

A COMPARISON OF THE PRIMARY MENTAL ABILITIES
AND READING ABILITY OF SOME SEVENTH GRADE STUDENTS
WITH THEIR SOCIO-ECONOMIC LEVEL

by

GLENDA BRAGGS WILSON

B. A., Philander Smith College, 1967

296
1226-5600

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

Approved by

Herbert E. Kaiser
Major Professor

LD
2668
R4
1973
W57
C.2
Doc.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	FORMULATION AND DEFINITION OF THE PROBLEM.....	1
	THE PROBLEM.....	1
	Statement of the Problem.....	1
	Significance of the Study.....	1
	Delimitations of the Investigation.....	1
	Objectives.....	2
	DEFINITION OF TERMS.....	4
	Socio-economic Status.....	4
	Intelligence.....	4
	Grade Norm.....	4
II.	REVIEW OF RELATED RESOURCE AND LITERATURE.....	5
	CONCEPTS OF INTELLIGENCE.....	5
	INTELLIGENCE AND SOCIO-ECONOMIC STATUS.....	6
	INTELLIGENCE AND READING ABILITY.....	10
III.	EXPLANATION OF THE METHOD OF CONDUCTING THE SURVEY.....	14
	THE SUBJECTS.....	14
	THE MATERIALS.....	15
	THE PROCEDURES.....	15
IV.	UTILIZATION OF THE RESULTS.....	18
	DISTRIBUTION OF STUDENTS CLASSIFIED ACCORDING TO FATHER'S OCCUPATIONAL STATUS AND INTELLIGENCE TEST SCORES.....	19
	DISTRIBUTION OF STUDENTS CLASSIFIED ACCORDING TO FATHER'S OCCUPATIONAL STATUS AND VOCABULARY AND COMPREHENSION TEST SCORES, AND INTELLIGENCE TEST SCORES.....	29
V.	SUMMARY.....	42
	CONCLUSIONS.....	47

RECOMMENDATIONS.....	48
BIBLIOGRAPHY.....	49

LIST OF TABLES

TABLE		PAGE
1	Occupational Classification of Fathers of Students.....	21
2	Numbers and Per Cents of Students in Each Parental Occupational Classification Arranged According to Three Levels of Intelligence Achieved on the SRA Primary Mental Abilities Test.....	23
3	Mean I.Q. for Each Parental Occupational Classification on the SRA Primary Mental Abilities Test.....	25
4	Number and Per Cents of Students in Each Parental Occupational Classification Arranged According to Two Levels of Vocabulary in Reading on the Gates-MacGinitie Reading Tests..	26
5	Number and Per Cents of Students in Each Parental Occupational Classification Arranged According to Two Levels of Comprehension in Reading on the Gates-MacGinitie Reading Tests.....	28
6	Numbers and Per Cents in Each Parental Occupational Classification Who Had Below Normal I.Q.'s (Less Than 90) Arranged According to Two Levels of Vocabulary in Reading on the Gates-MacGinitie Reading Tests.....	30
7	Numbers and Per Cents of Students in Each Parental Occupational Classification Who Had Below Normal I.Q.'s (Less Than 90) Arranged According to Two Levels of Comprehension in Reading on the Gates-MacGinitie Tests.....	32
8	Numbers and Per Cents in Each Parental Occupational Classification Who Had Normal I.Q.'s (90-110) Arranged According to Two Levels of Vocabulary in Reading on the Gates-MacGinitie Tests.....	34
9	Numbers and Per Cents in Each Parental Occupational Classification Who Had Normal I.Q.'s (90-110) Arranged According to Two Levels of Comprehension in Reading on the Gates-MacGinitie Reading Tests.....	36

TABLE	PAGE
10 Numbers and Per Cents of Students in Each Parental Occupational Classification Who Had Above Normal I.Q.'s (Over 110) Arranged According to Two Levels of Vocabulary in Reading on the Gates-MacGinitie Reading Tests.....	38
11 Numbers and Per Cents in Each Parental Occupational Classification Who Had Above Normal I.Q.'s (Over 110) Arranged According to Two Levels of Comprehension in Reading on the Gates-MacGinitie Reading Tests.....	40

CHAPTER I

FORMULATION AND DEFINITION OF THE PROBLEM

Today there is more and more emphasis on the development of the individual within the total school population. Warner (1944) reported that more and more emphasis is being placed on the individual and his needs, it becomes apparent that our American children are not equal and that they occupy different and unequal statuses.

Statement of the Problem

It was the purpose of this study to compare the reading ability with the Primary Mental Abilities Scores. A further purpose to compare both reading ability and Primary Mental Abilities Scores with the socio-economic levels of some seventh grade history students enrolled in Thomas Jefferson Junior High, Monroe City Schools, Monroe, Louisiana during the 1972-73 school session.

Significance of the Study

The research project is significant in that the results are beneficial in ascertaining the degree to which pupils' reading is in accordance with their mental ability. This information may be used to facilitate the formulation of principles of guidance requisite for each individual. In addition, the results of this survey can be utilized as the basis for evaluating the existing curriculum and for