

THE RELATIONSHIP BETWEEN REPORTED
TEACHER PRACTICES AND REPORTED
STUDENT BEHAVIORS IN READING

By

KAREN KAY STANGLE

Bachelor of Science in Education
Kansas State Teachers College
Emporia, Kansas
1969

Master of Science
Kansas State Teachers College
Emporia, Kansas
1970

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Thesis Approved:

I della Lohman

Thesis Adviser

Bernard A. Belden

Judith E. Shelton

Bill F. Elsom

Larry M. Perkins

R. N. Durbin

Dean of the Graduate College

902240

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CHAPTER I

THE PROBLEM

Introduction and Statement of the Problem

The ability to read is vital in decision-making, information-gathering, and living vicariously through literature. As Bond and Tinker (1967) note, one who establishes the habit of reading and develops the necessary skills for reading with understanding and appreciation, provides for himself a "channel of communication" with an expanding world. Miller (1972) places with teachers the responsibility of helping each child become as competent as possible in all areas of reading. The areas which Miller (1972) refers to are identified as: word recognition, association of symbols to past experiences, comprehension, critical evaluation and application of what is read to solving life's problems.

There are many aspects to the reading process, as well as to the role which reading plays in people's lives. Dechant (1970), Gates (1962), Strang (1957), Bond and Tinker (1967), and Lee (1933) share the philosophy that reading skills which people develop determine the various roles which reading plays in the lives of people. More explicitly, these authors seem to be saying that the skills one develops in reading determine his reading behavior. Thus the total school experience in reading must be considered in planning reading programs. This study is concerned with the following question: Is there a relationship between

certain practices in the teaching of reading and certain student behaviors in reading?

Need for the Study

Reading is so much a part of the fabric of American life that methods of teaching reading change with the critical periods in the history of the country. According to Smith (1963), the launching of the Russian satellite Sputnik ushered in a new era in reading. Sputnik brought public education to the foreground, and reading failures were made especially evident. Smith (1963) stated that teachers and teaching methods received much adverse publicity which resulted in increased interest in the field. Therefore, she claimed, in the 1960's reading became a specialized area and teachers began requesting information related to the basic ingredients of the reading procedures, diagnosis, and remediation. The author related that suddenly new methods for the teaching of reading mushroomed. As a result of these new methods, research was conducted to test the successfulness of each of the methods. These studies indicated that no one teaching method is best for all children. (Betts, 1961; Stauffer, 1966; Sheldon, 1966; Dechant, 1970; Camp, 1968; Watkins, 1972; Ausubel, 1964). As Smith (1970) concluded, the country is now in an epoch in which reading instruction reflects our progress and concerns.

Chall (1960) stated that in spite of existing research, teachers seem to believe that there is a right and a wrong way to teach reading. She further stressed the need for teachers to interact with their students and then select the method appropriate for the individual student.

As a result of such interaction, the student reacts in a positive or negative way to the method which the teacher prescribes.

Researchers reveal in their studies the importance of teacher-student interaction in the learning process, be it reading or whatever. Washburne and Heil (1960) related that teachers who teach in a self-contained classroom have a definite and determinable influence on the intellectual, social, and emotional growth of children. Hill (1971) stated that the relationships that occur between teacher and pupils within the classroom setting is a factor of major concern to educators.

Reading authorities including Sartain, Chall, Dawson, and Heilman agree that teachers must be aware of individual differences and styles of learning among children in a classroom setting in order to effectively interest students. Sartain (1966) listed these factors as being relevant to teacher effectiveness: teacher awareness of the extent of individual differences, frequent evaluation of the individual student, and frequent use of individual diagnostic appraisals. Heilman (1961) pointed out that in order for a teacher to be effective in the teaching of reading, he must be aware of certain principles. Heilman (1961) indicated that the teacher must realize that learning to read is a complicated process and it is necessary for the teacher to be sensitive to the variety of pressures on the students. Heilman (1961) further stated that the teacher must also understand that learning to read is an individual process and that proper instruction depends upon the understanding of each child's weaknesses and needs.

Heilman (1961) indicated that teachers should view reading as a process of getting meaning from the printed word and not just a process of making noises associated with symbols. Awareness of this process is

essential to being an effective reading teacher. Heilman (1961) stated that any given technique, procedure or practice is likely to work better with some children than with others. Also, Heilman (1961) supported Chall and Sartain in stressing the importance of each student as an individual. One of the salient ideas expressed by Heilman (1961) is the need for a variety of methods to be used in the teaching of reading. The theory of the need for a variety of methods was explored by the twenty-seven federally sponsored studies called the U. S. Department of Education First Grade Studies. The purpose of the studies was to investigate the effectiveness of different reading methods at the first grade level. In reference to these studies, McClain (1967) stated, "After the careful and exhaustive efforts of the First Grade Studies we are left with the knowledge that no one method of teaching reading is best for all children." Dawson (1967) related, in reference to the First Grade Studies, that the only clear conclusion reached was that, "The one element necessary for a successful program in reading is a competent teacher." Goodman (1969) reported that research studies he had reviewed indicated that teachers' influences on students are more significant than method.

The concept that teacher influence is more important than method has impact on the students' employment of independent reading during free time, in school and out. For example, it would seem that teachers who demonstrate their own love of reading will influence children to read widely. Albeit, there has been little research done to test the relationship between what a teacher does in the classroom and what a student does with independent reading during his free time, in school and out. Therefore, the purpose of this study was to determine if a

relationship exists between certain teacher practices in the teaching of reading and students' behavior during free time and independent reading time. The study investigated teacher management of the activities occurring during the reading lessons, the materials used during the reading lessons, the allocation of the time spent on the activities, and the way the students used free time in relation to reading.

Hypotheses

The following null hypotheses were formulated for this research.

Hypothesis 1. There is no significant relationship between the variety of activities used during the reading lesson and the students' independent use of reading materials.

Hypothesis 2. There is no significant relationship between the variety of materials that are used during the reading lesson and the students' independent use of reading materials.

Hypothesis 3. There is no significant relationship between the availability of independent reading time in school and the students' use of reading during free or unassigned time.

Hypothesis 4. There is no significant relationship between the type of independent reading activities students practice during unassigned or free time.

Hypothesis 5. There is no significant relationship between the amount of time spent in class on reading and the amount of reading the pupil does outside of class.

Definitions of Terms

Independent Reading Time. This is the time allowed for students to read and react to books in an individual way at school as part of the reading lesson. Any activity is deemed acceptable as long as the activity relates to reading. Examples are: reading a book, sharing a book with another student, drawing a picture about a book, writing a book report or acting out a scene from a book.

Free or Unassigned Time. This is the time after a student has completed the assigned work and is waiting for teacher assigned activity. This is also time when the student is not in school and has a choice as to how to spend his time.

Variety of Activities. This is the number of different activities done as part of the daily reading lesson. The parts of the reading lesson should include instruction from a specific approach, such as a basal or linguistic approach, skill development, independent reading, and diagnostic reading exercises.

Variety of Materials. This refers to the number of materials presented to the student each day. This also refers to the type of different materials which may be used to present the same skill.

Limitations of the Study

Certain limitations are inherent in this study. These include:

- a) a randomized sample of the population was not obtained therefore, the results of this study should not be generalized beyond the sample;
- b) certain teachers in the sample were professional acquaintances of the

researcher; c) lack of opportunity on the part of the researcher to observe the teachers in the classroom situation.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

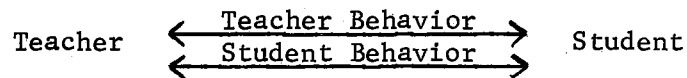
Introduction

Currently, American education is undergoing a vast re-evaluation and reorganization. Some basic trends can be identified. One trend deals with technological applications to educational materials, machines, and programs designed to increase teaching effectiveness and learning efficiency. Another trend is the emphasis on effective learning by curriculum specialists, administrators, and teachers who are attempting to better understand the feelings and needs of the students.

Although in recent years there has been a growing interest in the study of teacher-pupil interaction and in studies comparing the use of materials and teacher effectiveness, researchers have just begun to contribute information related to these areas. However, unanswered questions still exist as to whether or not there is a relationship between the type of instructional practices used by the teachers and the behaviors of the students in certain areas. Consideration is given in the following sections to different points of views held by authorities pertaining to concepts of classroom interaction, the effective teacher, and class curriculum and methodology. The research studies cited below are background information for the immediate study (Chall, 1960; Sartain, 1966; Heilman, 1961) since interaction between teacher and pupil influences learning.

Teacher-Pupil Interaction

The population of any classroom consists of the teacher and students. A simple model of their relationship was designed by Taylor and Sharp (1971).



According to Taylor and Sharp (1971), this suggests how teacher behavior becomes feedback which is related to pupil behavior, and this in turn becomes feedback for the teacher. Taylor and Sharp (1971) stated that as the mutual feedback occurs, both teachers and students sift out what is personally relevant and make response to that data.

Each classroom, Hill (1971) stated, seems to have a unique atmosphere, climate, or personality, and the 'feel' of the classroom is apparent even though only a small amount of time is spent in it. Washburne and Heil (1960) found in a study conducted for the U. S. Department of Education that the teacher's personality has a measurable effect on the classroom climate and the process of learning.

Dreikurs (1957) indicated that the schools of today are currently confronted with insufficient knowledge about the process of learning. However, he states that "no technical procedure will help the teacher to overcome a child's resistance to learning, unless she understands the child's motivation." It needs to be essential knowledge that a teacher knows what each child needs and wants in order to relate to him.

Anderson's study of teacher-pupil interaction related the following:

It is the teacher's influence that spreads among pupils, even when the teacher is no longer in the room. When a teacher's integrative contacts increase, pupils show an increase in spontaneity and initiative, voluntary social contributions, and acts of problem-solving.

Thus, it is implied that a teacher's influence can carry over to a student's independent behavior provided that continuous mutual feedback prevails.

Watman (1972) stated that self-evaluation on the part of the teacher is essential to the teacher if he is to be aware of his rapport with his students. According to Lutsk (1970), "We must somehow develop in teachers (present and future) the capability of stepping back and looking at their own behavior in the classroom." Lutsk (1970) continued by stating that the teachers must begin to understand how change in one area of teaching activity can have a relationship with other areas. Lutsk (1970) also related that the teachers of the past usually were task-oriented and viewed the job of teaching as "educating" the students, whereas the teacher of today must become aware of the importance of interaction with the students.

Effective Teaching

Teaching effectiveness is an area of research which is concerned with relationships between the characteristics of teachers and methods of teaching, and the relationship of these two to the educational outcomes in the classroom. Dreikurs (1957) relates that certain teacher behaviors result in specific consequences in the climate of the classroom and in the academic achievement of the pupils. Climate in the classroom may be defined in terms of interactions between the students and teacher.

To understand effective teaching, one must consolidate the various definitions of an effective teacher. Waller (1932) related that as a part of effective teaching the job of a teacher is ". . . to impose his definition of the situation upon the class quickly before the alternatives have an opportunity to be considered." Another definition, according to Nelson and Thompson (1963), includes classroom discipline. Many administrators and parents, according to Nelson and Thompson (1963), judge a teacher's success in terms of his ability to control pupils. Christensen (1960) reported the opposite point of view. He found that teacher permissiveness is unrelated to pupil achievement, but that teacher warmth is significantly related to pupil growth in vocabulary. Turner and Fattu (1960) define effectiveness as consisting of teachers developing certain responses to particular behavior and learning to apply these responses to the different situations that occur in the classroom.

To be effective, according to Staller (1960), the teacher has to be a part of a team which renders to each child a variety of services, and must accept as a primary concern the intellectual and social development of children. To Thompson (1960), an effective teacher is simply one who cares.

Harris (1969) related this view of the effective teacher:

Unless we are willing to make the teacher merely an assistant to teaching machines, the improvement of teaching must be a major element in educational improvement. Research has demonstrated that differences among teachers are far more important than differences between methods and materials in influencing the reading achievement of children.

Watman (1972) stated that administrators have a concern for evaluating the teacher practices in the school system. Questions which are asked when an evaluation is occurring are:

Is the teacher enhancing and not threatening?; Does the teacher successfully motivate the students?; Is the teacher open-minded and flexible?; Does the teacher plan for the instruction?; Does the teacher's plan include provisions for individualized instruction?; and Does the teacher provide opportunity for student participation?

Mitzel and Medley (1962) suggested a three-dimensional scheme for classifying teacher behavior: the proportion of situations in which the teacher behavior is effective, the proportion of pupils affected by the behavior, and the proportion of teachers for whom the particular behavior works effectively. Caswell (1960) listed several ideas about the nature of effective teaching. Caswell (1960) indicated that good teaching is concerned with helping the pupil develop meaning and understanding. To Caswell (1960) the effective teacher recognizes each student as a person with individual differences and individual instructional needs. According to Caswell (1960), a good teacher is aware that he influences the behavior of pupils, and that he must be competent in both content and method. Exactly what effective teaching is probably can not ever be defined. Research can only point out certain tendencies which seem to produce positive response.

Teaching Methodology

Many research studies dealing with teaching methods have been reported (Dreikurs, 1957; Morris, 1966; Blackham, 1968; Gross and Osterman, 1971; Neill, 1960). Yet no conclusive evidence exists to place one method above all others.

Crews (1972) dealt with five myths concerned with the teaching of reading which would deter successful student response in reading. The first myth which Crews (1972) listed was that if a student learned 500

to 1,000 basic words, he would then be able to read well enough to function in adult life. If the myth were true, Crews (1972) stated, the teacher's only function would be to drill on the words. The second interfering myth as reported by Crews (1972), was that reading is so important that it should be the only subject taught in the primary grades. The third myth related by Crews (1972) is that unless a student can handle the high school material, he should not be promoted beyond elementary school. A fourth myth exposed is that the content teachers should not be expected to teach reading. The last myth Crews (1972) discussed was the viewpoint that rate is the key to reading success and an abundance of rate building devices should be required for all classrooms. It is evident that teachers who believe these myths have a negative connotation of reading and its purposes.

Camp (1968) reported that in a classroom experiment comparing phonics with the whole-word method, the one basic outcome was that teachers want to get involved in experimentation with methods and the search for better ways to teach reading. In a study by Soar (1967) of sixteen classes, vocabulary growth was greater for groups that were instructed by an indirect teaching technique. Soar (1967) found reading growth was greater in grades 3-5 by an indirect methodology, such as individualized instruction.

Ausubel (1964) concluded that both expository and problem-solving techniques can be meaningful, and that staying with one method or the other is not beneficial to the students. Language experience was cited by Batinech (1970) as the most creative method because the students are allowed to create books for themselves using their own words. Callaway and Jarvis (1972) reported that the most successful current reading

program is the Joplin Plan in Missouri which is a modified individualized reading program. Moorhouse (1964) indicated that this plan increased pupil interest and motivation and accelerated growth toward reading maturity as it allowed for reading discovery and problem-solving.

Watman (1972) related that many teachers lack self-confidence and are under the impression that the identification of personal imperfection indicates personal failure. Watman (1972) suggested that teachers go through the process of reviewing, identifying, analyzing, and revising their teaching practices. According to Watman (1972) the teachers may then find some deficient practices which inhibit their teaching. Some questions Watman (1972) suggested teachers use to identify teaching practice deficiencies are:

Were the activities in the lesson appropriate for the size and nature of the group?; Were the necessary resources present and in sufficient quantities for the activities?; Was the classroom climate sufficiently directive or non-directive as had been hoped?; Were the students involved?; Were the students motivated?; Was help available to the students when they needed it?; Was the teaching technique the best one for the occasion?; and Was the lesson carefully planned?

Watman (1972) stated that once the teacher has identified and analyzed the difficulties, he needs to revise his practices for improvement.

Silber (1972) indicated that overconfidence in the use of multimedia is a modern trend because it is one method of having more different activities occurring at the same time. Silber (1972) expressed a concern about the effect of this method on the teaching of sequential steps in the reading process. However, a research study by Morrison (1968) showed a significant difference between the self-monitoring behavior of the students before and after exposure to a variety of activities during the reading lesson.

That the individual student is important is the conclusion reached by Watkins (1972) and many researchers (Sartain, 1966; McClain, 1970; Heilman, 1961; Chall, 1967). According to Watkins (1972) no one method will work for all students, but any teacher can teach if he can recognize the individual differences in the students.

The idea of individualized instruction calls attention to the needs for grouping. Huus (1961) stated that classes can be assigned according to these groupings in order to meet individual needs: ability, achievement, needs, interests, invitation, pupil teams, and individualized. Huus (1961) explained that each method of grouping has a pro and con side, but if properly used grouping can be desirable.

In research conducted by Callaway and Jarvis (1972) the criterion factors for a successful reading program were stated as: the types of equipment used, the type of program, the supplementary materials used, and the methods used in the selection of materials. The school systems reviewed in Callaway's study (1972) revealed that 62% of the systems used a combination of two methods and 37% of the school systems used only the basal approach. This study (Callaway, 1972) also discovered that for supplementary materials 88% used workbooks and 98% used a supplementary series that was not a basal series. Of the school systems in the report (Callaway, 1972) 95% had access to such machines as phonographs, tape recorders, and filmstrip projectors. According to Callaway and Jarvis (1972), in 80% of the school systems a system-wide teachers' and administrator's vote for the selection of new materials was the practice. Callaway and Jarvis (1972) stated that student-teacher interaction is related to methods suited to the individual learner, and various methods of teaching are dependent upon the

availability of a wide variety of materials and equipment. The authors further explained that as the teacher is aware of the individual differences in his room, he is capable of participating in the selection of new materials.

One particular practice of teaching reading on which little research can be found is the use of library books. The following research explains why this practice should not be overlooked. Wade Nichols (1961) stated in reference to developing an appreciation of literature in children that it is ". . . a matter of finding teachers who themselves respect our language and literature and who can convey enthusiasm about them to their students." Likewise, El Hagrasy (1962) stated that teachers' reading habits and library usage are predictions of students' reading and library skills. Also, Sartain (1961) found that children read more books when they can follow a plan involving self-selection.

A study in relation to independent reading as an activity was conducted by Hall (1972) at the University of Maryland. In this research Hall (1972) studied the literature experiences available to students as observed by eighty-four student teachers and found that in over half of the classrooms the teachers did not read daily to the students. Hall (1972) found that in 63% of the rooms independent reading was allowed only when assigned work was completed. Hall (1972) reported that 67% of the classes failed to have either teacher or pupil made materials related to books. These practices as reported by Hall (1972) took place in schools which had central libraries and 81% of the classrooms also had classroom libraries. Carol Seefeldt (1972) emphasized that is it the teacher's responsibility to teach children to enjoy, appreciate, and become sensitive to literature.

Methods, materials, and how to use them are extremely important to teaching. Moreover, continued research needs to be done to evaluate which methods and materials produce positive student behaviors.

Teacher Preparation

To gain some knowledge concerning the practices in the teaching of reading, Schubert (1971) asked over one hundred experienced teachers the open-ended statement "My greatest problem in teaching reading is _____." Schubert's study (1971) found the teachers' responses rated the problems in this order: lacking sufficient time to plan for individual needs, being unable to meet the individual's reading needs, motivating a desire to read within the student, locating suitable materials, being unable to diagnose reading problems, motivating students to use the word attack skills they have, and being able to provide meaningful exercises. Schubert (1971) stated that the teachers were aware of the problems but unable to deal with them.

In a study conducted by Smith, Otto, and Henry (1970) two hundred twenty-five elementary teachers responded to a questionnaire dealing with their attitudes toward their pre and in-service education for the teaching of reading. Smith (1970) found that the basic consensus was that the teachers needed more information on the aiding of disabled readers, the diagnosing of individual needs, and the different methods of instruction. Smith (1970) also discovered that the middle grade teachers were less satisfied with their pre-service training than were the primary teachers.

Chall (1967) stated that many administrators expressed great dissatisfaction with courses on the teaching of reading given in colleges.

Chall (1967) related that beginning teachers felt that they had not been properly prepared to cope with the realities of teaching children to read.

In a study which was conducted to find teacher's ability to evaluate skill development of their students, Emons (1965) found that the teachers were unable to do so. The teachers' mean years of teaching in the study by Emons (1965) was 13.9 and all had had a course in diagnosis. Emons concluded that more educational preparation in reading is needed to aid the teachers in their choice of reading practices.

Summary

In summary, teacher-pupil interaction is essential to intellectual and social growth of students. Research studies indicate that teacher influence is a stronger factor in student growth than method. Teacher effectiveness is often defined in terms of teacher practices that result in pupil control and classroom management. According to the literature reviewed, no teaching method for reading can be declared the most successful; but the importance of choosing the right method for the student is pointed out as being more significant than method.

CHAPTER III

DESIGN, METHODOLOGY, AND PROCEDURES

Introduction

This study investigated the relationship between teacher practices and student behaviors in reading. This chapter contains a discussion of the procedural approach used in the study. A description of the population and the method of determining the sample used in the statistical analysis is presented. A description of the developmental procedures used in the writing of the questionnaires is given. The methods and statistical procedures used to test the hypotheses are also described.

Instrumentation

To measure the classroom practices of the elementary school teachers and reading behavior of their students it was necessary to develop two questionnaires. The procedure used on the development of the questionnaires is explained in this section.

Construction of the Student Questionnaire

The student questionnaire (Appendix A) was devised for responses of "yes" or "no." The purpose of this questionnaire was to discover the students' independent reading behaviors. To maintain uniformity in administration directions were written on cards and read to each group

of students exactly the same way. (Exact quotes of statements to students is found in Appendix A.) The basis for the student questionnaire was the interest inventory used in the Oklahoma State University Reading Clinic, as an indicator of overall reading behavior.

A further explanation of each question on the student questionnaire and its origin and development follows:

Question 1. My favorite subject in school is _____.

This question was taken directly from the interest inventory. Any subject in the daily curriculum could be listed by the students.

Question 2. I go to the public library at least once a month.

The original question reads, "I go to the public library." The frequency criteria was added to the stem to get a more definite idea of the actual use of the library in a yes-no form.

Question 3. I go to the bookmobile when it visits my neighborhood.

This question was taken directly from the interest inventory and used to see if the students had an additional source of books.

Question 4. I have a public library card.

This question was taken directly from the interest inventory. The requirement for a "yes" answer was the existence of a library card with the individual student's name on it. The idea for this question was to establish if the student takes responsibility for his own reading.

Question 5. I usually read the T. V. Guide to find the shows I want to see.

This question was also taken from the interest inventory for the purpose of establishing independent reading behavior at home. The criteria established for this question was the use of the T. V. Guide five days out of seven to find what shows were about and then decide what show

was to be watched. An explanation that any T. V. Guide could be used such as the guide that comes with the Sunday paper was given to the students.

Question 6. I like to read comic books.

This question was taken from the interest inventory and was used to get an indication of the student's reading for enjoyment.

Question 7a. I have a dictionary at home.

This question came from the interest inventory. The criterion established for this question was a dictionary in the home provided that the student had access to it.

Question 7b. I use the dictionary to look up words.

This question was taken directly from the interest inventory. The criterion established for this question required the use of the dictionary to define unknown words encountered while reading at home.

Question 8. I read something other than school work each day.

The original question on the interest inventory did not contain the reference "other than school work." The study was not concerned with required reading or homework, but with independent reading, so this phrase was added. The students received the explanation that the book or magazine or newspaper was to be read for pleasure and not required for an assignment. Each day was explained to the students as being every day in the week, including Saturday and Sunday.

Question 9. My reading is done because I like to read.

The phrase "each day" was deleted from the original question on the interest inventory. An explanation offered to the students was that the question asked if the students read because they like to read, and not

because the teacher required book reports or the parents wanted the students to read books.

Question 10. I have tried to read the newspaper.

This question was taken directly from the interest inventory. The explanation offered to the students concerning this question was that in this particular case the question referred to the news part of the paper as world, state, or city information.

Question 11. I read 3 books or more at home each month.

This was an original question written by the researcher. The criteria given to the students was that the books were to have been read at home, but could be books from the public library, bookmobile, school library, or personal books.

Question 12. I share the books I read with my classmates.

This was an original question. The offered definition of the word "share" was to tell other students about a good book. The established number was telling someone about nine different books since the beginning of school.

Question 13. If I finish my work in school, I will read a book because I like to read.

This was an original question written for the study. An explanation given to the students was that the question could be restated as "When I finish my work, do I read by choice, or do I read to write a book report or because the teacher told me to read?"

Question 14. I read to find out about things.

This question came directly from the interest inventory. The established criteria of reading to answer a particular question, reading to find out more about something said in class or on television or reading to

find more about something read in a book was given to the students. The students were told that the researcher wanted to know if they looked for answers on their own.

Question 15. Things I would like to find out about are: (followed by a list of 30 topics).

This question was taken from the interest inventory. The students were told to indicate any topic that would interest them as something they would like to explore through books.

Construction of the Teacher Questionnaire

The Pupil Control Ideology Form (Willower, Eidell, and Hoy, 1967) was used as an aid in the development of the teacher questionnaire (Appendix B). Five of the questions were modified to relate to an instructional practice in reading rather than general education. (The Pupil Ideology Form will hereafter be referred to as PCI.) The other questions were written in reference to statements of reading authorities. Thurston (1948) theorized that an opinion is an expression of an attitude, but that measurement of attitudes by an opinion is not necessarily a prediction of overt action. Consequently, an attitude can not measure actual practices. Based on this statement by Thurston, the teachers were asked for practice and not opinion on the teacher questionnaire. The teacher questionnaire was established on a Likert-type scale with the choices of strongly agree, agree, disagree, and strongly disagree. Teachers were instructed to mark their answers according to practice. A teacher data sheet was also included in the teacher questionnaire to obtain demographic information.

A further explanation of each question on the teacher questionnaire and its origin and development follows:

Question 1. It is desirable to require pupils to sit in assigned seats during the reading lesson.

The PCI had "during assemblies" instead of during the reading lesson.

This question was used because some researchers (Stauffer, 1970; Durkin, 1970) state the reading lesson can be with order, but the atmosphere need not be structured.

Question 2. Pupils have the ability to select good reading materials.

This question is related to the PCI question 2 which read in a negative form, "Pupils are usually not capable of solving problems through logical reasoning." The question on the teacher questionnaire originally had "through logical reasoning" at the end, but the reviewers directed that it be deleted.

Question 3. Beginning teachers are not likely to have enough preparation in the methods of teaching reading.

This question was written in reference to research done by Schubert, 1971; Smith, 1970, Chall, 1967; and Bond and Tinker, 1967.

Question 4. Pupils should not be permitted to use materials in class that are not suggested by the teacher.

This question was written in reference to the principle that the pupil should be encouraged to develop his own interests. (Bond and Tinker, 1967; Dechant, 1970; Aukerman, 1971,)

Question 5. It is justifiable to have pupils learn many reading skills even if they have no immediate application.

This was a revision of PCI question 8 which refers to subject matter

instead of reading skills. This question was used in regard to such research as reported by Durkin (1970) and Dechant (1970) who state that students can only learn skills that they are ready to apply.

Question 6. Fifty percent of the reading time should be spent on oral reading.

This question was written in reference to the idea that oral reading is neglected (Bond and Tinker, 1967; Dechant, 1970).

Question 7. Independent self-selection of activities should be used during independent reading.

This question is an original question written by the researcher, as this reading practice is suggested by such reading authorities as Aukerman (1971), Dechant (1970), Bond and Tinker (1967), and Miller (1972).

Question 8. Pupils can be trusted to work together on reading exercises without supervision.

This question is a revision of PCI question 13. This question relates well to teacher trust of the students as would be needed for individual selection of materials.

Question 9. A friendly attitude with pupils during the reading lesson can lead the students to take reading less seriously.

This question is related to the PCI question 10 because it relates to teacher control.

Question 10. The best way to be sure that the students are reading books is to require book reports.

This question was written because reading books should have more purpose than just feedback for the teacher (Miller, 1972; Sartain, 1966; Bond and Tinker, 1967; Heilman, 1961; and Aukerman, 1971).

Question 11. Reading worksheets should be assigned according to each individual's need for that particular skill.

This question was written in response to many reading authorities who profess individual importance as the key to the reading lesson (Durkin, 1970; Veatch, 1961; Kress, 1961; Bond and Tinker, 1967; etc.).

Question 12. Each reading lesson should have a skill development activity.

This question was based on the writing of such authorities as Dechant (1970), Durkin (1970), Aukerman (1971), and Bond and Tinker (1967).

Question 13. Pupils should have time each day for the use of library books.

This question was based on the writings of the authorities who include reading for the development of interests and reading for recreation as vital for reading growth (Bond and Tinker, 1967; Miller, 1972).

Question 14. It is advisable for a teacher to read orally to her students.

This question was based on the implications by researchers such as Nichols (1961), El Hagrasy (1962), Sartain (1966), Hall (1972), and Seefeldt (1972) who indicate that a teacher reading orally to her students is necessary for growth in the appreciation of literature.

Question 15. It is more difficult to plan reading lessons for slower students than it is to plan reading lessons for other students.

This question is related to the concept that the teacher must first understand the individual and then the teacher can assign the appropriate method. The teacher should spend as much effort on each individual student (Schubert, 1971; Smith, et al., 1970; Emons, 1965).

Question 16. Pupils often read books because they have heard about them from the other students.

This question is based on research by Hall (1972), Aukerman (1971), Stauffer (1970), and Miller (1972).

Question 17. It is desirable to group students according to reading ability.

This question was constructed on the basis of the writings of Miller (1972), Heilman (1961), and Huus (1961).

Question 18. Each day _____ (amount of time) should be spent on the reading lesson.

This question related to the thought that if all parts of the reading lesson were completed it would take more time.

Question 19 & 20. These were checklists of materials.

Question 19 asked what materials were available and Question 20 asked what materials were used.

The teacher questionnaire was presented to a class of graduate students enrolled in an elementary language arts class. The composition of the twenty member class was experienced teachers and two experienced school administrators. The class was instructed to read the questionnaire and check for ease of reading and clarity. The group of graduate students recommended two changes: a) Delete the words "through logical reasoning" from question 2 which read: Pupils have the ability to select good reading materials through logical reasoning; and b) Put a specified amount of time in question 6 which then read: Too much time during reading is spent on oral reading. After these changes were made the teacher questionnaire was then acceptable to the class. The students stated that the remaining eighteen questions were clear and easy to understand.

Site of the Study

The three districts in Oklahoma used in this study had different populations and school organizations. One district was a small rural community with one school serving students in grades K-12. The second school district had six elementary schools each with one class in grades K-6. In the largest suburban school district, there were seven elementary schools with either two or three classes of each grades K-6.

Data Gathering Procedures

Data were obtained during the spring semester of the 1972-73 academic year. The survey was conducted by the investigator and one assistant and was administered in the classroom setting.

The student questionnaires were read to the class and each student marked his response on an individual questionnaire with a "yes" or "no" answer to the behavior indicated by the question. Students were assured that no one would read their questionnaire except the researcher. The students were also asked to leave names off the papers. The only identification placed on the papers was the sex classification, boy or girl. The time needed for a class to complete the questionnaire was approximately twenty-five minutes. The student questionnaires were scored according to the number of positive responses. As there were thirteen yes-no questions on the student questionnaire, the range of scores could be anywhere between zero and thirteen.

The teachers completed their questionnaires at the same time that the student questionnaires were being administered. The teachers were asked to leave the classroom to complete the teacher questionnaire so that students would not be influenced by their presence. The teacher

returned the teacher questionnaire after the student questionnaires had been completed and collected by the person administering the student questionnaires. The teacher questionnaires were scored according to positive reading practices as defined by authorities in the area of reading (Bond and Tinker, 1967; Chall, 1967; Durkin, 1970; Dechant, 1970; Heilman, 1961). The possible range of scores was from seventeen to sixty-eight on the teacher questionnaire.

Sample

The original population for this study included all students and teachers in the third and fourth grade classes in three school districts in the state of Oklahoma. Students and teachers in fifty classrooms were surveyed. Each of the members of the fifty classrooms completed the appropriate questionnaire. Each teacher questionnaire was then scored and ranked from highest score of positive reading practices to lowest score of reading practices. After the teacher questionnaires were ranked, the ten teachers with middle scores were eliminated from statistical analysis along with the responses of the students in their classrooms. This procedure produced a final sample of forty teachers and nine hundred and thirty students in the forty classrooms. All students present at the time the questionnaire was administered were included in the study.

Statistical Procedures

The fifty questionnaires were administered, scored, and ranked and the ten middle scores were eliminated, thus reducing the number of classrooms used in the statistical procedures to forty. By eliminating

the middle scores, the two groups of teachers were more clearly defined. One group of teachers had the high positive reading practices, and one group of teachers had the low positive reading practices. After the student questionnaires were administered, they were scored and a class median for each class was established. Also, an overall median for the forty classes was established. The overall median for the forty classes was used as the basis for dividing the classes into three categories. The classes with an individual class median below the overall median comprised one division; the classes with an individual class median the same as the overall median comprised the second division; and the classes with an individual class median above the overall median comprised the last group. A contingency table was then established and a chi square was calculated. The resultant X^2 was used to compute a contingency coefficient. The appropriate formulas are:

$$X^2 = \sum \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \quad C = \sqrt{\frac{X^2}{N + X^2}}$$

To test the student response to particular teacher practices the forty teachers remained in the same groups of high positive reading practices and low positive reading practices. The student responses were determined on the basis of the individual classroom. A total class response to a particular teaching practice was based on the response of the majority of the students in the individual classroom. A two by two contingency table was then established and a chi square was calculated. The resultant chi square was then used to compute a phi coefficient score. The appropriate formulas are:

$$\chi^2 = \sum \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \quad \text{Phi} = \sqrt{\frac{\chi^2}{N}}$$

Summary

Fifty teachers were given a questionnaire based on teacher practices in reading. The students were given a questionnaire based on reading behaviors. The teacher questionnaires were scored and ranked. The ten teachers with scores falling in the middle were eliminated from statistical analysis, as were the responses of their students. The teachers were placed into two groups, those in the top twenty in positive reading practices and those in the lower twenty. A class median was derived from the pupils' scores on the student questionnaire. A chi square and contingency coefficient were calculated to determine overall response of the students to the teachers' practices. A chi square and phi coefficient were used to determine total class behavior to teacher practices. Results of the analysis will be reported in Chapter IV.

CHAPTER IV

PRESENTATION AND TREATMENT OF THE DATA

Introduction

The purpose of this chapter is to present the statistical treatment of the data and the resultant findings. The major purpose of the study was to examine the relationship between teacher practices in the teaching of reading and student behaviors in reading. The data gathered in the investigation were used for the purpose of testing the null hypotheses:

Hypothesis 1. There is no significant relationship between the variety of activities used during the reading lesson and the students' independent use of reading materials.

Hypothesis 2. There is no significant relationship between the variety of materials that are used during the reading lesson and the students' independent use of reading materials.

Hypothesis 3. There is no significant relationship between the availability of independent reading time in school and the students' use of reading during free or unassigned time.

Hypothesis 4. There is no significant relationship between the type of independent reading activities students practice during unassigned or free time.

Hypothesis 5. There is no significant relationship between the amount of time spent in class on reading and the amount of reading the pupil does outside of class.

Data Collection

The data were collected through the use of two questionnaires. The student questionnaire was based on student behaviors in reading. The student questionnaires were administered in the classroom setting. The teacher questionnaires were completed while the student questionnaires were being administered. The teacher questionnaire was based on teacher practices in reading. An information sheet requiring demographic data accompanied the teacher questionnaire.

Data on the Teacher Population

Fifty teachers were given the teacher questionnaire and information sheet. The questionnaires were then hand scored and ranked with the twenty teachers with high scores being placed into Group 1. The scores were based on positive teacher practices in reference to statements of reading authorities. The twenty teachers with low scores on the teacher questionnaire were placed in Group 2. The ten teachers who attained the middle scores were eliminated from statistical analysis to form a greater dichotomy. In order to examine the composition of the teacher groups for possible variables, tables were constructed on the variables of age, years of teaching experience, and the amount of education each had. Since no prior hypotheses concerning demographic data were established in this study, no statistical tests of the data were made. A summary of these data were made. A summary of these data is reported in Tables I, II, and III.

Table I presents the data necessary to examine the possibility of age as a variable in teacher response to the questionnaire. There is little observed difference between the teachers' age in the two teacher groups.

TABLE I
TEACHER AGE BY TEACHER GROUPS

Age	20-29	30-39	40-49	50-59	60-69
Group 1	6	5	5	3	1
Group 2	4	5	7	3	1

Table II presents the data necessary to examine the possibility of years of teaching experience as a variable in teacher response of the questionnaire. There is little observed difference between the teachers' years of teaching experience in the two teacher groups.

TABLE II
YEARS OF TEACHING EXPERIENCE BY TEACHER GROUPS

Years of Teaching Experience	1-10	11-20	21+
Group 1	12	6	2
Group 2	14	4	2

Table III presents the data necessary to examine the possibility of the amount of education each teacher has as a variable in teacher response to the questionnaire. There is little observed difference between the teachers' years of teaching experience in the two teacher groups.

TABLE III
AMOUNT OF EDUCATION BY TEACHER GROUPS

Amount of Education	Bachelor's Degree	Bachelor's Degree-plus Additional hrs.	Master's Degree	Master's Degree-plus Additional hrs.
Group 1	8	6	3	3
Group 2	7	6	4	3

Tables I, II, and III present the demographic data reported on page one of the teacher questionnaire. The data indicates little observable difference between the two teacher groups in any of the three variables of age, years of teaching experience, or amount of education.

After the basic demographic information sheet, the teacher questionnaire continued with the questions on reading practices used by the teachers. On the teacher questionnaires the teachers had a Likert-type scale of choices of strongly agree, agree, disagree, and strongly disagree. A summary of the responses to the teacher questionnaire by teacher groups can be found in Tables IV and V.

Table IV presents a summary of the responses to the questionnaire by teachers comprising the high group. The teachers in the high group (Group 1) seem to utilize the same practices, since on thirteen of the seventeen questions seventy-five percent of the teachers were in agreement on the reading practice. Only on questions 5, 8, 12, and 15 is there a diversity of practice. Number 5 deals with learning skills that are on immediately applicable; number 8 deals with students working together; number 12 deals with having a daily skill development activity, and number 15 deals with planning lessons for the slower students.

TABLE IV

SUMMARY OF THE RESPONSES OF THE TEACHERS IN THE
HIGH GROUP TO THE TEACHER QUESTIONNAIRE

Teacher Choice	Strongly Agree	Agree	Dis- Agree	Strongly Disagree
Question				
1		5	10	5
2	4	12	2	2
3	7	8	4	1
4		1	10	9
5		10	10	
6			9	11
7	12	6	2	
8	6	7	6	1
9	2	1	5	12
10			11	9
11	9	9	2	
12	4	7	6	2
13	11	9		
14	16	4		
15	2	10	4	4
16	6	13	1	
17	8	9	3	

Table V presents a summary of responses of the questionnaire by teachers comprising the low group. The teachers in the low group (Group 2) utilize the same practice in the teaching of reading in eleven of the seventeen practices questioned. There is a diversity of practice among the teachers on questions 1, 2, 3, 8, 12, and 15. Number one deals with assigned seats; number two deals with pupils selecting materials; number three deals with the preparation of beginning teachers; number eight deals with students working together; number twelve deals with having a daily skill activity, and number fifteen deals with planning lessons for the slower students.

TABLE V

SUMMARY OF THE RESPONSES OF THE TEACHERS IN THE
LOW GROUP TO THE TEACHER QUESTIONNAIRE

Teacher Choice	Strongly Agree	Agree	Dis- Agree	Strongly Disagree
Question				
1		9	11	
2	2	11	7	
3	2	7	11	
4		2	13	5
5	4	12	4	
6	1	3	13	3
7	1	14	5	
8		9	10	1
9		2	16	2
10		4	14	2
11	1	15	4	
12	3	6	11	
13	2	16	2	
14	5	12	3	
15	2	6	11	1
16	1	16	3	
17	6	13	1	

An analysis of the responses on the questionnaire for the two teacher groups shows that both groups are divided on the questions of the ability of students to work together, the desirability of daily skill activity, and the preparing of lessons for slower students. The teachers in Group 2 were divided on three other questions, and the teachers in Group 1 were divided on one other question.

The scores on the teacher questionnaire were used to establish two divergent groups. Subsequently, these two teacher groups became a factor in all statistical analysis used to test the hypotheses.

Testing the Hypotheses

The hypotheses of this study were tested using the chi square and contingency coefficient formulas. The critical value of X^2 was set at the .05 level. A chi square was run to establish the independence of overall student behavior on the basis of individual class median on the student questionnaire and teacher practice on the basis of the scores on the teacher questionnaire. The individual class medians of reading behaviors ranged from eight to thirteen. Three groups were established. Since the overall median of the forty classes was ten, the three groups established were those classes with an individual class median of less than ten, those classes with an individual class median of ten, and those classes with an individual class median of more than ten.

Table VI presents the distribution of classes according to class median and between the two teacher groups. The obtained X^2 value of 10.99 is larger than the critical value of chi square at the .05 level, and thus there is a relationship between the class responses and the teacher groups. Student behaviors are not independent of the teacher practices. The contingency coefficient formula establishes a correlation of .483.

TABLE VI
CLASSIFICATION ACCORDING TO CLASS MEDIAN
AND TEACHER GROUPS

Class Median	8 and 9	10	11, 12, and 13
Group 1	7 2	6.5 9	6.5 9 20
Group 2	7 12	6.5 4	6.5 4 20
Total	14	13	13 40

$$\chi^2 = \sum_{l=1}^r \sum_{j=1}^k \frac{(O_{lj} - E_{lj})^2}{E_{lj}} \quad \chi^2 = 10.99$$

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}} \quad C = .483$$

The .483 contingency coefficient established that a relationship exists between teacher practices in reading and student behaviors in reading. Since the overall relationship was established, the next step was to test to find the relationship between each of the individual student behaviors and the teacher practices. Total class response to each behavior was used. Total class response refers to the response given by the majority of students in the class. If the majority of students responded positively to the behavior, then the total class response was yes, the opposite applied if the majority of the students responded negatively. A chi square was run between each of the thirteen student behaviors and the teacher practice groups. If the χ^2 was significant at the .05 level, a phi coefficient was calculated.

The following tables, VII - XIX, show the divisions of whole class response to each of the thirteen measured student behaviors. The computed χ^2 value and phi coefficient are given.

Table VII presents the data necessary to determine the relationship between the student behavior of visiting the public library at least once a month and teacher practices. The attained X^2 value of 4.285 is larger than the critical level of X^2 , and thus the teacher group practices and students visiting the public library are not independent factors. A significant relationship exists between these variables. The phi coefficient formula establishes a correlation of .327.

TABLE VII
RELATIONSHIP BETWEEN STUDENT VISITS TO THE
PUBLIC LIBRARY AT LEAST ONCE A MONTH
AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	9	11	20
Group 2	3	17	20
Total	12	28	40

$$X^2 = 4.285$$

$$\text{Critical level of } X^2 = 2.71$$

$$\text{Phi} = .327$$

Table VIII presents the data necessary to determine the relationship between the student behavior of possessing a library card and teacher practices. The attained X^2 value of 1.129 is smaller than the critical level of X^2 , and thus the teacher group practices and students possessing a library card are independent factors. No significant relationship exists between these variables.

TABLE VIII

RELATIONSHIP BETWEEN STUDENT POSSESSION OF A
LIBRARY CARD AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	16	4	20
Group 2	13	7	20
Total	29	11	40

$$X^2 = 1.129$$

$$\text{Critical level of } X^2 = 2.71$$

Table IX presents the data necessary to determine the relationship between the student behavior of using the T. V. Guide to choose shows and teacher practices. The attained X^2 value of 1.027 is smaller than the critical level of X^2 , and thus the teacher group practices and students using the T. V. Guide are independent factors. No significant relationship exists between these variables.

TABLE IX

RELATIONSHIP BETWEEN STUDENT USE OF THE T. V.
GUIDE TO CHOOSE SHOWS AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	20	0	20
Group 2	19	1	20
Total	39	1	40

$$X^2 = 1.027$$

$$\text{Critical level of } X^2 = 2.71$$

Table X presents the data necessary to determine the relationship between the student behavior of liking to read comic books and teacher practices. The attained X^2 value is zero. This indicates that no relationship exists between these two factors.

TABLE X
RELATIONSHIP BETWEEN STUDENTS LIKING TO READ
COMIC BOOKS AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	20	0	20
Group 2	20	0	20
Total	40	0	40

$$X^2 = 0$$

Critical level of $X^2 = 2.71$

Table XI presents the data necessary to determine the relationship between the student behavior of having access to a dictionary at home and teacher practices. The attained X^2 value is zero. This indicates that no relationship exists between these two factors.

TABLE XI
RELATIONSHIP BETWEEN STUDENTS HAVING ACCESS TO
A DICTIONARY AT HOME AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	20	0	20
Group 2	20	0	20
Total	40	0	40

$$X^2 = 0$$

Critical level of $X^2 = 2.71$

Table XII presents the data necessary to determine the relationship between the student behavior of using the dictionary at home and teacher practices. The attained X^2 value of 3.584 is larger than the critical level of X^2 , and thus the teacher group practices and students using the dictionary at home are not independent factors. A significant relationship exists between these variables. The phi coefficient formula establishes a correlation of .299.

TABLE XII
RELATIONSHIP BETWEEN STUDENTS USE OF THE
DICTIONARY AT HOME AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	18	2	20
Group 2	13	7	20
Total	31	9	40

$$X^2 = 3.584$$

$$\text{Critical level of } X^2 = 2.71$$

$$\text{Phi} = .299$$

Table XIII presents the data necessary to determine the relationship between the student behavior of reading something other than school work each day and teachers' practices. The attained X^2 value of 1.027 is smaller than the critical level of X^2 , and thus the teacher group practices and students reading something other than school work each day are independent factors. No significant relationship exists between these variables.

TABLE XIII

RELATIONSHIP BETWEEN STUDENT BEHAVIOR OF READING
SOMETHING OTHER THAN SCHOOL WORK EACH DAY
AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	19	1	20
Group 2	20	0	20
Total	39	1	40

$$X^2 = 1.027$$

Critical level of $X^2 = 2.71$

Table XIV presents the data necessary to determine the relationship between the student behavior of liking to read and teacher practices. The attained X^2 value is zero. This indicates that no relationship exists between these two factors.

TABLE XIV

RELATIONSHIP BETWEEN STUDENTS LIKING TO READ
AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	20	0	20
Group 2	20	0	20
Total	40	0	40

$$X^2 = 0$$

Critical level of $X^2 = 2.71$

Table XV presents the data necessary to determine the relationship between the student behavior of trying to read the newspaper and teacher practices. The attained X^2 value of 2.10 is smaller than the

critical level of X^2 , and thus the teacher group practices and students trying to read the newspaper are independent factors. No significant relationship exists between these variables.

TABLE XV

RELATIONSHIP BETWEEN STUDENT BEHAVIOR OF TRYING
TO READ THE NEWSPAPER AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	20	0	20
Group 2	18	2	20
Total	38	2	40

$$X^2 = 2.10$$

$$\text{Critical level of } X^2 = 2.71$$

Table XVI presents the data necessary to determine the relationship between the student behavior of reading three or more books at home each month and teacher practices. The attained X^2 value of .249 is smaller than the critical level of X^2 , and thus the teacher group practices and the students reading of three or more books at home each month and independent factors. No significant relationship exists between these variables.

TABLE XVI

RELATIONSHIP BETWEEN STUDENT BEHAVIOR OF READING
THREE OR MORE BOOKS AT HOME EACH MONTH
AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	19	1	20
Group 2	18	2	20
Total			

$$X^2 = .249$$

$$\text{Critical level of } X^2 = 2.71$$

Table XVII presents the data necessary to determine the relationship between the student behavior of sharing books with classmates and teacher practices. The attained X^2 value of 2.5 is smaller than the critical level of X^2 , and thus the teacher group practices and the students sharing books are independent factors. No significant relationship exists between these variables.

TABLE XVII

RELATIONSHIP BETWEEN STUDENT BEHAVIOR OF SHARING
BOOKS WITH CLASSMATES AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	18	2	20
Group 2	14	6	20
Total	32	8	40

$$X^2 = 2.5$$

$$\text{Critical level of } X^2 = 2.71$$

Table XVIII presents the data necessary to determine the relationship between the student behavior of reading by choice after assigned work is completed and teacher practices. The attained X^2 value of .249 is smaller than the critical level of X^2 , and thus the teacher group practices and the student behavior of reading by choice when assigned work is completed are independent factors. No significant relationship exists between these variables.

TABLE XVIII

RELATIONSHIP BETWEEN STUDENT BEHAVIOR OF READING
BY CHOICE AFTER ASSIGNED WORK IS COMPLETED
AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	19	1	20
Group 2	18	2	20
Total	37	3	40

$$X^2 = .249$$

$$\text{Critical level of } X^2 = 2.71$$

Table XIX presents the data necessary to determine the relationship between the student behavior of reading to find out things and teacher practices. The attained X^2 value is zero. This indicates no relationship exists between these two factors.

TABLE XIX
RELATIONSHIP BETWEEN STUDENTS READING TO FIND
OUT THINGS AND TEACHER GROUPS

	Class Response		
	Yes	No	
Group 1	20	0	20
Group 2	20	0	20
Total	40	0	40

$$X^2 = 0$$

Critical level of $X^2 = 2.71$

Table XX presents a summary of the thirteen student behaviors and teacher practices. The X^2 values and phi coefficients establish that visiting the public library at least once monthly and using the dictionary at home are significant relationships to teacher practices.

The two student behaviors having an obtained X^2 value larger than the .05 level were the behaviors of visiting the public library at least once a month and using the dictionary at home. As those behaviors were not factors independent of the teacher practices, chi squares were run comparing the two student behaviors to each of the seventeen teacher practices which were utilized to form the teacher groups. The two teacher groups were formed from each of the seventeen teacher practices. The two groups consisted of Group A, those teachers who agree with the particular practice under consideration and Group B, those teachers who disagree. Of the thirty-four combinations, only three of the sets of data had a value larger than the critical value of chi square. These data are presented in Tables XXI, XXII, and XXIII.

TABLE XX

SUMMARY OF THE THIRTEEN STUDENT BEHAVIORS
AND TEACHER PRACTICES BY GROUPS

Student Behavior	χ^2	Phi
Visting the public library at least once monthly.	*4.285	*.327
Possessing a library card.	1.129	
Using the T. V. Guide to choose programs.	1.027	
Liking to read comic books.	0	
Having access to a dictionary at home.	0	
Using a dictionary at home.	*3.584	*.299
Reading something other than school work each day.	1.027	
Liking to read.	0	
Trying to read the newspaper.	2.100	
Read 3 or more books at home each month.	.249	
Sharing books with classmates.	2.500	
Reading by choice after assigned work is completed.	.249	
Reading to find out things.	0	

Critical level of $\chi^2 = 2.71$

*Significant

Table XXI presents the data necessary to determine if a relationship exists between the student behavior of visiting the public library at least once a month and the teacher practice of viewing the students as being capable of selecting good reading materials on the basis of agreeing or disagreeing with the practice. The attained X^2 value of 8.174 is larger than the critical level of X^2 , and thus the two factors are not independent. A significant relationship exists between the variables. The phi coefficient formula establishes a correlation of .452.

TABLE XXI

RELATIONSHIP BETWEEN STUDENTS VISITING THE
PUBLIC LIBRARY AT LEAST ONCE A MONTH AND
TEACHER PRACTICE OF VIEWING STUDENTS AS
CAPABLE OF SELECTING GOOD
READING MATERIALS

	Class Response		
	Yes	No	
Group A	5	24	29
Group B	7	4	11
Total	12	28	40

$$X^2 = 8.174$$

$$\text{Critical value of } X^2 = 2.71$$

$$\text{Phi} = .452$$

Table XXII presents the data necessary to determine the relationship between the student behavior of visiting the public library at least once a month and the teacher practice of trusting students to work together without supervision. The attained X^2 value of 3.251 is larger than the critical level of X^2 , and thus the two factors are not independent. A significant relationship exists between these variables. The phi coefficient formula establishes a correlation of .285.

TABLE XXII
 RELATIONSHIP BETWEEN STUDENTS VISITING THE
 PUBLIC LIBRARY AT LEAST ONCE A MONTH AND
 TEACHER PRACTICE OF TRUSTING STUDENTS
 TO WORK TOGETHER WITHOUT SUPERVISION

	Class Response		
	Yes	No	
Group 1	4	18	22
Group 2	8	10	18
Total	12	28	40

$$X^2 = 3.251$$

$$\text{Phi} = .285$$

$$\text{Critical value of } X^2 = 2.71$$

Table XXIII presents the data necessary to determine the relationship between the student behavior of using the dictionary to look up words at home and the teacher practice of seeing students as being capable of selecting good reading materials on the basis of response to the question dealing with this practice. The attained X^2 value of 4.475 is larger than the critical level of X^2 , and thus the two factors are not independent. A significant relationship exists between these two variables. The phi coefficient formula establishes a correlation of .335.

TABLE XXIII
 RELATIONSHIP BETWEEN STUDENTS USING THE DICTION-
 ARY TO LOOK UP WORDS AT HOME AND TEACHER PRACT-
 ICE OF SEEING STUDENTS AS BEING CAPABLE OF
 SELECTING GOOD READING MATERIALS

	Class Response		
	Yes	No	
Group A	25	4	29
Group B	6	5	11
Total	31	9	40

$$X^2 = 4.475$$

$$\text{Phi} = .335$$

$$\text{Critical value of } X^2 = 2.71$$

Summary

A chi square and contingency coefficient were computed and a relationship between total teacher practice and total student behavior in reading was found to exist. To establish which specific student behaviors were related to total teacher practice, a chi square and phi coefficient were calculated, and two behaviors were found to be related to teacher practice. The behaviors were students visiting the public library and students using the dictionary at home. A chi square and phi coefficient were then computed between each of the seventeen teacher practices and these two student behaviors. Three relationships were detected. The three combinations were: 1) students visiting the library and the teacher viewing the students as capable of selecting good reading materials, 2) students visiting the library and the teacher trusting students to work together, and 3) students using the dictionary at home and the teacher viewing the students as capable of selecting good reading materials.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A review of related literature revealed two patterns of thought in relation to the focus of this study: teacher effectiveness is often based on pupil control and student-teacher interaction (Dreikurs, 1957; Watman, 1972; Staller, 1960; Hill, 1971); previous research has not established any conclusion as to methodology and technique that promote good reading behavior on the part of the students (Crews, 1972; Watman, 1972; Heilman, 1961; Chall, 1967). In light of these considerations, an investigation of the relationship between teacher practices in the teaching of reading and student behaviors in reading seemed to have value.

Two questionnaires were used to gather data: one for the students, the other for teachers. The student questionnaire was based on the interest inventory used in the Oklahoma State University Reading Clinic. The purpose of this questionnaire was to attain data on the students' behaviors in reading. The teacher questionnaire was based on the Pupil Control Ideology Form and statements by authorities in reading. The purpose of the questionnaire was to obtain data on the instructional practices of teachers in the teaching of reading.

The forty teachers, whose classroom practices were studied, were selected after fifty teacher questionnaires were completed, scored, and

ranked. The twenty teachers who scored lowest on the questionnaire comprised Group 2, and the twenty teachers who scored the highest comprised Group 1. The remaining ten teachers and the students in their classes were eliminated from statistical consideration in order to establish a greater dichotomy.

When chi square and contingency coefficient were computed between the two teacher groups and individual class medians, a correlation of .483 was established. Also, a chi square and phi coefficient were computed between the two teacher groups and the total class response for each of the thirteen student behaviors. The critical value of X^2 was set at the .05 level of significance.

The two significant behaviors in response to teacher practices were the use of the public library and the use of the dictionary at home. The teacher practices of student self-selection of materials and students working together produced positive relationships.

Conclusions

Based on the analysis of the data, the following conclusions have been drawn from this study:

1. The relationship between total teacher practices in the teaching of reading and student behaviors in reading is significant at the .005 level.

The chi square calculated between the two teacher groups with positive practices in the teaching of reading as a criteria and student independent reading behavior on the basis of individual class median was significant at the .005 level. The contingency coefficient correlation was .483. This relationship supports the main hypothesis of this study;

there is a relationship between the teacher practices and students' reading behavior. It would, therefore, be advisable to encourage teachers to acknowledge this relationship.

2. The relationship between teacher practices in the teaching of reading and the student behavior of visiting the public library is significant at the .05 level.

The chi square calculated between the two teacher groups and the student reading behavior of visiting the public library on a monthly basis was significant at the .05 level. The phi correlation value was .327. The behavior of visiting the public library is an independent behavior, as the student goes during time that is his own. The fact that this student behavior had a significant relationship with teacher practices indicates a relationship between in class teaching of reading and students' reading behavior outside the classroom.

3. The relationship between teacher practices and student use of the dictionary at home was significant at the .05 level.

The chi square calculated between the two factors of teacher groups and the student reading behavior of using the dictionary when reading at home was significant at the .05 level. The phi coefficient value was .299. The behavior of using the dictionary to aid reading at home is an independent behavior, as the student is not under the teacher's supervision at the time. This indicates a relationship does exist between in classroom practices and outside the classroom behavior on the part of the student.

4. Time spent on the reading lesson and the number of materials used in the reading lesson do not appear to be variables of teacher practice.

The teachers in this study spent forty-five or sixty minutes daily on the reading lesson. The time spent on the reading lesson was standard according to each school. However, all schools in the same system did not necessarily use the amount of time. In relation to the number of materials each classroom provided an average of fourteen different instructional aids. These two factors seem to be based on something other than teacher practice.

5. More than eighty-eight percent of the student behaviors studied did not have a significant relationship to teacher practices.

Fifteen of the seventeen student behaviors tested in this study did not elicit enough diversity among students to establish a significant relationship. This could be an indication that the wrong student behaviors were tested, or it could be an indication that too small a group was sampled. The reader is also reminded that these are reported student behaviors, and this needs to be taken into consideration.

Recommendations

Overall teacher practices in the teaching of reading and student behaviors in reading are related, therefore, elementary teachers need to become more aware of this relationship. This research showed that an overall relationship exists between teacher practices and overall student behaviors. The individual practices examined revealed only two behaviors which appeared to be related to teacher practices. Therefore, it is recommended that additional research be conducted to establish more teacher practices which relate significantly to student reading behaviors.

To arrive at more conclusive evidence of the relationship between particular teacher practices and student behavior, a larger number in the sample might be advised. In this study only three school systems were surveyed. By using a larger number of systems, a more diverse population might be found, and thus an expanded use of practices which would make the relationship between a particular practice and student response more detectable.

Further recommended research might be an experimental study using the same variables. The teacher practices could be identified before the students are present. The researcher could then give a pre- and post-questionnaire with a time span to see if the student behavior had changed during that period.

It is hoped that this research will contribute to the teacher's understanding that teaching practices in reading have a significant relationship to independent student reading behaviors. The author hopes that research will continue to search for the practices which will produce students who view reading as pleasurable, relaxing, and informative rather than as a subject in school.

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APPENDIX A
STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

1. My favorite subject in school is _____.
2. I go to the public library at least once a month. Yes _____
No _____
3. I go to the bookmobile when it visits my neighborhood. Yes _____
No _____
4. I have a public library card. Yes _____ No _____
5. I usually read the T. V. Guide to find the shows I want to see.
Yes _____ No _____
6. I like to read comic books. Yes _____ No _____
- 7a. I have a dictionary at home. Yes _____ No _____ 7b. I use the
dictionary to look up words. Yes _____ No _____
8. I read something other than school work each day. Yes _____
No _____
9. My reading is done because I like to read. Yes _____ No _____
10. I have tried to read the newspaper. Yes _____ No _____
11. I read 3 books or more at home each month. Yes _____ No _____
12. I share the books I read with my classmates. Yes _____ No _____
13. If I finish my work in school, I will read a book because I like
to read. Yes _____ No _____
14. I read because I want to find out about things. Yes _____ No _____
15. Things I would like to find out about are:

electricity____	fairy tales____	sports____
radio____	riddles____	cooking____
television____	comic strips____	history____
art____	health____	cartoons____
music____	animals____	biographies____
dancing____	insects____	myths and legends____
mystery____	science____	Indians____
adventure____	aviation____	detectives____
foreign lands____	race cars____	space travel____
poetry____	cowboys____	cars____

Exact Quotations of the Questions
as Given to the Students

1. My favorite subject in school is _____. Fill in the blank with any class you have in school each day.
2. I go to the public library at least once a month. To mark yes here, you would have had to have gone to the public library at least nine times since school started.
3. I go to the bookmobile when it visits my neighborhood.
4. I have a public library card. This means, Do you have a public library card with your own name on it? Are you responsible for returning and taking care of the books you get from the public library?
5. I usually read the T. V. Guide to find the shows I want to see. In five days out of the week, do you get the T. V. Guide or the part from the paper that tells about the shows? Do you read it before you turn the television on? In other words, does the T. V. Guide help you choose your television shows?
6. I like to read comic books.
- 7a. I have a dictionary at home. Do you have a dictionary you may use when you're at home? The dictionary may belong to someone else, as long as you have permission to use it.
- 7b. I use the dictionary to look up words. When you're reading at home and find a word you don't know, do you look it up in the dictionary? Do you use the dictionary at home to help you understand new words?
8. I read something other than school work each day. Do you read something each day besides your school work, such as a magazine or a newspaper or a library book? Do you read something each day because you want to read it and not because you're told to read it? Remember, every day includes Saturday and Sunday.
9. My reading is done because I like to read. Do you read because you like to read and not because the teacher tells you to read, or because you have to write book reports, or because your parents want you to read?
10. I have tried to read the newspaper. Do you read the information part of the newspaper? Do you read the news about the world, the state, and your city? Do you read the sports section? Reading the comics, ads, and horoscope doesn't count for this question.

11. I read 3 books or more at home each month. These books can be from the public library, school library, or your own books. They have to have been read at home. You should have read at least 25 books since school started.
12. I share the books I read with my classmates. When you read a good book, do you tell your classmates about it? Mark yes if you have talked about nine different books since school started.
13. If I finish my work in school, I will read a book because I like to read. When I finish my work, do I read by choice, or do I read to write a book report, or because the teacher told me to read? is another way to ask this question. If you have free time in school, will you read because you want to read?
14. I read to find out about things. If you hear something on television or in class and want to find out more, do you look for a book with more information about the subject? If you want to know more about something, do you look for the answer in books? Do you look for the answers on your own?
15. Here is a checklist of things I would like to find out about. I'm going to read the list to you. Put a check beside any topic that you'd like to read about. You may check as many as you wish. Pretend that I have a stack of books here, and you're going to get a book for each topic you check.

APPENDIX B
TEACHER QUESTIONNAIRE

INFORMATION SHEET

INSTRUCTIONS: Please complete the form by checking the appropriate boxes or filling in the blanks where indicated.

1. Sex

Male Female

2. Age

20-29 yrs. 30-39 yrs. 40-49 yrs.
 50-59 yrs. 60-69 yrs.

3. Experience as an education (as of the end of this academic year)

_____ years as a teacher
 _____ years as a guidance counselor
 _____ years as a special teacher (reading, speech)
 _____ years as other (please specify position _____)

4. Amount of education

_____ less than Bachelor's degree
 _____ Bachelor's degree
 _____ Bachelor's degree plus additional hours
 _____ Master's degree
 _____ Master's degree plus additional hours
 _____ Doctor's degree

5. Undergraduate preparation

_____ Major within education; minor in content field
 _____ Major in content field; minor in education

6. Graduate preparation

_____ Major within the field of education
 _____ Major in a content field

QUESTIONNAIRE

On the following pages a number of statements about teaching are presented. The purpose of the questionnaire is to gather information regarding the actual practices of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. Your practice is the only interest of the study.

Your responses will remain confidential and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are 17 statements about teachers, pupils, and teaching. Please indicate your personal opinion by circling the appropriate response at the right of the statement.

SA - Strongly Agree
A - Agree

D - Disagree
SD - Strongly Disagree

- | | | | | |
|--|----|---|---|----|
| 1. It is desirable to require pupils to sit in assigned seats during the reading lesson. | SA | A | D | SD |
| 2. Pupils have the ability to select good reading materials. | SA | A | D | SD |
| 3. Beginning teachers are not likely to have enough preparation in the methods of teaching reading. | SA | A | D | SD |
| 4. Pupils should not be permitted to use materials in class that are not suggested by the teacher. | SA | A | D | SD |
| 5. It is justifiable to have pupils learn many reading skills even if they have no immediate application. | SA | A | D | SD |
| 6. Fifty percent of the reading time should be spent on oral reading. | SA | A | D | SD |
| 7. Independent self-selection of activities should be used during independent reading. | SA | A | D | SD |
| 8. Pupils can be trusted to work together on reading exercises without supervision. | SA | A | D | SD |
| 9. A friendly attitude with pupils during the reading lesson can lead the students to take reading less seriously. | SA | A | D | SD |

- | | | | | |
|---|----|---|---|----|
| 10. The best way to be sure that the students are reading books is to require book reports. | SA | A | D | SD |
| 11. Reading worksheets should be assigned according to each individual's need for that particular skill. | SA | A | D | SD |
| 12. Each reading lesson should have a skill development activity. | SA | A | D | SD |
| 13. Pupils should have time each day for the use of library books. | SA | A | D | SD |
| 14. It is advisable for a teacher to read orally to her students. | SA | A | D | SD |
| 15. It is more difficult to plan reading lessons for the slower students than it is to plan reading lessons for the other students. | SA | A | D | SD |
| 16. Pupils often read books because they have heard about them from other students. | SA | A | D | SD |
| 17. It is desirable to group students according to reading ability for the reading lessons. | SA | A | D | SD |
-

INSTRUCTIONS: Fill in the blank and check the suitable answers.

18. Each day _____ (amount of time) should be spent on the reading lesson.

19. The materials available to me for the teaching of reading are:

<input type="checkbox"/> basal text	<input type="checkbox"/> SRA labs	<input type="checkbox"/> Film strips and projectors
<input type="checkbox"/> supplementary basals	<input type="checkbox"/> encyclopedia	<input type="checkbox"/> tape recorder
<input type="checkbox"/> workbook for basals	<input type="checkbox"/> dictionaries	<input type="checkbox"/> record player
<input type="checkbox"/> additional skill workbooks	<input type="checkbox"/> controlled readers	<input type="checkbox"/> classroom library
<input type="checkbox"/> Barnell-Loft materials	<input type="checkbox"/> Tach-X	<input type="checkbox"/> school library
<input type="checkbox"/> Programmed readers	<input type="checkbox"/> Hoffman readers	

20. The materials I use for the teaching of reading are:

<input type="checkbox"/> basal text	<input type="checkbox"/> SRA labs	<input type="checkbox"/> Film strips and projectors
<input type="checkbox"/> supplementary basals	<input type="checkbox"/> encyclopedia	<input type="checkbox"/> tape recorder
<input type="checkbox"/> workbook for basals	<input type="checkbox"/> dictionaries	<input type="checkbox"/> record player
<input type="checkbox"/> additional skill workbooks	<input type="checkbox"/> controlled readers	<input type="checkbox"/> classroom library
<input type="checkbox"/> Barnell-Loft materials	<input type="checkbox"/> Tach-X	<input type="checkbox"/> school library
<input type="checkbox"/> Programmed readers	<input type="checkbox"/> Hoffman readers	

VITA ²

Karen Kay Stangle

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN REPORTED TEACHER PRACTICES AND
REPORTED STUDENT BEHAVIORS IN READING

Major Field: Elementary Education

Biographical:

Personal Data: Born in Annapolis, Maryland, August 7, 1948, the
daughter of Mr. and Mrs. Kenneth Stangle.

Education: Attended elementary school in Portsmouth, Virginia;
attended Cradock High School during the eighth grade; gradu-
ated from Emporia High School, Emporia, Kansas, 1966; re-
ceived the Bachelor of Science in Education degree from
Kansas State Teachers College, with a major in elementary
education, in May, 1969; received a Master of Science degree
from Kansas State Teachers College, with a major in ele-
mentary guidance, in December, 1970; completed the require-
ments for the Doctor of Education degree at the Oklahoma
State University, in December, 1973.

Professional Experience: Teacher in the fourth grade at the
Village Elementary School, Emporia, Kansas public schools,
1969-1971; Graduate Assistant in the College of Education,
Oklahoma State University, 1971-1973; Dean of Women, Connors
State College, 1973-1974.