 0 | 0 | 0 | 0 | 8 | 11 | 1 |
| 19 | | 92 | 18 | 38 | 83 | 93 | 27 | 71 | 83 | 77 | 83 | 89 | 83 |
| 20 | | 58 | 9 | 0 | 25 | 37 | 6 | 14 | 50 | 18 | 8 | 22 | 15 |

a* Categories:
- A Adventure, Romance, Mystery
- B Religion
- C Arts and Music
- D Amusements, Sports, Games
- E Humor or Fanciful
- F Informative

TABLE 12

TRANSFORMED DATA FOR FEMALE STUDENTS OF MIDDLE SOCIO-ECONOMIC STATUS

| Subject | a* | Televiewing Interests | | | | | | Reading Interests | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | A | B | C | D | E | F |
| 1 | | 58 | 0 | 54 | 25 | 81 | 8 | 14 | 67 | 18 | 46 | 67 | 29 |
| 2 | | 61 | 27 | 77 | 17 | 74 | 25 | 29 | 0 | 45 | 33 | 67 | 14 |
| 3 | | 50 | 18 | 38 | 58 | 69 | 6 | 86 | 83 | 32 | 50 | 44 | 30 |
| 4 | | 36 | 0 | 15 | 8 | 17 | 2 | 0 | 67 | 9 | 8 | 33 | 17 |
| 5 | | 81 | 0 | 31 | 75 | 70 | 6 | 86 | 100 | 45 | 75 | 100 | 59 |
| 6 | | 28 | 0 | 31 | 17 | 30 | 8 | 43 | 83 | 32 | 25 | 56 | 36 |
| 7 | | 72 | 0 | 31 | 17 | 72 | 2 | 43 | 83 | 64 | 50 | 100 | 31 |
| 8 | | 42 | 0 | 46 | 42 | 52 | 4 | 29 | 17 | 32 | 33 | 78 | 15 |
| 9 | | 19 | 0 | 8 | 17 | 13 | 6 | 29 | 100 | 9 | 0 | 0 | 9 |
| 10 | | 72 | 9 | 46 | 33 | 74 | 15 | 86 | 83 | 64 | 58 | 67 | 36 |
| 11 | | 92 | 64 | 77 | 83 | 100 | 63 | 71 | 50 | 45 | 46 | 56 | 39 |
| 12 | | 44 | 0 | 38 | 42 | 67 | 2 | 14 | 100 | 0 | 0 | 78 | 7 |
| 13 | | 81 | 9 | 46 | 50 | 76 | 13 | 14 | 0 | 27 | 50 | 78 | 21 |
| 14 | | 72 | 0 | 31 | 8 | 87 | 6 | 14 | 50 | 55 | 38 | 100 | 42 |
| 15 | | 64 | 0 | 8 | 8 | 80 | 4 | 43 | 33 | 9 | 29 | 67 | 14 |
| 16 | | 100 | 100 | 85 | 100 | 94 | 96 | 100 | 100 | 100 | 100 | 100 | 100 |
| 17 | | 78 | 18 | 46 | 8 | 43 | 4 | 57 | 83 | 55 | 8 | 67 | 12 |
| 18 | | 61 | 0 | 8 | 25 | 46 | 8 | 14 | 50 | 9 | 8 | 22 | 2 |
| 19 | | 42 | 0 | 31 | 8 | 65 | 6 | 14 | 0 | 36 | 29 | 78 | 16 |
| 20 | | 33 | 0 | 31 | 25 | 52 | 10 | 14 | 67 | 5 | 4 | 33 | 9 |

a* Categories:
A Adventure, Romance, Mystery
B Religion
C Arts and Music
D Amusements, Sports, Games
E Humor or Fanciful
F Informative

TABLE 13

TRANSFORMED DATA FOR MALE STUDENTS OF UPPER SOCIO-ECONOMIC STATUS

| Subject | a* | Televiewing Interests | | | | | | Reading Interests | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | A | B | C | D | E | F |
| 1 | | 36 | 0 | 0 | 25 | 59 | 4 | 29 | 0 | 5 | 25 | 56 | 21 |
| 2 | | 83 | 27 | 62 | 92 | 94 | 19 | 57 | 83 | 32 | 58 | 89 | 25 |
| 3 | | 69 | 9 | 62 | 33 | 70 | 25 | 57 | 67 | 73 | 58 | 89 | 42 |
| 4 | | 67 | 0 | 15 | 75 | 57 | 17 | 0 | 0 | 0 | 13 | 56 | 1 |
| 5 | | 97 | 36 | 54 | 100 | 94 | 44 | 100 | 50 | 73 | 67 | 89 | 57 |
| 6 | | 69 | 0 | 0 | 58 | 69 | 10 | 71 | 83 | 64 | 75 | 89 | 68 |
| 7 | | 83 | 9 | 31 | 75 | 89 | 13 | 71 | 83 | 18 | 71 | 89 | 60 |
| 8 | | 33 | 0 | 0 | 67 | 15 | 6 | 71 | 17 | 18 | 42 | 67 | 32 |
| 9 | | 69 | 9 | 23 | 17 | 74 | 10 | 71 | 67 | 45 | 42 | 67 | 42 |
| 10 | | 72 | 0 | 15 | 83 | 31 | 13 | 29 | 33 | 5 | 38 | 56 | 19 |
| 11 | | 61 | 0 | 31 | 42 | 43 | 0 | 0 | 0 | 9 | 4 | 33 | 8 |
| 12 | | 44 | 9 | 8 | 67 | 31 | 2 | 14 | 33 | 0 | 4 | 33 | 2 |
| 13 | | 92 | 18 | 62 | 100 | 94 | 44 | 86 | 100 | 45 | 88 | 100 | 50 |
| 14 | | 75 | 0 | 31 | 58 | 74 | 2 | 0 | 50 | 5 | 38 | 33 | 11 |
| 15 | | 44 | 0 | 15 | 50 | 24 | 19 | 43 | 83 | 45 | 54 | 78 | 70 |
| 16 | | 83 | 0 | 23 | 33 | 67 | 4 | 57 | 0 | 14 | 42 | 56 | 19 |
| 17 | | 44 | 0 | 38 | 83 | 65 | 2 | 57 | 0 | 18 | 58 | 89 | 42 |
| 18 | | 31 | 9 | 23 | 83 | 15 | 4 | 43 | 33 | 5 | 25 | 11 | 20 |
| 19 | | 72 | 0 | 0 | 42 | 76 | 10 | 43 | 0 | 23 | 29 | 44 | 33 |
| 20 | | 47 | 0 | 15 | 92 | 39 | 4 | 14 | 0 | 0 | 29 | 67 | 7 |

a* Categories:
- A Adventure, Romance, Mystery
- B Religion
- C Arts and Music
- D Amusements, Sports, Games
- E Humor or Fanciful
- F Informative

TABLE 14

TRANSFORMED DATA FOR FEMALE STUDENTS OF UPPER SOCIO-ECONOMIC STATUS

| Subject | a* Televiewing Interests | | | | | | Reading Interests | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | A | B | C | D | E | F |
| 1 | 78 | 0 | 15 | 8 | 35 | 2 | 43 | 0 | 0 | 0 | 22 | 7 |
| 2 | 56 | 9 | 23 | 33 | 65 | 6 | 57 | 67 | 55 | 58 | 78 | 43 |
| 3 | 44 | 0 | 8 | 25 | 59 | 8 | 29 | 83 | 73 | 33 | 67 | 23 |
| 4 | 28 | 0 | 8 | 17 | 63 | 4 | 71 | 0 | 68 | 92 | 89 | 57 |
| 5 | 61 | 9 | 38 | 17 | 63 | 2 | 71 | 83 | 45 | 54 | 100 | 27 |
| 6 | 61 | 9 | 23 | 25 | 63 | 0 | 29 | 17 | 0 | 21 | 44 | 4 |
| 7 | 25 | 0 | 23 | 17 | 43 | 6 | 14 | 67 | 27 | 17 | 33 | 13 |
| 8 | 53 | 9 | 46 | 50 | 63 | 19 | 43 | 50 | 36 | 38 | 78 | 34 |
| 9 | 44 | 0 | 8 | 0 | 52 | 0 | 29 | 50 | 36 | 17 | 67 | 11 |
| 10 | 53 | 0 | 23 | 8 | 56 | 8 | 43 | 50 | 23 | 42 | 67 | 33 |
| 11 | 31 | 0 | 15 | 8 | 52 | 4 | 29 | 50 | 9 | 4 | 22 | 12 |
| 12 | 14 | 0 | 15 | 0 | 43 | 0 | 29 | 0 | 5 | 33 | 56 | 4 |
| 13 | 11 | 0 | 0 | 8 | 20 | 8 | 14 | 67 | 27 | 58 | 22 | 20 |
| 14 | 47 | 0 | 8 | 8 | 43 | 0 | 43 | 33 | 36 | 25 | 44 | 33 |
| 15 | 28 | 0 | 8 | 17 | 30 | 6 | 86 | 83 | 41 | 54 | 100 | 51 |
| 16 | 47 | 0 | 15 | 8 | 52 | 4 | 14 | 50 | 27 | 50 | 67 | 25 |
| 17 | 58 | 9 | 38 | 67 | 56 | 8 | 86 | 83 | 23 | 75 | 67 | 56 |
| 18 | 42 | 9 | 31 | 8 | 44 | 23 | 29 | 33 | 68 | 58 | 44 | 46 |
| 19 | 33 | 0 | 8 | 0 | 41 | 0 | 14 | 17 | 5 | 17 | 33 | 5 |
| 20 | 36 | 0 | 38 | 8 | 48 | 4 | 29 | 67 | 59 | 21 | 100 | 15 |

a* Categories:
- A Adventure, Romance, Mystery
- B Religion
- C Arts and Music
- D Amusements, Sports, Games
- E Humor or Fanciful
- F Informative

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