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A SURVEY OF KANSAS SECONDARY TEACHER
ATTITUDES TOWARD READING INSTRUCTION

by

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Chapter I

INTRODUCTION

Background

Four years ago there was a young boy of thirteen and an idealistic and unknowledgeable student teacher. He was a nice sort of boy but nothing really special about him. He tried very hard in class and seemed to want a lot of attention. But there was a gap in the communication between the boy and the student teacher. One day she decided that she would have him stay after school so that she could give him some extra help. She discovered the reason for the gap. It was the American history text. The boy could not read it! The student teacher was never able to bridge that gap. Others, who were supposed to be concerned, said there was nothing that could be done to help this boy. He would just have to struggle as best he could. Was this a chance happening? Or were there other students like this boy, facing a school day of constant defeat and frustration?

Zimmerman (1970) cited recent national surveys by the United States Office of Education and the National Council of Teachers of English. These surveys concluded that, depending on geographic area, about 15% of most high school graduating classes read both orally and silently with absolutely minimal proficiency, if at all, and another 30 to 40% are below acceptable levels for the twelfth grade. Additional statistics gathered by the United States Office of Education for a Special Report (1970) indicate that more than three million illiterates

are in the nation's adult population; about one-half of the nation's unemployed youth, ages 16-21, are functionally illiterate; three-quarters of the juvenile offenders in New York City are two or more years retarded in reading.

Findings of the Report of the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders (1969)

further indicate that the problems of reading retardation are nationwide:

1. During the 1967-68 school year in Delaware County, Pennsylvania, 36,791 children in grades 2, 4, 6, 8, and 10 were evaluated on the basis of reading ability. Of this group, 6.6% were reading between one and two years below their expected level, and an additional 7.5% were reading at a level more than two years below the norms. This means that a total of 14.1% were retarded readers.

2. The American Association of Junior Colleges states, 'A sizable percentage of our students read at a level far below what we might expect of a high school graduate....We have estimated that from one-third to one-half of our new students, particularly in our urban colleges, need some type of remediation in order to have some reasonable probability of success in degree-level courses. As many as 20 percent of our new students in the most disadvantaged areas are unable to profit from our present remedial programs, so severe is their handicap.'

3. Job Corps has found it necessary to deal with reading ability in trainees. A reading screening test is administered to each trainee upon admittance to Job Corps. An analysis of these test results shows that nearly 60 percent of the enrollees of Job Corps Urban Centers have less than a sixth grade reading ability. At Gary Job Corps Center in San Marcos, Texas, the largest of all the Urban Centers, approximately 23 percent of all enrollees are reading below the sixth-grade level, even though the average corpsman has completed nine years of public school.

4. The Federal Bureau of Prisons reports that according to nonverbal tests the mean I.Q. of inmates is 102, yet the overall educational level is only 7.2 grade years. Studies indicate that 75 percent of juvenile delinquents are significantly retarded in reading.

5. In 1966 the Department of Defense reduced mental standards to accept 100,000 servicemen annually who would have been rejected by previous standards. Of all men enlisted or inducted under the revised requirements, the median reading ability was 6.1 grade years; 31 percent of these men read below the mean for children at the end of the third grade.

Until the past decade, most secondary teachers would hurl the blame for these sobering statistics upon the elementary teachers. "Learning to read" characterized the elementary curriculum; "Reading to learn" characterized the secondary curriculum. Reading experts now contend this is definitely not the situation. Zimmerman (1970:4) writes, "In light of the richness of devices in the language, it is patently obvious that mastery of reading strategies and devices of meaning will not be accomplished within the average person's lifetime; even though each graded school level does present the opportunity to control a few more. Learning to read with masterful skill is a life-long project, especially when two other well known facts are considered: (1) readiness of both physic and social character, and (2) opportunity of both environmental and motivational essence."

Masterful reading within the content areas of the secondary curriculum cannot be considered solely the instructional responsibility of the elementary teacher. Brother Leonard Courtney (1970:13) stated that, "Until all content area teachers at all levels make at least minimal application of basic reading principles as they relate to content subjects, we will never perceptibly diminish reading problems or achieve independent reading competency."

In the opening address of the Thirteenth Annual International Reading Association Convention (1968) H. Alan Robinson spoke of the indisputable need for reading instruction throughout the total curri-

culum. "We cannot settle for the teaching of reading skills or attitudes during only one or two segments of the school day. We cannot settle, even, for the augmented concept of teaching a common body of skills during reading period and then applying them in the content areas. We can only settle for the reality of having reading instruction, along with all of the other communication tools, integrated throughout the total school curriculum."

Another advocate of reading instruction within the secondary curriculum is M. Jerry Weiss (1961:9). "If the objective of a reading program is to develop active and selective readers, critical and creative readers, readers who are sensitive to the values of language, readers who have mastered the basic skills and can apply them readily to all types of reading assignments, readers who find pleasure in reading and will continue to read throughout their lifetimes, then it should be apparent that reading instruction and programming cannot be left to the responsibility of the reading instructor alone. It is the responsibility of the entire school faculty."

There is no argument among reading experts that reading belongs in the secondary curriculum within the content area instruction. This means that secondary teachers must assume some of the responsibility for incorporating reading instruction into their subject matter. Studies indicate that this is not happening. A study that is representative of this situation is "Characteristics of Secondary Reading: 1940-70" by Walter Hill (1971:27) who stated that "The apathy of the secondary content teacher toward reading has been cited for three decades! Perhaps the content teacher of today is more aware of the generalized nature of reading deficiency among secondary students and even more sympathetic

toward efforts of improvement - as long as they are not personally responsible for this help. The problem is complex involving issues of occupational selection, preservice indoctrination, ego defensiveness, curricular traditions and professional training, among others."

Hill does not specifically mention attitude, but it must come under consideration as being an issue in the problem of developing reading instruction within the secondary content areas. Smith (1970) stated, "The attitudes of content area teachers are vital to the development of total school approaches to developmental reading in the secondary school." Cronbach (1963) defined attitude as "consisting of the meanings that one associates with a certain object or abstraction and that influences a person's acceptance of it." Secondary teachers must associate reading development within the framework of the total educational process, that is, not merely within the constructs of the elementary curriculum. Once this association has been formed, it is hoped that the secondary teacher would accept the responsibility of effecting reading development within the structure of the content areas. Allport (1935) defined attitude as "a mental and neural state of readiness organized through experience exerting a directive and/or dynamic influence upon the individual's response to all objects and situations with which it is related." If in fact secondary teachers did possess "a mental state of readiness" towards the incorporation of reading instruction within their content areas, and this mental state of readiness actually did cause the secondary teachers to respond "dynamically" to the situation, i.e. providing effective reading instruction within the content areas, then Hill would not have found it necessary to comment on the "apathy of the secondary content teacher toward reading."

Within the constructs of education, socio-economics, and psychology reading is viewed as a vital life-communication skill. This skill must be instructionally developed throughout one's entire educational experiences. It is essential that secondary teachers possess positive attitudes towards this objective. If they do not, then reading specialists have a dual task of first effecting the positive attitudes and secondly, of educating the teachers in the methods of reading instruction. The latter task is immense enough without complicating it with a prior task of "selling".

Statement of the Problem

This study attempted to determine the attitudes of Kansas secondary teachers toward reading instruction within the content areas as compared to the attitudes of Kansas reading specialists on the same topic.

Purpose of the Study

To obtain answers to the following questions:

1. What are the attitudes of secondary teachers toward reading instruction in the content areas as compared to the attitudes of reading specialists?
2. What are the differences in attitudes among various subject area (humanities, sciences, other) teachers at the secondary level?
3. Are there differences between each subject area teacher's attitudes and the criterion group (the reading specialists)?
4. Are there differences in the attitude scores of secondary teachers who have the services of a reading specialist available to them as compared to those secondary teachers who do not?

Chapter II

REVIEW OF LITERATURE

Patterson

Patterson (1958) "became interested in learning what the classroom teachers in high school think about their share in helping students to become better readers." From a paper by Marshall Covert (1957) Patterson prepared twelve statements relating to the participation of the classroom teachers in supplementing the formal instructional program of reading in high school. Thirty-one teachers participated, and their responses are summarized in the table on the following page.

Patterson, as principal of the Senior High School at Needham, Massachusetts came to the following conclusions about his classroom teachers:

1. Classroom teachers believe that effective reading is very important, and are willing to do what they can to supplement the work of the reading teacher.
2. Classroom teachers do not feel competent to assist their students to read effectively because of the specialized training needed by a teacher of reading.
3. Classroom teachers want to become more effective in applying reading techniques, but they want assistance from the reading specialists and not from a committee of teachers or through work in a seminar.
4. The classroom teachers take a moderate viewpoint toward their part in the reading program. The reading specialists through their enthusiasm and reading interest tend to overwhelm the classroom teachers by giving the impression that helping students improve in reading ought to become a major classroom objective to the neglect of subject matter emphasis.

**Classroom Teachers' Reactions to Twelve Generalizations Related to
Their Participation in Supplementing the Formal Reading Program**

GENERALIZATIONS	Agree	Agree With Reservations	Disagree With Reservations	Disagree	Index
	+2	+1	-1	-2	
1. Classroom teachers ought to know the organization of the reading program - either the existing one or the one being planned.	29	3			61
2. Classroom teachers ought to know the reading test scores of their students.	30	1			61
3. Classroom teachers are rewarded for helping their students read better by their improved academic work.	26	5			57
4. In addition to a reading teacher, the active assistance of classroom teacher is needed to help students improve in reading.	22	9			53
5. Classroom teachers ought to be given practical suggestions for use in helping their students improve in reading.	19	11	1		48
6. Classroom teachers ought to be informed about techniques and materials used by the reading teacher.	15	14	2		42
7. One of the classroom teacher's important functions is to help students build good reading habits and skills.	14	14	1	1	39
8. Classroom teachers are sometimes rewarded for helping students read better by improvement in student discipline.	19	5	4	1	37

Classroom Teachers' Reactions to Twelve Generalizations Related to
Their Participation in Supplementing the Formal Reading Program
(continued)

GENERALIZATIONS	Agree	Agree With Reservations	Disagree With Reservations	Disagree	Index
	+2	+1	-1	-2	
9. Classroom teachers ought to incorporate reading skills as a part of regular teaching without sacrificing subject matter teaching.	12	12	3	1	31
10. Teachers have failed to teach well if they have not helped their students become better readers of subject matter.	10	9	5	6	12
11. Seminars ought to be held on the problem of the classroom teacher's participation in helping students improve in reading.	5	11	10	4	3
12. A reading committee of classroom teachers ought to give information about procedures for helping students read better.	4	7	8	8	-9

5. Classroom teachers ought to share in the reading program by having students apply the reading skills learned in the reading classes. Teachers are now doing a great deal of this and want to do more.

6. Teachers' relation to the reading program, although requiring emphasis, is nevertheless similar to their responsibility of helping students use English learned in the English classes, typewriting learned in the typing classes, or any other skill wherever learned.

McGinnis

A more sophisticated and structured study was done by McGinnis (1961). The purposes of the study were to determine (a) if high school teachers were providing reading instruction, and (b) how well prepared the teachers were to provide instruction in developing needed skills.

To determine if reading instruction had been provided at the high school level, an inventory was administered to 1,029 second semester freshmen at Western Michigan University; to determine teacher preparation a questionnaire was sent to 1,000 randomly selected secondary teachers in Michigan. There were 570 responses.

Responses of the college students are as follows:

1. Over 61 percent said they had received no instruction in improving reading ability and skill in reading.

2. 90 percent said their teachers required all students in some classes to read from the same text and do the same work.

3. 68 percent felt that they had not been taught how to read a chapter effectively.

4. 71 percent felt that they had not been taught how to concentrate upon a reading activity.

5. 18 percent read so slowly that they had difficulty in completing assignments.

The teacher questionnaire produced results with the differences in percentages significant at the .01 level:

1. 69.8 percent said they were not expected to assume responsibility for providing reading instruction in their classes.

2. 90.2 percent had received no college instruction in how to teach reading to high school students.

3. 75 percent were taught to expect a great range in reading ability within a given grade but only 20 percent were shown how to adjust material to reading levels.

4. 66 percent said they were not taught to show students how to read in order to solve problems in their specialty fields.

5. Less than 33 percent were shown how to teach students to read a chapter effectively and well.

From the above results McGinnis reached these conclusions:

1. There is a need for specific training in developing reading skills.

2. Instruction is not being provided within the content areas, particularly because the teachers are not adequately prepared to do so.

3. There is a need for developmental reading labs, but providing reading instruction must also become the classroom teacher's responsibility.

Braam and Roehm

A study that is frequently referred to in articles by other reading specialists was done by Braam and Roehm (1964). The major purpose of this study was to obtain some idea of classroom teachers'

awareness of the skills relevant to successful reading in their subject areas.

A three item questionnaire was mailed to sixteen schools with the request that a representative teacher from each of nine subject areas be asked to complete and return a copy of the questionnaire. Responses were received from 15 of the 16 schools, yielding a total of 70 responding teachers.

Two of the most significant conclusions drawn from the findings were that (1) classroom teachers need to be helped to increase their knowledge and awareness of the reading skills necessary for successful reading of required subject matter materials. (The findings indicated that there was no difference in knowledge and awareness between teachers with previous instruction and those without.) (2) There is an extremely inadequate amount of communication between reading experts and classroom teachers. Channels that are now being implemented, i.e. professional writing, instructional programs and reading specialists employed by the school are not adequate or sufficient. The communication channels need to be improved so as to be more effective.

Smith and Otto

In an attempt to determine if it was first necessary to "sell" secondary teachers on the idea of incorporating reading instruction into the content areas, Smith and Otto (1969) constructed an attitude inventory. Because this inventory will be used for the comparative study of the reading attitudes of Kansas secondary teachers and reading specialists, discussion of the instrument's construction and reliability will be found in Chapter III. In the first of three studies using this

instrument, the inventory was administered to 87 teachers, 38 at the junior high school level and 49 at the senior high school level. The respondents were members of the faculties of junior and senior high schools in a Wisconsin city of about 45,000 population. Neither group was engaged in any special in-service or experimental activities connected with reading at the time the inventory was administered.

Respondents were asked to choose one of the following as a response to each item-statement: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. A priori weights of one integer difference in descending order were assigned to the responses for positive items (2, 3, 4, 9, 11, 13, 14); weights of one integer difference in ascending order were assigned to the responses to negative items (1, 5, 6, 7, 8, 10, 12). Thus larger total scores reflected more positive attitudes.

ATTITUDE INVENTORY

1. In the secondary school the teaching of reading should be the responsibility of reading teachers only.
2. Secondary school teachers can teach effectively without special university courses in methods of teaching reading.
3. The teaching of reading skills can be incorporated into content area courses without interfering with the major objectives of these courses.
4. Any secondary school teacher who assigns reading should teach his or her students how to read what is assigned.
5. With rare exceptions, students should know what there is to know about reading before they are permitted to leave elementary school.
6. Only remedial reading should be necessary in the secondary school and that should be done by remedial reading teachers in special classes.

7. Teaching reading is a technical process that secondary school teachers generally know nothing about.
8. Secondary school teachers cannot teach reading without special materials designed for that purpose.
9. Teaching reading is a necessary and legitimate part of teaching any content course in the secondary school.
10. Teaching reading takes all the fun out of teaching at the secondary school level.
11. Every secondary school teacher should be a teacher of reading.
12. At the secondary school level students want to learn content, not how to read.
13. Integrating the teaching of reading with the teaching of specific content can be as exciting for the content area teacher as teaching content only.
14. Content area teachers in the secondary school are probably more competent to teach the reading skills needed for their subjects than special reading teachers.

With a possible score range of 14 to 70 the following statistics were obtained.

	Score Range	\bar{X}	SD
Junior High Group	22 - 65	41.9	9.39
Senior High Group	19 - 54	45.3	10.5

Because of the significant bearing this study has on this research, the findings, conclusions and implications are produced as follows:

In general, the junior and senior high school teachers responded similarly to the individual items, with the exception of Item 5 and Item 11. Sixty-six percent of the senior high teachers agreed with Item 5 that "... students should know what there is to know about reading before they are permitted to leave the elementary school", whereas only 39 percent of the junior high teachers agreed and 57 percent disagreed. Only 48 percent of the senior high teachers agreed with Item 11 that "Every high school teacher should be a teacher of reading"; whereas 71 percent of the junior high teachers agreed. The implication appears to be that, in their transitional position, the junior high teachers as a group are more tolerant of elementary pupils' limitations in reading ability and they are more likely to accept the teaching of reading as a personal responsibility.

The response trends for two items, Item 2 and Item 4, were the opposite from what was expected as an indication of a generally positive attitude. Over 60 percent of the teachers disagreed with Item 2: "Secondary school teachers can teach reading effectively without special university courses in methods of teaching reading." About 60 percent of each group disagreed with Item 14: "Content area teachers in the secondary school are probably more competent to teach the reading skills needed for their subjects than special reading teachers." The two items seem to reflect a general feeling that secondary teachers are not competent to teach the reading skills without some special training. The unanswered question here is: How much special training would be enough? Is a credit course from a college or university needed, or would a series of in-service sessions be adequate?

There was no clearly established trend in the responses to Item 7 and Item 12. Item 7 - "Teaching reading is a technical process that secondary teachers generally know nothing about" - may have evoked a mixed response at least partly because of a feeling that some secondary teachers do know about teaching reading (e.g., language arts and English teachers). Responses to Item 12 - "At the secondary level students want to learn content, not know how to read" - were evenly divided between Agree and Disagree. No explanation is apparent to the writers.

There were modest tendencies to disagree with Item 8 - "Secondary school teachers cannot teach reading without special materials designed for that purpose" - and to agree with Item 13 - "Integrating the teaching of reading with the teaching of specific content can be as exciting for the content area teacher as teaching content only."

Stronger trends, all in a positive direction, are apparent in the responses to the following items:

1. In the secondary school the teaching of reading should be the responsibility of reading teachers only. DISAGREE.
3. The teaching of reading skills can be incorporated into the content area courses without interfering with the major objectives of those courses. AGREE.
4. Any secondary school teacher who assigns reading should teach his or her students how to read what is assigned. AGREE.
6. Only remedial reading should be necessary in the secondary school and that should be done by remedial reading teachers. DISAGREE.
9. Teaching reading is a legitimate part of teaching any content course in the secondary school. AGREE.
10. Teaching reading takes all the fun out of teaching at the secondary level. DISAGREE.

Taken together, the attitudes reflected by the six items seem to bespeak not only a willingness to accept responsibility for

teaching the special reading skills required in the content areas but also an enthusiasm for the task.

In summation the authors found that (1) in general the teachers recognize the need for a continuation of reading instruction at the secondary level, (2) they are willing to accept the responsibility for teaching the special skills required in their content areas, and (3) they need more training in order to accomplish this task.

The authors realized that their findings were based upon the responses of a small sample within a single school system. They urged replication of their study to determine if the findings would stand. They followed this premise in conducting their second study (1970).

The purposes of this second Smith and Otto study were (1) to determine whether or not the attitudes of the junior high school teachers from the first study were different from the attitudes of the Madison junior high school teachers; (2) to determine whether or not there were differences in attitudes among teachers in the four content areas included in the study; (3) to determine whether or not teachers' attitudes differed among schools that had provided different kinds of in-service experiences for content area teachers. (In-service experience ranged from the availability of a full time reading consultant to relatively little consultant help of any kind among the five participating schools.)

The sample of teachers was drawn from five junior high schools (seventh, eighth, and ninth grades) in the Madison, Wisconsin system. A total group of 90 junior high schools teachers, which comprised all of the mathematics, social studies, English and science teachers in the five Madison schools, responded to the attitude inventory.

There were differences in the attitudes of teachers in the different content areas. The English teachers expressed the most positive attitudes and the science teachers the least positive. The authors suggested that reading consultants should be aware of these differences among teachers and spend more time working to change attitudes with some teachers than with others.

The findings did indicate a difference in attitudes between Madison teachers and the teachers from another system. No statistical information is provided as to the significance levels of these differences. Although the Madison teachers had more positive attitudes, the authors cautioned that this could not be attributed to the in-service experiences given the Madison teachers. (Too many other variables were uncontrolled and the samples were small.) The authors did find it "encouraging to further research that the significant differences did exist in favor of teachers exposed to in-service programs whose objectives were to change teacher attitudes." Smith and Otto urged a close investigation of the effects of in-service experiences on the attitudes of content area teachers.

The purpose of Smith and Otto's third study (1969b: 299) was to "experiment with a personal improvement course for secondary teachers on the assumption that such a course would convince teachers that reading instruction is appropriate and worthwhile at academic levels beyond the elementary school. It was felt that the inductive approach of a personal reading course would be more productive of the desired results than the typical in-service 'let-the-expert-tell-you' approach."

The data did not support the hypothesis of this study. The

authors felt that perhaps the inventory was not sufficiently sensitive to attitudinal changes. In addition they stated, "The present exploratory study by no means confirms the inadequacy of a personal improvement reading course as a means of changing teachers' attitudes toward their responsibilities for the teaching of reading. If anything, the study confirms the need for further experimentation with this technique."

Summary

A critique of the preceeding literature based on the empirical processes of educational research would expose the weaknesses and non-validity within some of the data and conclusions. A critique, per se, of the available literature is not within the purpose of this study, except, perhaps, as indicated by the last of the following generalizations that have been drawn from the studies cited in this chapter.

1. Within the limited number of available studies, teachers' attitudes have been found to be generally positive towards the incorporation of reading instruction within the content areas.

2. Classroom teachers do not feel adequately prepared to provide the necessary reading instruction.

3. The communication between classroom teacher and reading expert needs to be improved both quantitatively and qualitatively.

4. In order to effect an increase in classroom teachers' knowledge and awareness of the reading skills necessary for successful reading of subject matter materials there needs to be an increase in required undergraduate education courses on the teaching of reading in the secondary school, in-service programs, seminars and workshops directed towards this end.

5. Considering the emphasis by reading experts that is now being placed on reading instruction as a continuum in the total educational process, that is, not restricted to the elementary grades, there is definitely an inadequacy of research that can supply valid, reliable and conclusive information as to the current status and needs of this discipline within the secondary curriculum. More specifically, there is a need for research within the areas of a. the significance of teacher attitudes in the classroom; b. effecting, where needed, more positive attitudes towards reading instruction within the content areas; c. methods of translating positive attitudes into actual and effective classroom practices.

Chapter III

PROCEDURES AND INSTRUMENTATION

Subjects

For this study those teachers meeting Kansas State Department of Education reading certification requirements, who are also currently employed, at least part time, in the capacity of teaching reading seven through twelve were considered reading specialists and served as the criterion group. A sample of 60 junior and senior high school reading specialists was selected from the publication "A Listing of Reading Teachers, 1971-1972", from the State Department of Education, Topeka, Kansas. To obtain the sample of 60, every third name was selected. Exceptions were made to insure that only one reading specialist per school was selected.

Due to financial limitations it was not possible to obtain a random sample of Kansas secondary teachers per se. A sample of 37 junior and 38 senior high schools was selected from every fifth school district containing both a junior and senior high school as listed in the Kansas Educational Directory, 1968-69, State Department of Public Instruction, Topeka, Kansas. As the schools were selected they were assigned, on a rotational basis, two subject matter areas. These areas, in order of their rotation, were mathematics, English, foreign languages, home economics, business, science and social studies. Subject matter areas such as art, physical education and industrial arts

were not included on the basis that reading is not considered a major learning activity within these areas. An introductory letter that was part of a packet mailed to each of the schools' principals requested that the principal give a questionnaire to a teacher in each of the two assigned subject areas. Thus, the total sample of secondary teachers would be 150.

Instrumentation

Permission has been granted by Dr. Richard B. Smith to use the attitude inventory that he and Dr. Wayne Otto developed for their Wisconsin studies.

The fourteen items of this inventory, seven positive and seven negative, were constructed and arranged in a Likert-type format as described by Edwards (1957: 151). According to Edwards' description of the Likert model, respondents are asked to choose one of the following as a response to an item-statement: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. A priori weights of one integer difference in descending order are assigned to the responses for positive items. The positive items are 2, 3, 4, 9, 11, 13, and 14. Weights of one integer difference in ascending order are assigned to the responses for negative items - 1, 5, 6, 7, 8, 10, and 12. Thus total scores can be obtained, with the higher scores reflecting more positive attitudes.

The intent in construction was to include items that would get at teachers' perceptions of (a) their personal role in teaching reading in the content areas, (b) the role of the reading specialist at the secondary level, (c) their personal preparation and ability to teach reading, and (d) the actual task of teaching reading skills (e.g. that

it is an enjoyable or distasteful task). The fourteen items of the inventory appear in the appendix.

INSTRUMENT RELIABILITY

The attitude inventory has been used by Drs. Smith and Otto in three of their own studies (1969 a, b, 1970). In the first study the inventory was pilot-tested with 88 junior and senior high school teachers in a system comparable to the Madison, Wisconsin system. The responses to the items were analyzed with RAVE (Reciprocal Averages Computer Program). According to Smith (1969 a: 51) "RAVE yields, among other things, an initial Hoyt reliability estimate based upon the a priori weights assigned by the investigator and subsequent reliability estimates derived by a reiterative process whereby responses are re-weighted to maximize the internal consistency of the instrument. The new weights are assigned on the basis of analyses of each person's responses to all of the items." On the basis of the optimum weights assigned to each item the inventory was found to have a reliability of .85. The same reliability was maintained for the second study.

In the third study the Generalized Item Analysis Computer Program (GITAP) developed by Baker (1966) was used to obtain a reliability estimate for the inventory. GITAP yields, among other things, an internal consistency reliability for the instrument by means of Hoyt's Analysis of Variance Method. The reliability coefficient produced by the program using the responses of the ninety Madison teachers who participated in the study was .84.

Procedure

Junior and senior high school principals were mailed a packet

containing an introductory letter and two cover letters with attached questionnaires and secondary teacher information forms. Reading specialists were mailed a cover letter, questionnaire and reading specialists information form (cf. appendix). The first mailing was September 17, 1972. A follow-up mailing to non-respondents was made on October 2, 1972 (cf. appendix for follow-up letters).

Chapter IV

FINDINGS

Description of Subjects

The attitude inventory (questionnaire) was mailed to a sample of 60 secondary reading specialists and 150 secondary teachers. Responses were received from 82 percent (N=49) of the reading specialists and 86 percent (N=129) of the secondary teachers. Tables 1 and 2 represent the demographic data obtained from the information forms (cf. Appendix).

Attitudinal Comparisons by Analysis of Variance

As discussed in Chapter III the fourteen item inventory was designed to yield total scores, with the higher scores reflecting more positive attitudes. The highest possible score was 60. The mean score of the reading specialists was 52.47, with a standard deviation of 3.92, and a score range of 44 - 60. The mean score of the secondary teachers was 45.10, with a standard deviation of 6.34, and a score range of 28 - 60. An analysis of variance was used to determine the statistical significance of the differences in attitude scores on each of the following comparisons.

1. What are the attitudes of secondary teachers toward reading instruction in the content areas compared to the attitudes of reading specialists? (cf. Table 3)
2. What are the differences in attitudes between the eight subject area (English, social studies, mathematics, foreign

TABLE 1
Classification of Demographic Data

Data Information		Group	
		Reading Specialist (N=49)	Secondary Teacher (N=129)
\bar{X} Age (STDV)		41 (8.21)	36 (10.60)
Sex		Males - 3 Females -46	Males -58 Females -71
\bar{X} Years taught (STDV)		14 (7.07)	11.87 (10.02)
\bar{X} Years taught prior to teaching reading (Reading teachers only)		8.37 (6.31)	N/A
\bar{X} Years taught as a reading specialist (Reading teachers only)		5.76 (3.19)	N/A
Degrees Held	B.S.	35% (17)	57% (73)
	M.S.	47% (23)	36% (47)
	Other	18% (9)	7% (9)
Services of a reading teacher (Secondary teachers only)			Yes 62% (79) No 38% (49)

TABLE 2
Frequency Distribution of Reading Courses Taken

Number of Courses Taken	Undergraduate Preparation		Graduate Preparation	
	Reading Specialists	Secondary Teachers (N=129)	Reading Specialists	Secondary Teachers (N=129)
9			4	
8			2	
7			4	
6		1	7	3
5		-	11	1
4	1	1	11	-
3	2	4	7	5
2	7	6	3	3
1	17	19	-	15
0	22	98	-	102
Median	.65	.16	4.82	.13

language, business, home economics, science, and other) teachers at the secondary level? (cf. Table 4)

3. Are there differences between each subject area teachers' attitudes and the criterion group? (cf. Table 5)

The Scheffé Test for multiple comparisons yielded significant differences at the .01 level between reading specialists and mathematics, science, business and home economics teachers ($F = 2.89, 5.62, 4.85, 2.70$, respectively). The English teachers exhibited the least difference ($F = .31$), with their mean attitude score (50.15) being closest to the reading specialists (52.47).

4. Are there differences in the attitude scores of secondary teachers who have the services of a reading specialist available to them as compared to those secondary teachers who do not?

No significant differences were found. However, the mean attitude score for those teachers without the services of a reading specialist was more positive than for those teachers who did have a reading specialist available to them, (45.49 vs. 44.76).

TABLE 3

A Comparison of Mean Attitude Scores Between
Secondary Teachers and Reading Specialists

Summary Table for the Analysis of Variance				
--	--	--	--	--

Source of Variation	df	Sums of Squares	Mean Squares	F - Ratio
Between groups	1.	1928.1250	1928.1250	57.6342**
Within groups	176	5888.0000	33.4545	XX.XXX
Total	177	7816.1250	XX.XXX	XX.XXX

** .01: (df 1,120), F 71 6.85

TABLE 4

Differences in Mean Attitude Scores Between Secondary Teachers in Different Areas

Summary Table for the Analysis of Variance				
--	--	--	--	--

Source of Variation	df	Sums of Squares	Mean Squares	F - Ratio
Between groups	7.	691.2500	98.7500	2.6800*
Within groups	121.	4458.5000	36.8471	X.XXX
Total	128.	5149.7500	XX.XXX	X.XXX

Note.- The data was also subjected to the Scheffe' Test for multiple comparisons, yielding no significant differences.

*.05: (df 7, 120), F 71 2.09

TABLE 5
Differences in Mean Attitude Scores Among
All Groups of Teachers

Summary Table for the Analysis of Variance				
--	--	--	--	--

Source of Variation	df	Sums of Squares	Mean Squares	F - Ratio
Between groups	8.	2619.3120	327.4141	10.6475**
Within groups	169.	5196.8120	30.7504	
Total	177	7816.1250		

*.05: (df 8,120), F 71 2.02

** .01: (df 8,120), F 71 2.66

Correlations

Correlation matrices were developed for the following sets of data: 1. the total group including the total attitude score is one of twenty-seven variables (12 demographic, 14 items, 1 total score); 2. the total group, twenty-six variables (excluding total score); 3. the reading specialists (excluding total score); 4. secondary teachers (excluding total score). Correlations between the total score and demographic variables were low ($<.29$) except for the correlations between total score and graduate reading courses (.53), years taught as a reading specialist (.41) and availability of a reading specialist (.40).

Item-total correlations, i.e. between the total score and each inventory item, were as follows: 0.65, -.01, 0.69, 0.71, 0.47, 0.71, -0.57, 0.60, 0.68, 0.73, -0.10, 0.58, 0.72, and 0.34. A cursory examination of the inter-item correlation matrix suggested that the correlations between items were substantially lower than the item total correlations. On this basis each item was considered to be a relatively independent indicator of a teacher's attitude toward providing reading instruction within a content area. Therefore it was thought appropriate to subject the item-responses, between and among all groups, to the Chi-square test of independence. The composite results appear in Tables 7 and 8 in the appendix.

Significant differences were found among all comparisons. Reading specialists compared to secondary teachers yielded significant differences (.01) on nine items. The English teachers showed the least differences followed by the social studies teachers. The science

teachers differed the most significantly on more items (11) than any other group. They were followed by the business and home economics teachers. All subject area teachers differed significantly (.01) with the reading specialists on Item 3. Seven of the eight subject area groups differed significantly with the reading specialists on Items 9, 10, and 13.

Chapter V

DISCUSSION AND RECOMMENDATIONS

Discussion

The purpose of this study was to investigate the attitudes of secondary teachers towards the concept of providing reading instruction within the content areas in order to determine if it would first be necessary to establish positive attitudes prior to educating teachers in the methods of reading instruction.

A comparison of attitudes between reading specialists and secondary teachers did produce statistically significant differences, but the results do not allow for a discussion of positive as compared to negative attitudes. Rather, the differences must be discussed in terms of the secondary teachers having significantly less positive attitudes than those of the reading specialists.

One might argue that this difference should have been expected and that the results do not allow for any implication of negativism on the part of secondary teacher attitudes. The author strongly disagrees. The inventory was designed to yield an attitude score toward providing reading instruction within the content areas. This has to be the responsibility of secondary teachers. The reading specialists were used as a criterion group. The responsibilities and methods that were incorporated into the inventory design are specifically those of secondary teachers. Ideally, there should have been no differences

in the attitudinal comparisons. A primary task for reading experts and educators of effecting more positive attitudes does appear to be necessary.

It is difficult in a study of this nature to attribute the differences to any specific causes. However, within this particular study there is one variable that lends itself as a strong possibility. Fifty percent of the secondary teachers had taken .16 of an undergraduate course in reading and .13 of a graduate course. Yet the correlation between total attitude score and graduate reading courses was .53, the highest correlation for the demographic variables. All of the subject area teachers differed significantly with the reading specialists on Item 3. Seven of the eight groups differed significantly with the reading specialists on Items 9, 10, and 13.

Item 3. The teaching of reading skills can be incorporated into content area courses without interfering with the major objectives of these courses.

Certainly a course in secondary reading would reaffirm this. In fact, the teaching of the necessary reading skills would actually enhance the objectives of any course.

Item 9. Teaching reading is a necessary and legitimate part of teaching any content area course in the secondary school.

If the secondary teachers are not favorably disposed to this idea, they are not going to provide much reading instruction.

Item 10. Teaching reading takes all the fun out of teaching at the secondary school level.

A secondary teacher who has been exposed to methods of incorporating reading instruction would have to strongly disagree with this item. More satisfaction can be derived from teaching when more students are learning. How can a student learn if he is unable to read efficiently?

Item 13. Integrating the teaching of reading with the teaching of specific content can be as exciting for the content area teacher as teaching content only.

Certainly if the teachers had tried this, they would find it to be true.

These four items could readily be transformed into behavioral objectives for a course in secondary reading. If the objectives were achieved, the attitudes would definitely be changed in a more positive direction. A goal of the reading educators must be to see that all secondary teachers be required to have an adequate background in reading.

A study by Braam and Roehm (1964) found there was an extremely inadequate amount of communication between reading experts and classroom teachers (cf. Chapter II). The reading specialists are one channel of communication. Within the scope of this study the reading specialists do not appear to be functioning very effectively. No significant differences were found between the attitude scores of secondary teachers who had the services of a reading teacher available to them and those who did not. Furthermore, those secondary teachers without the services of a reading specialist actually had a more positive mean attitude score (45.49 vs. 44.76).

Much of the past literature in regards to reading information at the secondary level has strongly implied that providing reading instruction was the responsibility of the English teachers. Apparently the 20 English teachers involved in this study, for the most part, have accepted this responsibility. Their mean attitude score was 50.15 as compared to 52.47 for the reading specialists. The Scheffe Test yielded a highly non-significant F ratio of .31 for this comparison. The Chi-squared test found only Item 3 to be significantly different at the .05 level. An interesting follow-up study would be to determine how

such positive attitudes were developed within these 20 individuals.

While the English teachers appear to possess the most positive attitudes of the secondary teachers, the science teachers appear to possess the least. The Scheffe yielded an F ratio of 5.62, significant at the .01 level. The Chi-squared test further substantiates the suspicion. Science teachers differed significantly with the reading specialists on 11 of the 14 items, 10 at the .01 level. (The next two "least positive" groups are the business and home economics teachers.) Science is one of the most difficult of subject areas, especially in regards to reading, yet the science teachers do not appear to be willing to assist their students in reading the material. Why? Unfortunately this study was unable to provide answers for that question.

Recommendations

Chapter II reviewed six attitudinal studies dating from 1958 to 1971. This study further substantiates the conclusions and recommendations reached by the previous researchers.

1. Undergraduate education courses on the teaching of reading in the secondary school must be required of all teacher-candidates. In addition, quality in-service programs, seminars and workshops need to be developed that will effect an increase in all classroom teachers' knowledge and awareness of the reading skills necessary for successful reading of subject matter materials.

2. Improvement is needed in the communication between reading experts and classroom teachers. The reading specialists must accept at least partial responsibility directed towards this end. Especially at the secondary level the reading specialist must assume a dual role

of "teacher of reading" and "public relations" of reading. The reading specialists should at least be the initiators in providing the necessary quality in-service programs, seminars and/or workshops.

3. There is definitely an inadequacy of research that can provide valid, reliable and conclusive information as to the current status and needs of reading instruction within the secondary curriculum. Research is needed within the areas of a. the significance of teacher attitudes in the classroom; b. effecting, where needed, (e.g. among science teachers) more positive attitudes towards providing content area reading instruction; c. methods of translating positive attitudes into actual and effective classroom practices.

One more recommendation must be added. This is 1973. It appears that little progress has been made since 1958. Action must be taken immediately.

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APPENDIXES

APPENDIX A

Table 6. : Mean Attitude Scores by Group Membership

Group	Reading Spec.	Social Studies	Math	Science	Foreign Lang.	Business	Home Ec.	English	Other
Score	52.47	44.80	45.26	43.21	44.82	42.94	44.87	50.15	44.25
STDV	3.92	5.57	5.87	4.40	8.76	4.52	5.97	6.73	7.62
N	49	10	19	24	11	18	15	20	12

APPENDIX B

Table 7. Chi-squared Differences per Inventory Item of All Groups

	Differences Among All Groups	Differences Between Reading and Secondary	Differences Between Secondary Subject Areas
1	64.78**	30.72**	31.00
2	36.46	10.03*	27.64
3	92.04**	31.02**	60.27**
4	62.88**	34.68**	30.34
5	50.90	13.68**	40.18
6	79.21**	39.91**	39.52
7	82.20**	35.13**	50.59*
8	68.88**	22.85**	43.95**
9	70.93**	39.00**	34.63
10	65.23**	45.20**	20.50
11	33.22	5.44	26.63
12	49.90	18.74**	30.34
13	86.85**	46.88**	46.29*
14	26.70	2.04	24.57
N	178	129	129
df	36	4	32

Critical Region
 *.05: χ^2_{171} 50.998
 **.01: χ^2_{171} 58.619

*.05: χ^2_4 9.49
 **.01: χ^2_4 13.3

*.05: χ^2_{129} 46.194
 **.01: χ^2_{129} 53.486

APPENDIX C

Table 8. Chi-squared Differences per Inventory Item of Each Subject Area Compared to Reading Specialists (N=49)

Inventory Items		Social Studies	Mathematics	Science	Foreign Language
	1	7.40	22.61**	25.91**	15.99**
	2	3.89	7.86	5.28	2.40
	3	16.63**	27.28**	25.15**	20.16**
	4	9.36	18.65**	21.21**	11.09*
	5	2.38	4.92	13.18**	9.75*
	6	14.06**	12.87*	27.03**	13.21*
	7	15.42**	25.24**	25.86**	23.96**
	8	8.44	6.13	23.58**	5.55
	9	18.38**	23.88**	23.21**	10.62*
	10	26.11**	20.37**	24.70**	22.60**
	11	5.75	2.44	4.17	3.13
	12	11.93*	7.97	13.14*	8.04
	13	17.96**	23.14**	37.77**	17.50**
	14	.83	2.56	1.91	2.06
	N	10	19	24	11
	df	4	4	4	4

*.05: χ^2 9.49**.01: χ^2 13.3

APPENDIX C

Table 8. continued

	Business	Home Economics	English	Other
1	23.22**	16.28**	3.62	4.06
2	4.20	12.05*	2.02	5.55
3	26.87**	23.74**	11.50*	10.25*
4	19.02**	29.42**	7.52	17.63**
5	21.69**	7.93	.81	10.92*
6	29.91**	21.56**	8.49	25.96**
7	25.58**	13.34**	7.10	8.76
8	12.67*	4.80	2.26	4.15
9	29.48**	13.90**	4.30	15.33**
10	25.75**	19.80**	6.36	22.60**
11	7.62	6.61	2.58	2.76
12	8.98	2.31	6.24	9.06
13	18.78**	19.78**	6.30	26.70**
14	1.56	2.21	8.86	.31
N	18	15	20	11
df	4	4	4	4

*.05: 9.49

**.01: 13.3

APPENDIX D

Survey Forms

**(Introductory Letters, Questionnaire, Information Forms,
Follow-up Letters)**

Department of Curriculum and Instruction
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5550

Dear Principal:

Very little is known about the status of reading instruction in Kansas secondary schools. Will you help us learn a little more?

We have devised a short questionnaire we would like two teachers in your school to complete and return to us. Would you please give one of the attached questionnaires to a teacher in each of the following subject matter areas:

Mathematics, Social Studies

If there are several teachers in these areas, choose one at random (the first one you meet in the hall?).

Gratefully,

(Mrs.) Jacquelyn Parkman
Graduate Student

Leo M. Schell, Ph.D.
Associate Professor



DEPARTMENT OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION
HOLTON HALL
PHONE: 832-5550

September, 1972

Dear Educator:

A few moments of your time would be sincerely appreciated. The Department of Curriculum and Instruction of the College of Education is interested in learning more about the status of reading at the secondary level.

We need your co-operation in completing the accompanying survey. The greater the response, the more reliable and valid will be our findings. It is hoped that through the results of this study we, in turn, will be able to assist you in improving our educational processes.

The questionnaire has been kept short so it will take only a few minutes of your time. Space has been provided on the back side of the survey for any comments or questions you might have. Please return the questionnaire by September 26. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

(Mrs.) Jacquelyn Parkman
Graduate Student
College of Education

Leo M. Schell, Ph.D.
Associate Professor
of Education

JP/LMS/mjd

Enclosure: Survey
Self-addressed envelope

DIRECTIONS: Read each statement carefully. Choose one of the following responses which best describes your candid, honest reaction to the statement.

Circle the appropriate letter(s) according to the following key:

**STRONGLY
AGREE
SA**

**AGREE
A**

**UNDECIDED
U**

**DISAGREE
D**

**STRONGLY
DISAGREE
SD**

- | | | | | | |
|---|----|---|---|---|----|
| 1. In the secondary school the teaching of reading should be the responsibility of reading teachers only. | SA | A | U | D | SD |
| 2. Secondary school teachers can teach effectively without university courses in methods of teaching reading | SA | A | U | D | SD |
| 3. The teaching of reading skills can be incorporated into content area courses without interfering with the major objectives of these courses. | SA | A | U | D | SD |
| 4. Any secondary teacher who assigns reading should teach students how to read what is assigned. | SA | A | U | D | SD |
| 5. With rare exceptions, students should know what there is to know about reading before they are permitted to leave elementary school. | SA | A | U | D | SD |
| 6. Only remedial reading should be necessary in the secondary school and that should be done by reading teachers in special classes. | SA | A | U | D | SD |
| 7. Every secondary school teacher should be a teacher of reading. | SA | A | U | D | SD |
| 8. Secondary school teachers cannot teach reading without special materials designed for that purpose. | SA | A | U | D | SD |
| 9. Teaching reading is a necessary and legitimate part of teaching any content course in the secondary school. | SA | A | U | D | SD |
| 10. Teaching reading takes all the fun out of teaching at the secondary school level. | SA | A | U | D | SD |
| 11. Teaching reading is a technical process that secondary teachers generally know nothing about. | SA | A | U | D | SD |
| 12. At the secondary level students want to learn content, not how to read. | SA | A | U | D | SD |
| 13. Integrating the teaching of reading with the teaching of specific content can be as exciting for the content area teacher as teaching content only. | SA | A | U | D | SD |
| 14. Content area teachers in the secondary schools are probably more competent to teach reading skills needed for their subjects than are special reading teachers. | SA | A | U | D | SD |

Please complete and return with the
attached questionnaire. Thank you.

1. Age _____
 2. Sex: M F
 3. Years teaching experience
including 1972-73 _____
 4. Highest degree held: B.S. M.S. Other (specify) _____
 5. Number of college courses on teaching of reading* taken:
 - a. Undergraduate level _____
 - b. Graduate level _____
- *Do not count a course in which
reading instruction was only a
part (unit, topic). Do count
workshops and seminars specifically
devoted to reading instruction.
6. What was your college preparation (subject matter area) before
you became a reading teacher?
 7. How many years did you teach in the regular
classroom before becoming a reading teacher? _____
 8. How many years have you been a reading
teacher (including the 1972-73 year)? _____

Please complete and return with
the attached questionnaire. Thanks!

1. Age _____ 2. Sex: M F 3. Years teaching experience
including 1972-73: _____
4. Highest degree held: B.S. M.S. Other (specify) _____
5. Number of reading courses* taken:
- a. Undergraduate level _____
- b. Graduate level _____

*Count only courses in which how to teach
reading was the primary course content.
Do not count a course in which reading
instruction was only a part (unit, topic).
Do count workshops and seminars specifically
devoted to reading instruction.

6. Teaching area:
- a. Undergraduate preparation _____
- b. Main area of classroom
teaching responsibility _____
7. Are the services of a reading
teacher available to you and
to your students? Yes No

ILLEGIBLE DOCUMENT

**THE FOLLOWING
DOCUMENT(S) IS OF
POOR LEGIBILITY IN
THE ORIGINAL**

**THIS IS THE BEST
COPY AVAILABLE**

Department of Curriculum and Instruction
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5550

Dear Principal:

Recently the Department of Curriculum and Instruction of the College of Education requested that you select two teachers in your school to complete a questionnaire about the status of reading in the Kansas secondary schools.


We have not received a response from the _____ teacher(s). It is important to the results of this study that we do have the response(s).

Would you again select the teacher(s) from the above specified area(s) and have the questionnaire(s) returned as soon as possible.

Thank you for your cooperation in promoting the reading welfare of the youths of Kansas.

Sincerely,


(Mrs.) Jacquelyn Parkman
Graduate Student


Leo M. Schell, Ph.D.
Associate Professor

Enclosure: Survey
Self-addressed envelope

Department of Curriculum and Instruction
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5550

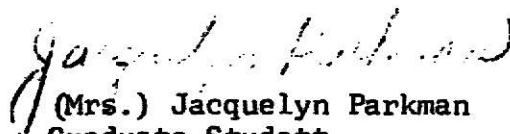
Dear Educator:

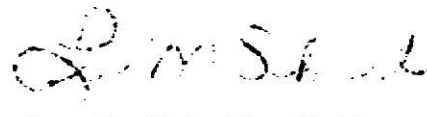
Recently the Department of Curriculum and Instruction of the College of Education requested your cooperation in collecting some information about the teaching of reading in Kansas secondary schools. We have not received your response. It is important that we receive as many responses as possible.

Will you please complete the attached questionnaire and return it in the stamped, self-addressed envelope we have enclosed.

Thank you for your cooperation in promoting the reading welfare of the youths of Kansas.

Sincerely yours,


(Mrs.) Jacquelyn Parkman
Graduate Student


Leo M. Schell, Ph.D.
Associate Professor

Enclosure: Survey
Self-addressed envelope

APPENDIX E

COMMENTS

Question 5

Reading at secondary level requires skills not taught. Basic skills should be workable for the student before he enters secondary school.

I'm not sold on having children in elementary school for not knowing all there is to know about reading before being permitted to leave elementary school. Does anyone know all there is to know about reading?

Question 6

Dislike the word remedial for high school students.

Question 7

Impossible!

Question 10

Dumb question!

Question 12

Students should answer - I believe reading is so much a part of understanding that only a lack of basic skills would cause resentment. Reading cannot be separated from content.

Question 14

This should be true, however, many teachers seem to expect students

to understand without reading skills instruction.

True, if they have had a University course in reading.

I think all teachers should be required to take a University course in reading.

General Comments

I feel reading skills should not be a main objective of a secondary level course.

I fail to see how you can obtain any valid results from this survey. Your questionnaire is going to be answered by a diverse group that could not be called a "random" sample. "Haphazard" is more appropriate. There is a difference!! If you only want answers to tally, then - "happy tallying!"

A SURVEY OF KANSAS SECONDARY TEACHER ATTITUDES
TOWARD READING INSTRUCTION

by

JACQUELYN ANN PARKMAN

B.A., Marquette 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

1973

AN ABSTRACT

A SURVEY OF KANSAS SECONDARY TEACHER ATTITUDES TOWARD READING INSTRUCTION

The purpose of this study was to determine the attitudes of Kansas secondary teachers toward providing reading instruction within the content areas as compared to the attitudes of Kansas secondary reading specialists. A 14 item inventory, designed to yield a single attitude score was mailed to a sample of 60 reading specialists and 150 secondary teachers. Responses were received by 82 percent of the reading specialists and 86 percent of the secondary teachers. The attitude inventory had been developed by Richard J. Smith and Wayne Otto both of the University of Wisconsin.

Rationale for the study was provided by available national statistics supporting the fact that a significant number of the high school and young adult population are unable to read at a level that will insure educational and socio-economic success, self-satisfaction and self-fulfillment. Reading experts are advocating that reading instruction must be maintained throughout the entire educational processes. This means that all content area teachers must now share the responsibility of providing reading instruction within their specific content areas. Statistics and observations indicate that this responsibility is not being assumed. One of the reasons for this could be a negative attitude toward providing reading instruction.

The results indicated a statistically significant less positive attitude among secondary teachers as compared to the reading specialists.

English teachers scored the most positively while science teachers scored the least. There was some indication that the reading specialists were not functioning as effectively as possible. Educational preparation correlated highly with the total score reaffirming the need for required education courses in secondary reading. The results are discussed as to the possible implications they have for secondary school reading instruction, for in-service training and for relationships between reading specialists and classroom teachers.