A CRITICAL REVIEW OF LITERATURE OF THE RELATIONSHIP BETWEEN READING ABILITY AND SELF-CONCEPT

by

DENNIS OWEN COURSER

B.S., Kansas State University, 1969

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

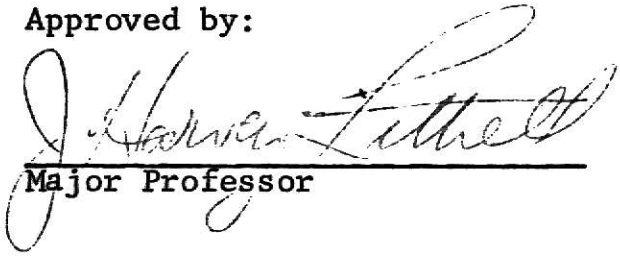
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

Approved by:



Major Professor

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

Reading and self-concept are two aspects of an individual's life-style and personality. They have received the attention of both reading specialists and psychologists. The integration of a positive self-concept with the personality is of paramount concern for the individual's development. Similarly, reading is considered as an essential tool for learning. Many learning disabilities have been attributed to the inability of a student to master reading.

What about the relationship between reading and self-concept? Brookover and Shailer (1) have found that there is a positive relationship between a good self-concept and academic achievement, even when I.Q. is controlled. Can the same be said of self-concept and reading ability?

PURPOSE OF THE STUDY

The purpose of this study is to critically review research literature concerning the relationship between self-concept and reading ability.

DEFINITION OF TERMS

Reading is a very complicated process and presently no widely accepted definition has been found. Reading

specialists have disagreed as to what actually constitutes the reading process. For this study success in reading will be defined as scores received by students on various tests used by researchers in reading.

Sebeson (2) contends that self-concept is a continually changing dimension. Despite this ever fluctuating state, self-concept is an essential part of one's personality. Anastasi (3) defines self-concept as that characteristic of the personality which focuses on how events are perceived by the individual. Loevinger and Ossorio (4) maintain that the level of self-conceptualization attained by the individual is a basic determiner of his impulse control, social attitudes, and other aspects of personality.

Measuring a person's self-concept is a difficult task and one can attempt to measure these perceptions by a variety of methods. Projective techniques have been a popular device used by psychologists. A crucial aspect of the projective test is the dependency upon the human element in evaluating the responses made by the individual being tested. Another type of measure is the inventory. Here the respondent is asked to choose certain answers that have been predetermined by the test makers. This technique is generally less expensive to the administor than the projective devices. The sematic differential is still another type of test which attempts to measure self-concept by the connotations of any given concept such as good-bad and valuable-worthless.

Each concept is rated on a seven point graphic scale as being more closely related to one or the other pair of opposites. Each of these types of tests has advantages over the others; for example, some lend themselves more readily to consideration of cost and to certain aspects of self-concept evaluation. The difficulties in using these devices have been recognized in this study and their interpretation must be considered with their limitations.

APPROACH

The approach of this study was to critically review those studies available in the literature which were concerned with the relationship between reading ability and self-concept. Ten studies were found which were divided into two groups, those concerned with students in Kindergarten through grade six and those concerned with students in grades seven through ten. A final section will be devoted to a summary of the articles already reviewed as well as some implications for teaching.

Chapter 2

STUDIES OF STUDENTS IN KINDERGARTEN THROUGH GRADE SIX

Relationship of Self-Perceptions of Early Primary Children to Achievement in Reading

The purpose of a study by Lamy (5) was to determine the relationship between children's perceptions of themselves and learning to read in both Kindergarten and first grade. Lamy hypothesized a positive relation between these two factors. The population consisted of 52 students, 30 boys and 22 girls. These students were drawn from the University of Florida laboratory school. Reading achievement was measured by the California Reading Test and the first grade teachers' ratings of reading achievement. Intelligence was determined from eight subtests of the Weschler Intelligence Scale for Children.

The perception data were obtained from inferences made by trained observers working individually with each of the 52 children during Kindergarten and first grade. Observations, interviews, and a series of specifically devised projective tests were used to provide experiences with each child from which inferences could be made regarding the child's perceptions of his personal adequacy and his adequacy in dealing with various aspects of his world. Ten measures of perception for each year provided the basic

perception variables which were related to the children's reading achievement and intelligence. The relationship between reading achievement and a child's perception of himself was found by the Pearson Product-Moment correlation.

Results of the study revealed a positive relationship between reading and self-concept. A statistical analysis was made and one can infer that the results were mathematically supported. The degree of relationship and the level of significance was not noted. The explanation for this can be found in the fact that the article is a summary of Lamy's dissertation and results are controlled due to length limitations.

Nevertheless, there are certain areas of concern. The sample itself might be questioned. Drawn from a laboratory school the subjects could possibly be influenced by the Hawthorne Effect. The perception data might also be questioned. Relying upon observation from people undermines somewhat the validity of the self-concept measure. Also, the author devised specific projective tests and nothing was mentioned as to their validity and reliability. Part of the explanation for these shortcomings can be ascertained in the already mentioned fact that it is a summary article, but a more statistically valid measure of self-concept could have been used.

Relationship of Self-Concept to Beginning Achievement in Reading

Wattenberg and Clifford (6) conducted a study on a similar age group. The purpose in part of their study was to compare the relationship between self-concept and reading scores of Kindergarten students and again two years later when the children were in second grade. The sample was drawn from two Detroit schools. One was a working-class area while the other was a middle-class school. The purpose of the selection of these two was to reduce the likelihood of socio-economic status being a determinant.

Reading scores were obtained by using textbook publishers' tests. The students were tested after completion of the second grade. Nothing was mentioned in the article as to whether these tests had been standardized. The self-concept measure was a more involved procedure. A specific test was devised where the children were required to make drawings of their families and while doing so, remarks made by the children were recorded. The recordings were then transcribed onto paper. Two independent raters classified the remarks made by the children as to whether or not they constituted self-references. These were further broken down into references made to competence, personal worth, or some other issue. These were further rated as to positive, negative, or neutral remarks. In each case the ratio of positive to total references were calculated. For the typescripts of the Kindergarten interviews, the product-moment

correlations for the two raters were .89 for the competence ratios and .75 for the good-bad; at the second grade level, these were .82 and .71. In addition the classroom teachers and clinically trained interviewers rated the children on their feelings of competence and worth. An obvious criticism of this entire procedure of measuring self-concept is the subjective methods used, particularly this last device.

The students were further divided into socio-economic class, sex, and the level of reading at the end of the second grade. Other variables were used to dichotomize the children into groups, but these were not noted in the article.

Results showed that of the 14 sub-groups correlations between second-grade reading test scores and quantified self-concept (competence) measures, 10 were positive; two of these were at the .05 level of confidence. For the quantified self-concept (good-bad), the comparable figures showed that, of 14 correlations, 11 were positive, with three at the .05 level and another at the .01 level.

Ratings as to self-concept by the teachers and the clinicians were similar. Of the 28 correlations between reading achievement and the ratings of self-concept (competence) in the Kindergarten, 19 were positive; three held at the .05 level and an additional one at the .01 level. For the ratings of the self-concept (good-bad) there were 22 positive, with three at the .05 level and an additional one at the .01 level. Examination of the data showed no

variation for sex, reading series, or socio-economic level.

A further aspect of self-concept was noted. When correlations were measured between the quantified self-concept of competence and the quantified self-concept of good-bad, nine of the 14 subgroups revealed positive results, but none was at the .05 level of significance.

Again, a salient criticism of the methods used was the reliance upon subjective measures. Another point of question would be the reading tests used in this study. The results of the study though positive in their relationships between self-concept and reading had few correlations that were significant at the .05 level of confidence.

The Relationship Between Self-Concept and Reading Achievement

A study by Nicholson (7) yielded somewhat different results than those already noted. Nicholson used as his subjects 47 nine-year old boys in the fourth grade of a New York city public school. All of the boys were of at least average intelligence. The boys were divided into three reading groups according to reading ability. The method of determining reading level was not given.

Self-concept was measured by responses to the Rorschach Test, favorable and unfavorable self-ratings on the Davidson List of Trait Names and descriptions of figure drawings done by the boys. The mean scores of the three experimental groups on the measures were treated statistically by means of analysis of variance and the Pearson

Product-Moment correlations.

Nicholson hypothesized that a significant relationship exists between self-concept and reading achievement. However, results did not confirm the hypothesis. No statistically significant relationship existed. The article did not include the exact results. The author suggested further research and questioned the reliability of the self-concept measures. Again, a paramount problem was the subjective measure of self-concept.

Personality Characteristics and Attitudes Toward Achievement of Good and Poor Readers

Zimmerman and Allebrand (8) studied an age group of pupils similar to that studied by Nicholson. Their sample was comprised of 71 "poor readers" and 82 "good readers." The students were from an urban school district. The subjects were all in the fourth and fifth grade classes. The remedial or poor readers contained twice as many boys as girls. The California Test of Mental Maturity determined that both groups had a mean I.Q. of slightly better than average (Poor readers, 102, Good readers, 105). The remedial group was reading at a level at least two years below average. No information was given to reveal what reading measure was used to determine reading level. The remedial grade placement averaged 2.2, while the good readers was that of 6.6. Both groups were administered the California Test of Personality. Results of how both the good and poor

readers compared on the California Test of Personality can be found in Tables 1 and 2. The good readers as measured by the test were better adjusted on every scale of measurement. The good readers were at least average or above on every scale except anti-social tendencies and family relations. The poor readers, by contrast, were below average on all subscales. The average difference in percentile scores between the two groups was 20 points. The major differences between the two groups was in the area of personal adjustment rather than social adjustment.

Table 1

California Test of Personality (Personal Adjustment) Percentile Scores of Good and Poor Readers

CTP Scales	Good Readers (N, 82)	Poor Readers (N, 71)
Self Reliance	61	42*
Sense of Personal Worth	74	42*
Sense of Personal Freedom	52	30*
Feeling of Belonging	58	30*
Withdrawing Tendencies	70	46*
Nervous Symptoms	54	33*
Total Personal Adjustment	55	30*

*Difference Significant at .05.

Table 2

California Test of Personality (Social Adjustment)
Percentile Scores of Good and Poor Readers

CTP Scales	Good Readers (N, 82)	Poor Readers (N, 71)
Social Standards	52	38
Social Skills	54	38
Anti-Social Tendencies	38	27
Family Relations	48	35
School Relations	56	40
Community Relations	48	28*
Total Social Adjustment	55	35
Total Personal and School Adjustment	54	38

*Difference Significant at .05.

Zimmerman and Allebrand's research has two weaknesses. First, no mention is made of what determinants were used in assigning reading level of the students and second, the sample itself may not be representative of the population. The students were all from an urban school district. Whether this was an area of primarily working class or middle class population is not noted. This could be a significant variable. The failure on the part of the researchers to note these variables reduces the significance of their findings.

Personality Patterns of Retarded Readers

Spache (9) was also concerned with the relationship between self-concept and the retarded reader. He conducted a study of 125 children functioning on a reading level at least one year below grade level. All students in grade three and above were considered retarded if their reading level was two years below that of their grade placement. Spache does not give the ages of his subjects, their I.Q., or how they were selected.

As a measure of self-concept Spache used the Children's Form of the Rosenzweig Picture-Frustration Study. The test consists of 24 cartoon-like drawings. The drawings depict conflict between several children or a child and an adult figure. The situation is conveyed partly by the drawing and partly by the remarks of the adult or other children. The child taking the test is asked to answer for the central child figure, to tell what he thinks this child would say. It is assumed that he identifies with the child figure and that he tends to respond for this figure more or less in the manner in which he himself might act.

The child's responses are scored according to the direction of the aggressiveness he exhibits and the reaction type of response. Under directions are included E, or extrapunitiveness-aggression toward the environment; I, or intropunitiveness-aggression is turned against the subject himself in self-blame; and M, or impunitiveness in which the situation is glossed over or minimized. This direction or aggression

can be centered upon a person or object or the conflict itself. This focusing of aggression is called the reaction type and each response is scored in this respect also. Reaction types include O-D, or obstacle-dominance in which the obstacle or thing is paramount in the response; E-D, or ego-defense stressing the personal element in the conflict; and N-P, need persistence stressing solution of the problem. A GCR, group conformity rating, is also found by the proportion of answers identical with the model or typical answers of a similar age.

Spache believes that the Picture-Frustration study leads to the detection of the strength of such personality components as aggressiveness or hostility, feelings of martyrdom, self-blame, negativism or defensiveness, self-control or tolerance, and a number of other attitudes.

Table 3 reveals the results of Spache's study. Spache concludes that poor readers show significantly less insight and tendency to self-blame (I), more defensiveness, and less solution seeking behavior (N-P). Retarded readers tend to meet frustrating situations head on (E). The retarded readers are more aggressive and defensive than children of their own age (E-D).

The usefulness of Spache's study rests with the reliability and validity of the Rosenzweig Test. The Rosenzweig Test is not a standardized measure and no mention is made in the study on how many students the test was normed. In addition Spache failed to relate how his sample was drawn.

Table 3

Retarded Readers Versus Rosenzweig Norm Group
(in percentages)

	E		I		M		O-D		E-E		N-P		GCR	
	RR	RN	RR	RN	RR	RN	RR	RN	RR	RN	RR	RN	RR	RN
Mean	54.9	46.0	20.0	25.6	26.2	29.5	15.4	16.3	60.8	56.4	24.7	27.2	60.5	62.1
Significance	16.3	15.6	8.6	9.7	13.8	11.0	6.1	6.5	10.2	10.6	11.0	10.2	9.3	10.6
Significant Mean	1.4	.96	.75	.6	1.2	.68	.54	.41	.9	.65	.98	.63	.82	.65
Difference	8.9		5.6		2.3		.9		4.4		2.5		1.6	
Significant Difference	1.7		.96		1.38		.68		1.11		1.16		1.05	
C R	5.23		5.83		1.66		1.32		3.96		2.15		1.52	

Reading Patterns of the Rejected Child

Bloomer (10) in his study was concerned with the rejected child. His basic instrument was a sociometric device which was administered to 450 children grades one through six. The students were drawn from a consolidated school district and the reading scores were determined by administration of the standardized Metropolitan Reading Test. The children were given a four question sociometric device of which two positive questions dealt with the selection of children to take to the movies, and two negative questions dealt with the selection of children not to be taken to the movies. The children were then grouped on the basis of sociometric data into four groups: accepted children, rejected children, isolates and children of high ambivalent impact. An accepted child was accepted by at least 50 per cent of his classmates and rejected by less than 10 per cent. A rejected child was rejected by 50 per cent or more and accepted by less than 10 per cent. The high-impact children were accepted by more than 40 per cent and rejected by more than 40 per cent.

The results of Bloomer's study are found in Table 4. The rejected child, as a group, scored significantly lower on the Metropolitan Reading Test than did the accepted, isolate, and impact groups. However, it should be noted that the author did not account for the socio-economic level of either the "consolidated" school or the four groups. In addition, I.Q. may be a factor as the rejected group

demonstrated a lower I.Q. than the accepted, isolate and impact groups.

Table 4

Metropolitan Reading Scores and I.Q.s of Four Groups of Students

Variable	Statistic	Rejected Group	Accepted Group	Isolate Group	Impact Group
Metropolitan Reading Test	Mean	50.21*	57.88	57.90	57.33
	Standard Deviation	14.28	14.77	15.32	17.62
	Number	41	50	52	45
I.Q.	Mean	97.35	113.37	107.79	104.92
	Standard Deviation	18.21**	14.03	13.72	19.20

*Significantly different from accepted (t, 2.51), isolate (t, 2.49) and impact (t, 2.07).

**Significantly different from accepted (t, 3.85) and isolate (t, 2.25).

Chapter 3

STUDIES OF STUDENTS IN GRADES SEVEN THROUGH TEN

The Relationship of Certain Psycho-Social Variables to Reading Achievement of Able Seventh Grade Students

Stevens (11) investigated the relationship of some psycho-social variables to reading achievement of seventh grade students. She used for her study 110 seventh grade students from three junior high schools. Classifications were made on the basis of results obtained from the Gates Reading Survey Test (Form 2). The reading scores ranged from 5.1 to 12.5. The Bond and Tinker Reading Expectancy Formula was used to classify the subjects into two groups: retarded readers and accelerated readers. All of the students were above average in intelligence. The Weschsler Intelligence Test scores ranged from 110 to 151. Self and social adjustment was measured by the California Test of Personality. Emotional reactions were also evaluated by the Rohde Sentence Completion Test.

Results of the study revealed no significant difference at the .05 level of confidence between able retarded readers and able accelerated readers with respect to self-adjustment and social adjustment of seventh grade students. However, a significant difference at the .01 level was found between the two groups in respect to

self-reliance, a component of the California Test of Personality. The significant F ratio was 5.34. The accelerated readers appeared to be more self-reliant than the retarded readers.

Emotional reactions as indicated by responses made to the Rohde Sentence Completion Test differentiated between able retarded readers and able accelerated readers on only three of the possible sixty-five items.

Self-Related Concepts and Aspiration Behavior of Achieving Readers and Two Types of Non-Achieving Readers

Part of Bricklin's study (12) was concerned with the relationship between self-concept and reading achievement. 78 eighth grade boys were the subjects of the study. The boys were equated as nearly as possible in age, intelligence, years in school and father's occupation. No exact statistics were given as to these groups and their variations. The boys were divided into three sub-groups of 26 members each. The A group consisted of achieving readers. No criteria were given as to what constituted achieving readers. The C group consisted of boys with adequate word recognition skills, but poor comprehension skills. Again, no criteria were given. The WR group boys had word recognition problems and poor comprehension skills. The basis of determining this third group was also not stated.

Each boy sorted 50 Q-Sort statements for perception of self, ideal, mother, father and average other. Mean group

correlations were computed. Results revealed that the three groups differ in self-concept with the WR boys having the most negative concepts in the area investigated. To what extent the three groups varied was not given.

This study was a summary article and hence not all statistical information was reported. Nonetheless, criticism of the self-concept measure is warranted. The Q-Sort questions used to measure perception of self were not a standardized technique.

Reading Personality Patterns at the Junior High School Level

A more statistically sound research project was conducted by Athey (13). It was hypothesized that distinctive personality patterns of good and poor readers could be detected. Two samples of 160 and 130 ninth grade students of the California Adolescent Growth Study (Institute of Human Development, University of California) were chosen. The reading criterion was the Paragraph Meaning subtest of the Stanford Achievement Battery. The personality test was the University of California Inventory designed by C. M. Tyron.

Both groups were administered the two tests. The 328 items of the UCI were submitted to chi-square analysis in terms of the reading criterion. A double cross-validation was made to stabilize item selection. Also, an item analysis was conducted on the combined samples. The Pearson Product-Moment correlation was used to correlate UCI results and reading scores. All significant items and the

dichotomized reading score were intercorrelated by a Tetrachoric correlation. In order to cluster the discriminating items into new domains, the resulting tetrachoric matrix was submitted to principal components factor analysis.

Only 70 of the 328 items of the UCI survived the double cross validation at the .05 level of significance. For the pooled samples this correlated with reading: boys, .49; girls, .56; total, .53. Seven factors of the UCI accounted for 52 per cent of the matrix variance and 59 per cent of the reading variance. These were: dependence-docility, negative self-concept, school dislikes, family relation, personal freedom, anxieties and social relationships.

Results of the study revealed that poor readers demonstrated more negative self-concepts, they were more psychologically immature and they showed more dependency associated with parental treatment. The good readers were characterized by autonomy in both school and home, a more intellectual orientation and a more favorable attitude toward school.

Two shortcomings of the research seem apparent. The first of these is sample selection. The fact that the subjects were all chosen from a special study would tend to undermine the group as representative of the entire population. A second criticism is that no mention of level of intelligence was made. Whether the two groups were equated on this factor would be of importance.

Factors in the Home Background and Reader Self-Concept which Relate to Reading Achievement

The purpose of Ketcham's study (14) was to ascertain which of some selected factors in the home background and reader self-concept are significantly related to the reading achievement of tenth grade students. The population consisted of 615 students at the Easton Area High School in Easton, Pennsylvania.

A reader self-concept questionnaire containing 50 questions was devised to assess educational and career aspirations, grades and satisfaction with grades, interest in reading, music, trips, and discussions and opinions about college and reading. A pilot study was undertaken with 75 selected tenth graders. The final form consisted of 40 questions after the pilot study was concluded. Reading achievement was determined from student records.

A small number of students were eliminated from the study because of incomplete records, questionnaires, I.Q.s below 75 or reading grade level below 3.0. The final sample consisted of 582 students, 303 boys and 279 girls.

Results of the study showed 27 of the 40 items were significant at the .05 level in relationship to reading achievement. The factors in reader self-concept most closely related to reading achievement were grades, grade aspirations and expectations, educational and career aspirations, satisfaction of the student with family encouragement for school work, students and parents who buy books. Negatively

related to reading achievement are the following factors in reader self-concept: belief that reading is a feminine occupation and belief that only eggheads like to read.

As has been mentioned before with other studies, the chief criticism is that of the self-concept measure. Again, a non-standardized device developed by the researcher was used. However, a pilot study was conducted to determine what questions might not be suitable for the purpose intended.

The reading scores obtained from school records is another possible error. Whether the population sample has a unitary reading test as a criteria is not noted, nor to what extent are these scores a result of a standardized reading test.

Positively, the researcher did eliminate those with I.Q.s below 75 or reading scores below 3.0. However, to what extent the I.Q.s were between 75 and 100 is not noted. In addition, no mention is made as to what socio-economic level students are in Easton High School.

Chapter 4

SUMMARY AND CONCLUSIONS

The salient conclusion that one can find from the articles reviewed is that self-concept and reading ability are related. The relationship between these two is not limited to a particular age group. From first grade through tenth grade research indicates that one's self-concept and his ability to read are related. Similarly, where studies were conducted to indicate variations in socio-economic levels, this relationship between reading achievement and self-concept was also found to be statistically significant.

Lamy (5) and Wattenburg and Clifford (6) studied the early primary children. Both studies indicated a positive relationship and both indicated that even at this very early age such a relationship does exist. Nicholson's study (7) was one of the few that found no significant relationship between these two variables, but Zimmerman and Allebrand (8) in studying a similar age group found this relationship to be highly significant particularly in factors of personal adjustment. Zimmerman and Allebrand noted in every sub-scale of the California Test of Personality a significant difference was found between good and poor readers.

Spach (9) used the Rosenzweig projective technique and found a significant difference between the way retarded

readers and a norm group of non-retarded readers scored on the test. The retarded readers were characterized by a more negative self-concept, a tendency to use less solution seeking behavior, and reliance upon defensive techniques.

Bloomer (10) used a somewhat different approach by using children in grades one through six. His principal instrument was a socio-metric device in determining if a relationship existed between group status and reading ability. Bloomer found the rejected child to score the lowest as a group on a standardized test.

In the junior-high age level students similar results were found. Stevens (11) noted in using the California Test of Personality that self-reliance was significantly different for able readers as compared with remedial readers. Bricklin's study (12) revealed that for eighth grade students those with the poorest reading skills had the lowest perception of themselves as compared to those students with better reading abilities.

Athey (13) found that distinctive personality patterns of good and poor readers could be detected for ninth grade students. Salient among these were negative self-concepts, family relations, personal freedom, anxieties and social relationships. Ketcham (14) found that negative attitudes about school and reading corresponded with poor reading ability of tenth grade students.

The predominant criticism of the research was the use of tests and devices in measuring self-concept. Projective

techniques, inventories, self-devised tests and standardized measures were all used. No one device seemed preferred over another in measuring self-concept. Part of the explanation for the divergent use of measures is the fact that no universally accepted test has been found for evaluating self-concept. Another reason for the variation of techniques used was the desire on the part of the researchers to analize specific aspects of self-concept. Some were concerned with the individual only while other researchers were concerned with the individual in relation to his family or peers. Still others sought to find relationships with attitudes and group status.

Despite the differing goals of the researchers, there was an over-dependence upon using individuals to evaluate self-concept. The personal bias cannot be completely eliminated in spite of the precautions taken to minimize this factor. In some instances it would have been more feasible to use a more objective technique.

Sample selection was another general weakness of the research. Too often laboratory school students were used as subjects of the research. Some research failed to report on how exactly students were selected for the study. Part of the explanation for this is the limited space requirements of journals and periodicals. Nonetheless, in some instances where extensive space was given to some less important aspects of the study more could have been devoted to sample selection.

Related to this problem of sample selection was the failure on the part of the researcher to account for socio-economic levels of the subjects. In some of the studies nothing was mentioned as to whether the students from a particular school were of low, middle, or high socio-economic strata. Again, part of the explanation can be found in the space limitations, but in others it was a lack of thoroughness on the part of the researcher.

Measures for determining reading ability might also be questioned. Reliance upon teacher evaluations and non-standardized tests appear to be the two major weaknesses.

The results of this study warrant some major implications for teaching. The first of these is the responsibility on the part of the teacher to recognize which students appear to have a poor self-concept. Signs of a defeatist attitude toward school assignments and reading would be indicative of some possible problem students. If available, results of psychological tests might enhance the opportunity for the teacher to detect those students who reveal a negative self-concept. Peer status is still another indicator that might be used by the teacher, particularly the use of a socio-metric device that students complete to indicate favorites in the class. The teacher should pay close attention to those students who are not accepted by their classmates.

Once the teacher is able to discern both the poor readers and those students with a less than adequate self-image, then positive steps can be taken. Basic to the

teacher's goals should be the enhancement of a positive self-concept. Activities designed to allow all students to meet with success should be paramount in teacher planning. Obviously this implies a more individualized approach to instruction, but if teachers are to effectively concern themselves with poor achievement in reading as well as other problems then this consideration must be given due priority.

LITERATURE CITED

1. William Brookover and Thomas Shailer, "Self-Concepts of Ability and School Achievement," Sociology of Education, XXXVII (Spring, 1964), 271.

2. Lucille Sebeson, "Self-Concept and Reading Disability," Reading Teacher, XXIII (February, 1970), 460.

3. Anne Anastasi, Psychological Testing (New York: MacMillan Company), p. 532.

4. J. Loevinger and A. G. Ossorio, "Evaluation of Therapy by Self-Report: A Paradox," American Psychologist, XIII (April, 1958), 366.

5. Mary Lamy, "Relationship of Self-Perceptions of Early Primary Children to Achievement in Reading," Dissertation Abstracts, XXIV (August, 1963), 628.

6. William Wattenberg and Clare Clifford, "Relation of Self-Concepts to Beginning Achievement in Reading," Child Development, XXXV (June, 1964), 461.

7. Lister Nicholson, "Relationship Between Self-Concept and Reading Achievement," Dissertation Abstracts, XXV (April, 1965), 6063.

8. Irla Zee Zimmerman and George Allebrand, "Personality Characteristics and Attitudes Toward Achievement of Good and Poor Readers," Journal of Educational Research, LIX (September, 1965), 28.

9. George Spache, "Personality Patterns of Retarded Readers," Journal of Educational Research, L (February, 1957), 461.

10. Richard Bloomer, "Reading Patterns of the Rejected Child," Reading Teacher, XXII (January, 1969), 320.

11. Helen Stevens, "The Relationship of Certain Psycho-Social Variables to Reading Achievement of Able Seventh Grade Students," Dissertation Abstracts, XXVI (September, 1965), 1489.

12. Patricia Bricklin, "Self-Related Concepts and Aspiration Behavior of Achieving Readers and Two Types of Non-Achieving Readers, Dissertation Abstracts, XXVI (December, 1965), 3484.

13. Jowett Athey, "Reading-Personality Patterns at the Junior High School Level," Dissertation Abstracts, XXVI (August, 1965), 861.

14. Clay Ketcham, "Factors in the Home Background and Reader Self-Concept which Relate to Reading Achievement," Dissertation Abstracts, XXVIII (August, 1967), 499a.

SELECTED BIBLIOGRAPHY

Anastasi, Anne. Psychological Testing. New York: MacMillan Company, 1968.

Athey, Jowett. "Reading-Personality Patterns at the Junior High School Level," Dissertation Abstracts, XXVI (August, 1965), 861-862.

Bloomer, Richard H. "Reading Patterns of the Rejected Child," Reading Teacher, XXII (January, 1969), 320-324.

Bricklin, Patricia M. "Self-Related Concepts and Aspiration Behavior of Achieving Readers and Two Types of Non-Achieving Readers," Dissertation Abstracts, XXVI (December, 1965), 3484.

Brookover, William and Thomas Shailer. "Self-Concept of Ability and School Achievement," Sociology of Education, XXXVII (Spring, 1964), 271-278.

Hake, James M. "Covert Motivations of Good and Poor Readers," Reading Teacher, XXII (May, 1969), 731-738.

Kennedy, Eddie C. Classroom Approaches to Remedial Reading. Itasca, Ill.: F. E. Peacock Publishers, Inc., 1971.

Ketcham, Clay Adams. "Factors in the Home Background and Reader Self-Concept which Relate to Reading Achievement," Dissertation Abstracts, XXVII (August, 1967), 499a.

Lamy, Mary W. "Relationship of Self-Perceptions of Early Primary Children to Achievement in Reading," Dissertation Abstracts, XXIV (August, 1963), 628-629.

Loevinger, J. and A. G. Ossorio. "Evaluation of Therapy by Self-Report: A Paradox," American Psychologist, XIII (April, 1958), 366.

Nicholson, Lister Oliver. "Relationship Between Self-Concept and Reading Achievement," Dissertation Abstracts, XXV (April, 1965), 6063.

Sebeson, Lucille. "Self-Concept and Reading Disabilities," Reading Teacher, XXIII (February, 1970), 460-464.

Spache, George D. "Personality Patterns of Retarded Readers," Journal of Educational Research, L (February, 1957), 461-469.

Stevens, Helen Brown. "The Relationship of Certain Psycho-Social Variables to Reading Achievement of Able Seventh Grade Students," Dissertation Abstracts, XXVI (September, 1965), 1489.

Zimmerman, Irla Zee and George N. Allebrand. "Personality Characteristics and Attitudes Toward Achievement of Good and Poor Readers," Journal of Educational Research, LIX (September, 1965), 28.

A CRITICAL REVIEW OF LITERATURE OF THE RELATIONSHIP BETWEEN READING ABILITY AND SELF-CONCEPT

by

DENNIS OWEN COURSER

B.S., Kansas State University, 1969

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

The purpose of this study was to critically review research literature concerning the relationship between self-concept and reading ability. Ten studies were found which were divided into two groups, those concerned with students in Kindergarten through grade six and those concerned with students in grades seven through ten.

The salient conclusion that one can find from the articles reviewed is that self-concept and reading ability are related. The relationship between these two is not limited to a particular age group. Similarly, where studies were conducted to indicate variations in socio-economic levels, this relationship between reading achievement and self-concept was also found to be statistically significant.

The predominant criticism of the research was the use of tests and devices in measuring self-concept. Projective techniques, inventories, self-devised tests and standardized measures were all used. The divergent use of measures can be attributed in part to the fact that no universally accepted test has been found to evaluate self-concept. Another reason for the variation of techniques was the desire on the part of the researcher to analyze specific aspects of self-concept. Despite the differing goals of the researchers, there was an over-dependence upon using individuals to evaluate self-concept.

Sample selection was another general weakness of the research. Related to this problem of sample selection was the failure on the part of the researcher to account for

socio-economic levels of the subjects. Measures for determining reading ability might also be questioned. Reliance solely upon teacher evaluations and non-standardized tests appear to be two major weaknesses.

The results of this study warrant some major implications for teaching. The first of these is the responsibility on the part of the teacher to recognize which students appear to have a poor self-concept. Signs of a defeatist attitude toward school assignments and reading would be indicative of some possible problem students. If available, results of psychological tests might enhance the opportunity for the teacher to detect those students who reveal a negative self-concept. Peer status is still another indicator that might be used by the teacher, particularly the use of a socio-metric device that students complete to indicate favorites in the class. The teacher should pay close attention to those students who are not accepted by their classmates.

Once the teacher is able to descern both the poor readers and those with a less than adequate self-image, then active steps can be taken. Basic to the teacher's goals should be the enhancement of a positive self-concept. Activities designed to allow all students to meet with success should be paramount in teacher planning. Obviously this implies a more individualized approach to instruction, but if teachers are to effectively concern themselves with poor achievement in reading as well as other problems then this consideration must be given due priority.