

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

by

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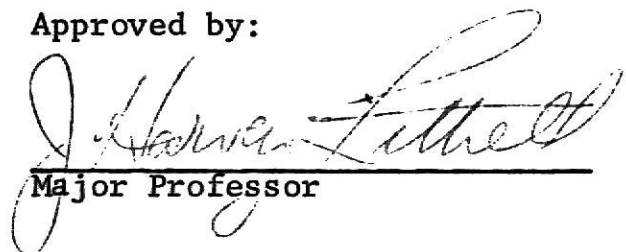
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Chapter 1

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 administrator than the projective devices. The semantic 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.