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Date May 5, 1977

AN EXAMINATION OF READING INTERESTS AND ATTITUDES OF WEST JUNIOR HIGH SCHOOL STUDENTS IN GREAT FALLS, MONTANA

by

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ABSTRACT

Teachers of reading have long been aware of the importance of establishing constructive attitudes in reading. In the past, measuring attitudes and identifying specific reading interests of students has received little emphasis. The investigator contends that an examination of attitudes and interests in reading should be an important part of every reading program.

The problem of this study was to examine and report the reading interests and attitudes of seventh, eighth and ninth grade students at West Junior High School in Great Falls, Montana during the 1976-77 school year. Students were given the Olson-Ames Reading Interest Inventory to determine their preferences or dislikes in reading materials. The Kennedy-Halinski 70-Item Attitude Instrument was the test used in this study to examine the students' reading attitudes.

Conclusions which can be drawn as a result of this study are: (1) the great majority of students in this study do like to read the newspaper. (2) The great majority of students in this study do like to read books. Books about real people, humorous books, adventure stories and mystery stories are the favorite classifications of books with the students in this study. (3) The students in this study do not like poetry. (4) Magazines are a very popular reading material for the students in this study. (5) Students' attitudes about their personal interest in reading are, for the most part, positive. (6) Students' attitudes about their reading skills are positive for the majority of students. (7) The majority of students in this study generally had positive attitudes toward reading as a medium of communication.

Recommendations for this study were: (1) students in another junior high - either locally, elsewhere in Montana, or nationally - should be surveyed in the same manner as in this investigation to check the reliability and validity of the study, (2) the same testing procedure should be carried out at the high school level to compare age differences in interests and attitudes toward reading, (3) the same testing procedure should be carried out but include a variable such as I.Q. scores or standardized test scores to determine if these things influence interests and attitudes toward reading, (4) compare grades in English classes to reading interests and attitudes, (5) since the students in this study reacted so favorably to reading newspapers and magazines, utilize this type of reading material to a greater extent in the classroom.

Chapter 1

INTRODUCTION

In the introduction to the Teacher's Guide of the Houghton Mifflin Reading Series is found the following statement:

> The printed page opens doors for each of us that would have remained forever closed if we had not learned to read and enjoy the benefits that reading can provide. As teachers, we have the responsibility of helping children develop both the power and the desire to open those same doors for themselves (Durr, Windley, Yates, 1974).

Teachers of reading have long been aware of the importance of establishing constructive attitudes in reading. Those students with favorable attitudes towards reading like to read and choose to read when faced with many alternative activities. Students with poor attitudes often shun books, and claim that they "hate reading." If we want to effectively teach reading, an examination of attitudes and interests in reading should be an important part of every reading program.

The history of attitude measurement in schools is meager (Estes, 1975). Many books and articles have been written dealing with classroom activities aimed at "getting kids to like books," but, the area of testing and measuring attitudes has been relatively ignored.

The writer of this study did examine and will report the reading interests and attitudes of seventh, eighth and ninth grade students.

Need for the Study

The Encyclopedia of Educational Research points out that:

> Little is likewise known in a research sense about techniques for the improvement of reading tastes, of attitudes and appreciation toward reading, and of reading interests (Harris, 1969).

Thomas Estes (1975:10), Associate Professor at the University of Virginia, in a paper presented at the Lehigh Reading Conference, March 15, 1975, said, "The next decade or two, I believe, will witness extensive research in development and measurement of attitudes toward reading and other school subjects and activities."

Estes went on to say that, "With some understanding of the nature of attitudes and how they are formed, teachers can modify instructional practices and environments to maximize positive attitude development."

There is then a definite need for research in the area of attitudes and interests in reading.

Statement of the Problem

The problem of this study was to examine and report the reading interests and attitudes of seventh, eighth, and ninth grade students at West Junior High School in Great Falls, Montana.

Questions to be Answered

The questions that were answered in this study are:

1. What are junior high school students' feelings about reading

the newspaper?

2. What are junior high school students' feelings about reading books?

3. What are junior high school students' feelings about reading poetry?

4. What are junior high school students' feelings about reading magazines?

5. What are students' attitudes about their personal interest in reading?

6. What are students' attitudes about their reading skills?

7. What are students' attitudes about reading as a medium of communication?

General Procedures

The subjects of this study were the total student population of West Junior High School in Great Falls, Montana. There were approximately 950 students in the seventh, eighth, and ninth grades.

Early in the 1976-77 school year (October) all students were given Olson's Reading Interest Inventory (Olson and Ames, 1972). This instrument was a questionnaire with forty items, which identified a student's preference or dislike for certain reading material. This questionnaire was administered to the students through the English department in English classes.

The students were not asked to identify themselves but were asked to indicate if they were male or female to aid in the reporting of male and female students' interests in reading. This was explained to the students in the test directions.

Later in the school year (January) the students at West Junior High School were then given the Kennedy-Halinski 70-Item Attitude Test (1975) to identify students' attitudes toward reading. This test offered students a four-point Likert scale response of Strongly Agree to Strongly Disagree. Basically the same directions were called for in this test as in the interest questionnaire.

Limitations

1. This study was limited to students at West Junior High School in Great Falls, Montana.

2. This study was limited to the 1976-77 school year.

3. The review of literature for this study was conducted at the Montana State University library in Bozeman, Montana. Books, journals, and Educational Resources Information Center (ERIC) materials published during the years 1959-75 were included in the review.

Definition of Terms

For the purpose of this paper, the following definitions will be used in the following context:

Attitude (towards reading). This term refers to how a student feels toward reading. The feeling can range from absolutely positive to absolutely negative.

Interest (in reading). In the context of this paper, interest refers to those things or topics that a student would choose to read if given the choice.

Summary

Teachers of reading have long been aware of the importance of establishing constructive attitudes in reading. However, in the past, measuring attitudes and identifying specific reading interests of students has received little emphasis.

A need for research in the area of attitudes and interests is expressed by an expert in the field, Thomas Estes (1975). He stated that "we will witness extensive research in development and measurement of attitudes toward reading in the next decade or two."

The problem of this study was to examine and report the reading interests and attitudes of students at West Junior High School in Great Falls, Montana. Two instruments were administered to the students to collect the data to answer the writer's questions posed on reading interests and attitudes.

The first procedure in this study was to conduct a review of related literature concerning the affective skills in the teaching of reading. This will be found in Chapter 2.

Chapter 2

REVIEW OF LITERATURE

Many teachers of reading are concerned not only with teaching the skills of reading, but also with the development of a student's long-lasting interest in and love for reading. In this review of literature, the following major areas will be investigated: (1) what is reading? (2) attitudes toward reading, (3) measuring attitudes, (4) the importance of student interest, and (5) related research.

What Is Reading?

Spache and Spache stated:

> Although it is often avoided in books about reading, one of the major problems in reading instruction is a definition of reading. Without a clear-cut concept of the nature of the reading act and the reading process it is almost impossible to plan the goals of instruction. Without knowing what the process is, we cannot evaluate the reading behaviors of the pupils we train (1969:4).

There are many experts in the field of reading. Many of them have attempted to define the reading act. Spache and Spache claim that

> . . . reading changes through a child's school career - from primary word recognition to sight and meaning vocabulary and several methods of word attach through different types and degrees of comprehension to a mature act involving most of the higher mental processes (1969:4).

Because reading is so complex and does have so many stages of development, the above definition alone would seem to be inadequate. Gray identified four different steps in the reading act:

> 1. Word perception - the ability to pronounce words and attach meaning to it; 2. Comprehension - the ability to make individual words construct useful ideas as they are read in context; 3. Reaction - requires judgmental action or a feeling about what the author has said, and 4. Integration - the ability to assimilate this idea concept and new reading into the background of experience so that it becomes a part of the total experience of the individual (1960:35).

All of this, from Gray's viewpoint, is the reading process.

Robert Karlin gave the following definition of reading:

> Reading consists of a complex of processes that have their beginnings in the child's preschool years. These processes are interrelated, and they continue to grow in scope as the individual matures. In its most simple form, the reading act consists of seeing and identifying words through a series of eye movements that are almost automatic in nature. Visual perception of word forms seems to be unitary - that is, dictated by the general shapes or characteristics of the words. The meaning that the reader brings to these word forms originates in experiences with language and ideas (1964:37).

Zintz (1972:12) offers six processes as part of the reading act. "1. Reading is a social process, 2. Reading is a psychological process, 3. Reading is a physiological process, 4. Reading is a perceptual process, 5. Reading is a linguistic process, and 6. Reading is an intellectual process."

In Zintz's discussion of the first area - reading is a social process - he stated that attitudes affect reading. It is this area - attitudes - that the writer is most interested in and will be discussed further in the next section of this chapter.

Attitudes Toward Reading

A necessary condition for reading to become a lifelong habit

must include both that a student know how to read and that he likes to read. Thomas Estes (1975) contended that students' attitudes toward what they learn are more important than what they learn.

When considering change and development of attitudes, it is important to have a basic understanding of what they are. Estes stated that "attitude" is a difficult concept to pin down in a few words:

> In most general terms, an attitude is both a feeling and a disposition toward a class of tangible or intangible objects to which the attitude is related. The feeling can range from complete avoidance to obsessive seeking (1975:4).

More specifically, for the reading teacher attitude toward reading is whatever leads a person to read in the face of alternate activities related to a similar goal (Estes, 1975).

The most basic truism about attitude toward reading, according to Estes, is that if learning to read is pleasant and successful for students, then their attitudes toward reading are likely to be positive. Positive attitudes toward reading depend upon both success and pleasure with learning and using reading. If reading is not a pleasant experience, the reader may learn to avoid the act.

To examine another definition of attitude, Good defines it as:

> The predisposition or tendency to react specifically towards an object, situation or value, usually accompanied by feelings and emotions; attitudes cannot be directly observed but must be inferred from overt behavior both verbal and nonverbal (1973:49).

The development of attitudes precedes the development of

interests. For the teacher of reading, this means that a positive attitude towards reading on the part of the student must be present before the goal of making students lifetime readers can be realized (Kennedy and Halinski, 1975).

Daniel Fader (1968:23) in his book, Hooked on Books: Program and Proof, affirmed the preceding comments on attitudes. He believed that teachers must take careful and unremitting aim at the child's attitudes before they can expect to see any lasting effect upon his performance. Educators should take the child's attitudes as a main consideration in planning their instruction.

Smith and Barrett (1974:95) felt that the affective dimension of reading, which has to do with the way interests, attitudes, and values are involved in and related to the reading act, is often passed over lightly or even totally ignored. They feel that the affective dimension is very important and the following quote confirms their position.

> A student's interest in, attitudes toward, and valuing of reading will have an influence on how and when he reads. One of the major goals of reading instruction is to develop capable readers who will value reading as a source of information and enjoyment, readers who will, at least at times, select reading as a leisure time activity even when other equally enjoyable activities are available (Smith and Barrett, 1974:95).

Many authors have mentioned the importance of the teacher's own attitudes toward reading and learning in the development of attitudes. A teacher's own interest in, and enthusiasm for books can

be reflected to students and be rather contagious.

According to Thomas Estes (1975), there is no more potent force in the classroom than the teacher. If that person is able to sincerely project a positive attitude toward learning, toward reading, and toward students, the chances of positive attitude development are literally multiplied.

The attitude of the teacher can make a tremendous difference in the students' attitudes toward reading. Dora Smith stated:

> The results of having a teacher to whom reading is important in his or her own life, who loves books, who often reads aloud to the children to entice them to continue reading, and who sees to it that they have plenty of good books to read for themselves, will instill in children the same enthusiasm for reading that only a limited number of children get from a home where reading is important (1959:222).

Robert Karlin expressed his opinion as follows:

> If the teacher loves reading and creates in his classroom an atmosphere that encourages the reading of books, reading will flourish. With each book the student reads and enjoys, his positive attitude towards books grows (1964:227).

Measuring Attitudes

"The ability to read is of little value unless it is used and the degree of use is dependent on the attitudes of the reader toward reading (Alexander and Filler, 1975:376)."

Do our reading programs stress achievement at the expense of attitudes or do they stress achievement and attitudes? How can attitudes toward reading be measured?

The history of attitude measurement in schools is meager. Few scales exist for measurement of attitude toward reading.

> It seems to me that one of the reasons for so little growth in this critical area of evaluation is that even those who would wish to do so do not really believe attitudes can be measured (Estes, 1975:7).

Estes is a co-author of one of the few attitude scales available for use in schools. He strongly believed that attitude not only can but should be measured as an outcome of educational experiences. Estes discussed direct versus indirect attitude measures and presented the pros and cons for each type. Briefly, recently research favors the Likert-type response scale. (A four or five point scale - students check "strongly agree" down to "strongly disagree".)

Kennedy and Halinski (1975:519) developed an attitude instrument designed to elicit the actual thoughts and vocabulary of contemporary students. The actual student response terminology was then used in the development of an original ninety-item instrument. In the second phase of their study, this ninety-item instrument was administered to five-hundred secondary level students. Students responded to the statements on a four-point Likert scale (strongly agree, agree, disagree, strongly disagree). On the basis of factor analysis data and item-test correlations a revised attitude instrument of seventy items was developed. To obtain validity and reliability, over nine-hundred additional students were given the test.

The measurement of student attitudes toward reading can open

the door to an examination of the total school reading program by providing insights into student attitudes toward reading that may affect the development of lifetime interests and habits (Kennedy and Halinski, 1975).

The Importance of Students' Interests

Children's interests are the most important single influence upon their attitude toward reading (Spache, 1974). These interests are a reflection of such matters as age, sex, background and psychological maturity. But, interest itself is a dynamic, motivating force: it leads to action.

Interest is the primary factor to be considered in attempting to stimulate reading. When there is interest, reading is satisfying to the reader. Without it, reading is sterile and mechanical (Spache, 1974).

Olson and Ames (1972:159) stated that before discussing specific reading interests of adolescents, it is important to note that a close relationship appears to exist between adolescent reading habits and their general attitudes. Although students' interests may vary somewhat across the country certain trends seem to be normal. Along this same line, reading interests may not always correspond with life interests. Some students may be interested in something but not interested in reading about them.

Many studies of students' interests have been undertaken. Olson and Ames (1972) made some of the following observations:

Sex is definitely a dominant force in young people's choice of reading materials. From grade five to adulthood, sex is a dominating influence which attains its maximum during the junior high school period.

Girls appear to enjoy more of the basic literary types than do boys. Boys do like speeches, and the difference between boys and girls is not great for the novel, short story, or biography. Action, adventure, suspense, animal stories, mystery and stories about teen-agers are popular classifications with both boys and girls. Boys read more stories of strenuous adventure, sports and hobbies than girls. Girls prefer advanture combined with love. Boys and girls both reject, in general, stories of mood, symbolism, myths, lengends and folk tales. But, both groups do rank animal stories near the top.

Other recent studies show similar trends to those discussed by Olson and Ames. Tinker and McCullough (1975) stated that boys from grade four through junior high prefer materials on sports and games, outdoor life, exploration and expeditions, science fiction, sea adventures, physical struggle, animals, humor, heroism, courage, mystery, patriotism, fantasy, historical fiction and outer space. Boys tend to be least interested in materials on plants, music, art, home life, fairies, romantic love, sentiment, poetry, and stories with girls or

women as leading characters. Girls of the same age group prefer material on home and school life, domestic animals and pets, lively adventure, romantic love, sentiment, the supernatural, mystery, patriotism and poetry. Girls do not care for descriptions of violent action, instructional material, fierce animals, and stories about younger children. Mystery stories are liked by both boys and girls (Tinker and McCullough, 1975).

Information concerning adolescent reading interest trends in the nation as a whole or in regional areas can be helpful to teachers, but one question still remains. What are the particular interests of a teacher's own students? Many teachers want to know effective ways in which this information can be acquired. There are various methods that get at specific interest patterns of a child. One method cannot tell all, so the teacher may want to use more than one method (Olson and Ames, 1972).

Olson's Reading Interest Inventory (Olson and Ames, 1972), can be of considerable value to the teacher. Students respond to a set of forty items. This inventory is a checklist instrument with pupil responses from number 1 - like very much to number 6 - dislike very much.

A teacher may supplement the use of the questionnaire with a personal interview. Even though the personal interview is time consuming, so much information is usually gained that it is very

valuable (Tinker and McCullough, 1975).

Another fairly effective and relatively simple way to discover what a student's interests are is to observe his daily activities in school and out (Tinker and McCullough, 1975).

No matter which test or method the teacher uses to determine reading interests, the value of the test will be in how the information is used. Olson and Ames (1972) feel that the validity of responses depends upon capturing the students' interests and cooperation, and is increased by anonymity.

Related Research

> Little is known in a research sense about techniques for the improvement of reading tastes, of reading attitudes and appreciation toward reading, and of reading interests (Harris, 1960).

The writer found the above statement to be true. Very few studies were found in which changes in attitudes toward reading were a major criteria for research.

Thomas Estes (1975) believed that in the next decade or two, we will witness extensive research in development and measurement of attitudes toward reading and other school subjects and activities.

One study (Lowery and Grafft, 1968) tried to determine if the use of paperback books has an effect upon improving attitudes toward reading. Fourth grade children's attitudes were pre-tested and post-tested using a form of the Positive Tests of Attitudes. One group of

children used regular classroom books supplemented with clothbound, paperback and library books. Library tables were arranged in the classroom to encourage children to browse and read books from the tables. The control group used the library but no supplementary books were placed in the control classroom. The results of the study led to the conclusion that the attitudes of the tested children were significantly affected by the supplemental use of paperback books. Boys and girls who used the paperbacks showed significant increases in their number of pleasant or positive attitudes and a decrease in their number of negative attitudes (Lowery and Graft, 1968).

Healy (1963) experimented with different grouping techniques and their effects on changing children's attitudes toward reading. Each year for three years the fifth graders in her class were grouped in a different manner. During the first year of the study, the children grouped themselves according to interests rather than ability. During the second year, groups were formed by picking a story they liked and could read easily. Halfway through the year individualized instruction began. During the third year children were placed in reading groups according to ability and recommendations from the fourth grade teacher. Groups were called I, II, and III. During the second semester, children could select any reading material they desired. The conclusion of the study was that the second year group, in which children were allowed to choose reading groups

according to interest from a wide variety proved to be the most conducive to developing a genuine liking for reading. Healy realized that some of the benefits of changed attitudes might not become apparent in the time span she allowed.

Gurney (1966) made an attempt to demonstrate the effectiveness of an individualized reading program (SRA) in inducing a more positive attitude toward reading on the part of elementary pupils. Fourth graders were given a Reading Attitude Survey at the beginning and end of a three month period. One class was to use the SRA Reading Laboratory 11A, the other three classes followed their regular reading program. The investigator found that pupils in an individualized reading program will show more positive attitudes toward reading than those in a traditional program.

Summary

The major purpose of this chapter has been to present a review of literature on topics that relate to reading attitudes and interests.

Reading must be clearly defined. Because reading is so complex, to adequately cover the definition, the writings of many experts were examined. Spache and Spache (1969) stated that reading begins as primary word recognition and develops into a mature act involving most of the higher mental processes. Gray (1960) defined the reading act as four stages: 1. word perception, 2. comprehension,

3. reaction, and 4. integration. Karlin (1964) defined the reading act in its most simple form as seeing and identifying words through a series of eye movements. Zintz (1972) divided the reading act into six processes: 1. a social process, 2. a psychological process, 3. a physiological process, 4. a perceptual process, 5. a linguistic process, and 6. an intellectual process.

Many experts are aware of the importance of attitudes in classroom instruction. Attitudes have a strong influence on how and what a student reads. Fader (1968) believed that teachers must take the child's attitudes as a main consideration in planning their instruction. The teacher's own attitudes toward reading and learning is considered a potent force according to Estes (1975). The history of attitude measurement in schools is meager. Estes (1975) and Kennedy and Halinski (1975) are authors of two of the few attitude scales available for use in the schools. Attitude testing is a relatively new concept. Many experts feel that there is a need for expansion of attitude testing in reading because of the insights that might be provided for educators about the total reading program.

Students' interests are the most important single influence on their attitude toward reading according to Spache (1974). Two studies (Olson and Ames, 1972 and Tinker and McCullough, 1975) were reviewed to determine contemporary students' reading interests. By utilizing interests, teachers might lure a student to want to read.

The studies in the area of students' attitudes that were reviewed showed that in several studies attitudes were changed as a result of 1. paperback books, 2. grouping techniques, and 3. individualized reading programs.

Following the discussion on related literature, the writer will present the procedures used in this study. This information will be found in Chapter 3.

Chapter 3

PROCEDURES

This study examined and will report the reading attitudes and interests of junior high school students at West Junior High School in Great Falls, Montana.

This chapter will describe the population, investigative categories, method of data collection, method of organizing data, analysis of data, precautions taken for accuracy, and a summary.

Population

The population for this study consisted of approximately nine hundred-fifty seventh, eight, and ninth grade students enrolled at West Junior High School in Great Falls, Montana during the 1976-77 school year.

The study included the entire population as defined, therefore, no sampling was necessary.

Investigative Categories

The categories that were investigated in this study are:

1. Reading interests of seventh, eighth, and ninth grade students.

2. Attitudes toward reading of seventh, eighth, and ninth grade students.

3. A description of sex differences in responses to reading

interests and attitudes.

Method of Collecting Data

To determine the reading interests of the students, the Reading Interest Inventory found in Teaching Reading Skills in Secondary Schools, by Arthur V. Olson and Wilbur S. Ames (1972) was given to the students. (See Appendix A). The Reading Interest Inventory was administered during the month of October, 1976 in English classes.

During the month of January, 1977, all students at West Junior High School were given the Kennedy and Halinski 70-Item Attitude Instrument. (See Appendix B). This test was also administered through English classes.

This instrument written by Kennedy and Halinski (1975) was tested by the authors for reliability and validity. Internal consistency reliabilities were computed at .94. Further, when the instrument was split according to the odd and even numbered items, the correlation between the scores on the two halves for the total group was .93. According to Kennedy and Halinski, whether or not a student signs his name to this instrument will have little affect on the results.

The investigator then recorded each student's responses to both the interest survey and the attitude test. The student's responses were tallied according to the student's grade level and sex. The test was tallied by hand.

Method of Organizing Data

The data will be organized into two main categories:

1. Tables - Responses to test items will be presented to the reader on a percentage basis by grade level and sex of the student.

2. Descriptive analysis.

Analysis of Data

The results of both tests - Reading Interest Inventory and Kennedy and Halinski 70-Item Attitude Instrument are presented to the reader in tabular form using percentage figures to interpret the findings. The tables clearly divide the information according to grade level and sex of the students. In the descriptive analysis of the findings on the Student Interest Inventory, comparisons will be made to findings of other studies in this area (Olson and Ames, 1972 and Tinker and McCullough, 1975).

Precautions Taken for Accuracy

Both tests in this study were carefully hand-tallied by the investigator.

Percentages were computed on a hand calculator. Each computation was double-checked to insure accuracy.

Summary

Approximately nine hundred and fifty seventh, eighth, and ninth grade students at West Junior High School in Great Falls,

Montana, during the 1976-77 school year were the subjects in a study on reading interests and attitudes. The study examined and compared reading interests and attitudes of the students.

Students were given the Olson and Ames Reading Interest Inventory (see Appendix A) to determine their preferences or dislikes in reading materials.

The Kennedy and Halinski 70-Item Attitude Instrument (see Appendix B) was the test used in the study to examine the students' reading attitudes.

The investigator also examined sex differences in responses to items on both the interest and attitude tests.

Basic mathematical procedures were used to analyze the data which the writer will present in written as well as tabular form. Test items were analyzed on a percentage basis according to the grade level and sex of the students.

The next procedure in this study will be to present the findings and interpretations. This information will be found in Chapter 4.

Chapter 4

FINDINGS AND INTERPRETATIONS

This chapter will present the findings of this study and the investigator's interpretations of these findings. The data is presented in tabular form using percentages as the mathematical function.

The results of the Reading Interest Inventory will be presented at the beginning of this chapter followed by the results of the Kennedy and Halinski Attitude Survey. Similarities and differences as compared to other studies in this area will also be reported to the reader.

Results of the Reading Interest Inventory

This section of Chapter 4 will present the data tabulated on the following topics: 1. What are junior high school students' feelings about reading the newspaper? 2. What are junior high school students' feelings about reading books? 3. What are junior high school students' feelings about reading poetry? 4. What are junior high school students' feelings about reading magazines? Only those items on the Reading Interest Inventory that pertain to these topics will be tabulated.

Table 1, which follows, will present the tabulated information dealing with the students' reading of the newspaper.

Table 1

Reading the Newspaper

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (126)	8.7%	22.2%	61.1%	4.8%	2.4%	.8%
7th Male (149)	9.4%	24.8%	61.7%	2.0%	2.0%	--
8th Female (149)	3.4%	30.9%	60.4%	3.4%	--	2.0%
8th Male (142)	9.9%	33.1%	52.1%	.7%	--	4.2%
9th Female (152)	15.8%	26.3%	55.3%	1.3%	--	1.3%
9th Male (145)	6.9%	30.3%	57.2%	3.4%	.7%	1.4%

An analysis of the data tabulated on Table 1 points out several interesting facts. Regardless of the grade level or sex of the students, the majority of students responded to the question - How do you feel about reading the newspaper? - with the response "like a little." The second and third highest percentage figures appear in the "like quite a lot" and "like very very much" columns respectively. The great majority of students do like to read the newspaper.

Analyzing the responses on the "dislike" side of the table pointed out that only a small percentage of students dislike reading the newspaper.

The ninth grade female students had the largest percentage figure in the "like very very much" column, while on the opposite end of the scale, the eighth grade male students had the largest percentage figure in the "dislike very much" column. No comparisons will be made to other studies. The studies reviewed by the investigator did not include the area of reading the newspaper.

Table 2 will present the tabulated information collected on students' feelings about reading books.

Table 2

Reading Books

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (131)	45.0%	26.7%	22.1%	4.6%	1.5%	--
7th Male (149)	28.9%	32.9%	27.5%	2.0%	2.0%	4.7%
8th Female (145)	36.6%	33.8%	24.8%	2.1%	1.4%	1.4%
8th Male (140)	24.5%	28.6%	32.1%	7.9%	1.4%	5.7%
9th Female (153)	39.2%	31.4%	24.2%	2.6%	2.0%	.7%
9th Male (145)	24.8%	24.8%	33.1%	9.0%	3.4%	4.8%

A definite division between female and male students' responses is found in Table 2. When asked to respond to their feeling about reading books, the largest percentage figure of female students in every grade level responded "like very very much." The largest percentage figure for the male students appear in the "like a little" column for eighth and ninth grade students, and "like quite a lot" for seventh grade students. Very low percentage scores appear on the "dislike" side of the table. It will be concluded that the majority of West Junior High School students like to read books.

Table 2 will show the tabulated information dealing with

students' feelings about reading books that are about real people.

Table 3

Reading Books That Are About Real People

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (124)	25.8%	26.6%	37.1%	8.1%	1.6%	.8%
7th Male (144)	12.5%	30.6%	42.4%	6.3%	4.2%	4.2%
8th Female (145)	21.4%	29.7%	36.6%	8.3%	3.4%	.7%
8th Male (139)	12.9%	23.0%	41.0%	14.4%	3.6%	5.0%
9th Female (151)	26.5%	25.8%	36.4%	6.0%	2.6%	2.6%
9th Male (142)	8.5%	21.8%	40.8%	18.3%	4.2%	6.3%

More students at West Junior High School like to read biographies than dislike them. Olson and Ames (1972) stated that female and male students of this age level like to read biographies and the difference between female and male students is not great. This did hold true in this study. The differences in responses is slight, with males having slightly higher percentage scores on the "dislike" side of the table.

The students' feelings about reading books that are funny will be tabulated in the following table (Table 4).

Table 4

Reading Books That Are Funny

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (124)	57.3%	28.2%	14.5%	--	--	--
7th Male (149)	39.0%	37.6%	19.5%	2.7%	.7%	.7%
8th Female (146)	47.3%	24.0%	26.7%	2.1%	--	--
8th Male (140)	42.9%	36.4%	13.6%	3.6%	.7%	2.9%
9th Female (152)	38.8%	35.5%	21.7%	.7%	2.6%	.7%
9th Male (143)	30.8%	36.4%	25.2%	2.8%	2.8%	2.1%

The students in this study definitely like to read humorous books. In all instances but one, the highest percentage score was in the "like very very much" column. Tinker and McCullough (1975) stated that both female and male students from grades four through junior high like to read materials that are humorous. The study at West Junior High School supports their statement.

Table 5 will present the tabulated results dealing with students' feelings about reading books that have a lot of adventure in them.

Table 5

Reading Books That Have a Lot of Adventure in Them

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (127)	52.0%	30.7%	15.7%	1.6%	--	--
7th Male (150)	46.7%	29.3%	19.3%	2.0%	2.0%	.7%
8th Female (146)	35.6%	32.9%	24.7%	5.5%	1.4%	--
8th Male (141)	41.8%	27.7%	20.6%	5.7%	1.4%	2.8%
9th Female (153)	35.3%	37.9%	19.6%	3.9%	1.3%	2.0%
9th Male (146)	37.7%	30.1%	26.0%	3.4%	--	2.7%

Analyzing the findings on the "Reading Books That Have a Lot of Adventure in Them" table indicates that the great majority of responses are on the "like" side of the table. In all instances but one, the highest percentage figure is in the "like very very much" column. "Dislike" responses are at a minimum. Olson and Ames (1972) stated that adventure stories are a popular classification with both boys and girls on the junior high level. This classification is also a popular one with the students at West Junior High School.

Table 6 sets forth the information tabulated on the students' feelings about reading books about hobbies.

Table 6

Reading Books About Hobbies

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (126)	22.2%	20.6%	41.3%	11.0%	3.2%	.8%
7th Male (153)	25.5%	24.2%	32.0%	6.5%	4.6%	7.2%
8th Female (144)	18.1%	15.3%	39.6%	17.4%	5.6%	4.2%
8th Male (143)	28.0%	20.3%	32.9%	12.6%	.7%	5.6%
9th Female (153)	17.0%	24.2%	39.9%	9.8%	4.6%	4.6%
9th Male (142)	23.2%	30.3%	28.2%	9.2%	1.4%	7.7%

Olson and Ames (1972) contend that boys read more stories about hobbies than girls. The male students in this study did respond favorably to reading about hobbies, but so did the female students. The differences are slight.

The next table will present information on the students' feelings about reading books about women.

Table 7

Reading Books About Women

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (128)	17.2%	21.1%	40.6%	12.5%	3.9%	4.7%
7th Male (144)	4.9%	9.7%	36.1%	16.0%	6.9%	26.4%
8th Female (144)	9.0%	22.9%	45.1%	13.2%	3.5%	6.3%
8th Male (139)	21.6%	15.8%	28.1%	12.9%	3.6%	18.0%
9th Female (153)	5.9%	27.5%	46.4%	8.5%	3.9%	7.8%
9th Male (143)	22.4%	17.5%	29.4%	13.3%	4.9%	12.6%

Neither Olson and Ames nor Tinker and McCullough commented on reading materials in this area. It is interesting to note that seventh grade female students like this type of book much more than male students. In the eighth and ninth grade the trend turned about with male students having highest percentage responses in the "like very very much" column. However, female students in these two grades did have a higher response on the total like side of the table.

Table 8 will present the tabulated information on students' feelings about reading books about men.

Table 8

Reading Books About Men

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (128)	11.7%	18.8%	46.9%	11.7%	3.9%	7.0%
7th Male (144)	13.9%	19.4%	42.4%	9.0%	4.2%	11.1%
8th Female (145)	10.3%	24.8%	42.8%	13.1%	4.8%	4.1%
8th Male (141)	10.6%	16.3%	39.7%	9.9%	5.0%	18.4%
9th Female (153)	7.8%	32.0%	43.1%	6.5%	4.6%	5.9%
9th Male (142)	6.3%	12.7%	37.3%	21.8%	6.3%	15.5%

The female students responded most favorably to reading books about men if the entire "like" side of the table is analyzed. Ninth grade female students responded most favorably with ninth grade male students showing the greatest dislike for this type of reading material.

The tabulated information about students' feelings about reading books that tell about the same problems that they have will be shown in Table 9.

Table 9

Reading Books That Tell About the Same Problems You Have

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (127)	29.9%	21.3%	32.3%	11.0%	3.1%	2.4%
7th Male (144)	12.5%	20.1%	29.9%	20.8%	5.6%	11.1%
8th Female (143)	28.7%	29.4%	27.2%	10.5%	.7%	3.5%
8th Male (140)	12.9%	21.4%	33.6%	17.1%	4.3%	10.7%
9th Female (153)	28.8%	28.8%	32.0%	5.9%	1.3%	3.3%
9th Male (144)	11.8%	22.2%	35.4%	16.0%	4.2%	10.4%

The girls in all grade levels show a much greater preference for reading books that tell about similar problems than do boys. It is interesting to note that when analyzing the first three columns compositely, the percentage figures increase in correspondence to the grade level. In other words, the ninth grade students prefer this reading topic a little more than seventh or eighth grade students.

Table 10 will present information on the students' feelings about reading mystery stories.

Table 10

Reading About Mystery Stories

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (130)	41.5%	25.4%	22.3%	3.8%	1.5%	5.4%
7th Male (142)	24.6%	26.1%	28.9%	9.9%	5.6%	4.9%
8th Female (144)	30.6%	27.8%	23.6%	8.3%	3.5%	6.3%
8th Male (139)	18.0%	26.6%	31.6%	10.1%	5.3%	8.6%
9th Female (154)	28.6%	21.6%	30.5%	9.7%	1.9%	7.8%
9th Male (145)	28.3%	21.4%	26.2%	15.9%	2.8%	5.5%

Both Olson and Ames (1972) and Tinker and McCullough (1975) contend that mystery stores are a popular classification with both girls and boys. The girls in all grade levels in this study show a slight preference for reading mystery stories compared to the boys. However, the difference in responses between females and males narrows in the eighth and ninth grades as compared to the seventh grade. By the ninth grade, responses on the "like" side of the table are almost identical.

The next table will present information on the students' feelings about reading poetry.

Table 11

Reading Poetry

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (127)	11.8%	13.4%	32.3%	19.7%	6.3%	16.5%
7th Male (144)	4.9%	6.9%	22.9%	29.9%	11.8%	23.6%
8th Female (146)	11.6%	8.9%	32.2%	17.8%	14.4%	15.1%
8th Male (142)	3.5%	9.2%	19.9%	20.4%	12.7%	35.2%
9th Female (152)	8.6%	15.8%	27.0%	27.0%	4.6%	17.1%
9th Male (144)	2.8%	4.9%	18.8%	23.6%	6.0%	43.1%

Tinker and McCullough (1975) maintained that boys tend to reject poetry while girls of the same age are interested in it.

This study reveals that boys do dislike reading poetry. Ninth grade male students dislike poetry much more than seventh grade male students. Only about half of the female students in each grade level claim to like poetry. Interestingly, the younger the student, male or female, the greater their like for poetry.

Table 12 will present the tabulated results dealing with students' feelings about reading books concerning family life.

Table 12

Reading Books About Family Life

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (123)	12.2%	17.9%	42.3%	13.8%	6.5%	7.3%
7th Male (143)	2.8%	16.8%	30.1%	25.2%	12.6%	12.6%
8th Female (144)	11.1%	16.0%	39.6%	17.4%	9.0%	6.9%
8th Male (138)	1.4%	13.8%	31.9%	25.4%	10.9%	16.7%
9th Female (149)	10.1%	17.4%	36.9%	24.2%	3.4%	8.1%
9th Male (145)	4.1%	4.8%	29.7%	27.6%	14.5%	19.3%

An examination of the findings on Table 12 shows that the great majority of female students like to read books about family life Boys are not as interested in reading this particular classification of books. As in Table 11, the younger the group of students (particularly girls), the more they enjoy reading this type of book.

The findings here go along with Tinker and McCullough's (1975) statement that girls in the junior high age group like to read material about home life while boys do not.

The tabulated information about students' feelings about reading books with some romance in them will be shown in Table 13.

Table 13

Reading Books With Some Romance In Them

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (124)	24.2%	28.2%	30.6%	9.7%	.8%	6.4%
7th Male (135)	6.7%	13.3%	25.9%	23.0%	8.9%	22.2%
8th Female (143)	18.9%	32.2%	32.9%	7.0%	4.9%	4.2%
8th Male (140)	7.1%	17.9%	30.0%	20.7%	9.3%	15.0%
9th Female (153)	28.1%	34.6%	27.5%	2.6%	1.3%	5.9%
9th Male (145)	7.6%	11.0%	30.3%	26.2%	7.6%	17.2%

According to Tinker and McCullough (1975) boys are least interested in reading books about romantic love, while girls of the same age do like to read this classification of book. The results of this study confirm Tinker and McCullough's findings. The majority of girls in every grade level like to read about romance. The male students in every grade level show very small percentage scores on the "like" side of the table.

The next table will present information on the students' feelings about reading about sports.

Table 14

Reading About Sports

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (122)	11.5%	23.8%	29.5%	15.6%	7.4%	12.3%
7th Male (146)	31.5%	25.3%	25.3%	6.2%	3.4%	8.2%
8th Female (145)	9.8%	16.1%	35.0%	16.1%	9.1%	14.0%
8th Male (141)	26.2%	20.6%	35.5%	7.1%	2.1%	8.5%
9th Female (153)	13.1%	16.3%	30.1%	19.6%	6.5%	14.4%
9th Male (145)	29.0%	22.8%	28.3%	9.7%	6.2%	4.1%

The male students definitely dominate the high percentage scores on the "like" side of this table. The overwhelming majority of males in every grade level like to read about sports. A majority of girls on every grade level like to read about sports, however, percentage scores are lower than those of the boys and the largest scores for each group of girls is in the "like a little" column.

Olson and Ames (1972) stated that boys tend to read about sports more so than girls. Tinker and McCullough (1975) also support the findings of this study.

Table 15 will present the tabulated information dealing with

students' feelings about reading books about personal appearance.

Table 15

Reading Books About Personal Appearance

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (115)	12.2%	20.9%	36.5%	14.8%	8.7%	7.0%
7th Male (147)	4.8%	17.0%	37.4%	23.8%	6.8%	10.2%
8th Female (140)	11.4%	14.3%	46.4%	17.9%	5.7%	4.3%
8th Male (139)	4.3%	14.4%	36.7%	21.6%	7.9%	15.1%
9th Female (152)	9.9%	19.7%	33.6%	21.7%	7.2%	7.9%
9th Male (143)	3.5%	4.9%	37.8%	30.8%	6.3%	16.8%

Girls in this study like to read books about personal appearance more than the boys do. The highest percentage figures on the table appear in the "like a little" column. The eighth grade girls show the greatest preference for reading about personal appearance with the seventh grade girls close behind. The older the male student the greater the dislike for this type of book.

Table 16 will show the results of the information tabulated on students' feelings about reading books about jobs.

Table 16

Reading Books About Jobs

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (120)	7.5%	13.3%	43.3%	26.7%	5.0%	4.2%
7th Male (140)	7.9%	23.6%	36.4%	17.9%	7.1%	7.1%
8th Female (145)	2.8%	6.9%	46.9%	22.8%	11.0%	9.7%
8th Male (142)	12.7%	18.3%	31.7%	21.1%	7.7%	8.5%
9th Female (152)	9.2%	9.9%	46.1%	22.4%	7.2%	5.3%
9th Male (143)	4.2%	19.6%	46.2%	16.8%	2.8%	10.5%

Most of the students like to read books about jobs, but the majority is just slightly over half. A large number responded that they dislike reading this type of book. The highest percentage figures are in the "like a little" and "dislike a lot" columns.

Table 17 will present the tabulated information on students' feelings about reading books about religion.

Table 17

Reading Books About Religion

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (124)	3.2%	8.9%	37.9%	25.8%	10.5%	13.7%
7th Male (146)	1.4%	6.8%	34.2%	16.4%	13.7%	27.4%
8th Female (139)	3.6%	7.9%	30.2%	33.1%	10.1%	15.1%
8th Male (139)	2.9%	2.9%	33.9%	15.8%	11.5%	33.1%
9th Female (152)	3.3%	5.9%	31.6%	27.6%	9.9%	21.7%
9th Male (143)	.7%	7.0%	26.6%	26.6%	9.1%	30.1%

More students dislike reading books about religion than like them except in one group. The seventh grade girls have about half "like" and half "dislike" responses. This particular classification of books is not popular with the majority of the students. Neither Olson and Ames nor Tinker and McCullough included this category in their discussion on students' interests in reading materials.

The following table will show the tabulated results dealing with students' feelings about reading animal stories.

Table 18

Reading Animal Stories

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (128)	29.7%	28.1%	27.3%	8.6%	3.1%	3.1%
7th Male (141)	14.2%	20.6%	41.1%	12.1%	7.1%	5.0%
8th Female (144)	20.1%	24.3%	29.9%	13.2%	5.6%	6.9%
8th Male (141)	10.6%	25.5%	32.6%	15.6%	7.1%	8.5%
9th Female (152)	15.1%	28.9%	35.5%	7.2%	4.6%	8.6%
9th Male (142)	12.7%	21.8%	33.1%	16.2%	4.9¢	11.3%

The findings of this study support Olson and Ames's (1972) statement that both boys and girls rank animal stories as a favorite. Tinker and McCullough (1975) stated that girls and boys tend to like animals stories. Both of the above statements held true in this study.

The great majority of both male and female students expressed a like for reading animal stories, however, girls like this classification more than the boys. The seventh grade girls have the highest percentage figures on the "like" side of the table, while the ninth grade boys have the largest scores on the "dislike" side. Animal stories are a popular classification of books with the students in this

study.

Table 19 will present information on the students' feelings about reading books that have a great deal of violence in them.

Table 19

Reading Books That Have a Great Deal of Violence In Them

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (124)	8.9%	12.9%	37.1%	21.8%	4.8%	14.5%
7th Male (144)	25.0%	26.4%	30.6%	6.3%	6.3%	5.6%
8th Female (146)	9.6%	13.7%	42.5%	18.5%	6.2%	9.6%
8th Male (140)	25.0%	28.6%	29.3%	10.0%	3.6%	3.6%
9th Female (149)	10.1%	20.1%	33.6%	20.1%	6.0%	10.1%
9th Male (145)	28.3%	29.0%	33.8%	2.1%	1.4%	5.5%

According to Tinker and McCullough (1975), girls dislike stories with violent action. The majority of girls in this study, however, responded that they "like" this type of book. The highest percentage scores for both girls and boys appear in the "like a little" column. The male students show a greater preference for books with violent action and this preference increases with grade level.

The tabulated information on students' feelings about reading

books about social problems will appear in Table 20.

Table 20

Reading Books About Social Problems

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (125)	4.8%	9.6%	40.0%	26.4%	5.6%	13.6%
7th Male (144)	2.1%	13.9%	27.1%	19.4%	18.1%	19.4%
8th Female (142)	2.8%	12.0%	37.3%	25.4%	12.7%	9.9%
8th Male (142)	2.8%	9.9%	31.0%	28.2%	14.1%	14.1%
9th Female (152)	5.9%	10.5%	35.5%	27.0%	13.2%	7.9%
9th Male (143)	2.8%	7.7%	26.6%	28.7%	14.7%	19.6%

Reading books about social problems does not appear to be a popular classification of books with the students in this study. The girls responses are about half "like" and half "dislike". The majority of boys in every grade level responded that they dislike this type of book.

Table 21 will present the tabulated results dealing with the students' feelings about reading books with many pictures.

Table 21

Reading Books With Many Pictures

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (120)	15.8%	22.5%	36.7%	16.7%	3.3%	5.0%
7th Male (146)	15.8%	25.3%	40.4%	8.9%	4.1%	5.5%
8th Female (145)	12.4%	13.1%	44.1%	20.7%	3.4%	6.2%
8th Male (143)	20.3%	31.5%	30.8%	9.8%	2.1%	5.6%
9th Female (153)	7.8%	17.6%	43.1%	20.3%	7.2%	3.9%
9th Male	12.0%	29.6%	30.3%	15.5%	2.8%	9.9%

Most students in this study like to read books with many pictures in them. The boys show a slight preference for this type of book over the girls. The seventh grade male and female students showed the greatest preference for books with many pictures in them, while the ninth grade male and female students showed the greatest dislike.

The students' feelings about reading magazines will be the next category analyzed. The information dealing with this topic will be presented in Table 22, which follows.

Table 22

Reading Magazines

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (126)	33.4%	34.1%	21.4%	6.3%	3.1%	1.6%
7th Male (147)	32.0%	25.9%	33.4%	5.4%	1.4%	2.0%
8th Female (145)	29.0%	37.9%	24.8%	2.8%	4.1%	1.4%
8th Male (144)	34.0%	28.5%	28.5%	5.6%	--	3.5%
9th Female (151)	37.7%	29.8%	25.2%	4.6%	.7%	2.0%
9th Male (143)	25.2%	40.6%	25.9%	4.2%	1.4%	2.8%

Magazines are a very popular reading material with the students in this study. Without exception, the overwhelming majority of students in every grade level certainly enjoy reading magazines. Only very small percentage figures appear on the dislike side of the table. Neither Olson and Ames nor Tinker and McCullough commented on this type of reading material in their discussions on students' interests in reading.

Table 23 will present information on the students' feelings about reading comic books. This will be the last category examined in the "Results of the Reading Interest Inventory" section of this

chapter.

Table 23

Reading Comic Books

	Like very very much	Like quite a lot	Like a little	Dislike a lot	Dislike quite a lot	Dislike very much
7th Female (125)	52.8%	24.0%	17.6%	2.4%	1.6%	1.6%
7th Male (145)	41.4%	23.4%	18.6%	8.3%	2.8%	5.5%
8th Female (144)	31.9%	33.3%	22.2%	9.2%	--	3.5%
8th Male (143)	43.4%	27.3%	18.2%	5.6%	1.4%	4.2%
9th Female (150)	30.0%	24.0%	26.7%	11.3%	2.7%	5.3%
9th Male (143)	37.1%	28.7%	25.2%	2.1%	2.1%	4.9%

Comic books, like magazines, are a popular reading material with the students in this study. The overwhelming majority of students in every grade level responded that they like to read comic books. Only a very small number of students expressed a dislike for this type of reading material.

Table 23 completed the examination of the results of the reading interest inventory. The next section of this chapter will present the tabulated results of the reading attitude instrument.

Results of the Reading Attitude Survey

This section of Chapter 4 will present the data tabulated on the following topics: 1. students' attitudes about their personal interest in reading, 2. students' attitudes about their reading skills, and 3. students' attitudes about reading as a medium of communication. Only those items on the reading attitude survey that pertain to these topics will be tabulated. Some of the test items are worded positively, while others are worded negatively.

The results of each item will be analyzed. No attempt will be made to compare the findings of this study to others since attitude testing and research is in the frontier-stage in the field of education.

The first topic to be examined will be students' attitudes about their personal interest in reading. Tables 24 through 36 will address this topic.

The first table in this section, Table 24, will present the tabulated data on the students' responses to the statement, "I read only what I have to."

Table 24

I Read Only What I Have To

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	2.9%	8.1%	52.9%	36.2%
7th Male (144)	4.2%	20.1%	45.8%	29.9%
8th Female (123)	4.9%	13.8%	51.2%	30.1%
8th Male (125)	10.4%	14.4%	48.8%	26.4%
9th Female (144)	4.2%	13.9%	44.4%	37.5%
9th Male (140)	10.0%	22.9%	45.0%	22.1%

The overwhelming majority of students in this study disagree with the statement - I read only what I have to. The female students in every grade level disagreed more than the male students. It is interesting to note that the younger the group of students - whether male or female - the more they disagreed with the statement. Most students in this study, then, do not read only what they have to but read material that they also choose.

Table 25 will show the tabulated information on the students' responses to the test itme, "Reading is very important to me."

Table 25

Reading Is Very Important To Me

	Strongly Agree	Agree	Disagree	Strongly
7th Female (137)	13.9%	41.6%	38.7%	5.8%
7th Male (146)	12.3%	40.4%	36.3%	11.0%
8th Female (123)	14.6%	46.3%	34.1%	4.9%
8th Male (127)	11.8%	38.6%	43.3%	6.3%
9th Female (146)	12.3%	41.8%	39.7%	6.2%
9th Male (145)	5.5%	41.4%	40.0%	13.1%

The responses to the test item - reading is very important to me - appear to be fairly evenly divided. About half of the students agree - reading is very important to them, while the other half disagree - reading is not very important to them. The girls have higher percentage scores on the "agree" side of the table. The younger the group of male students, the more they allege that reading is very important to them.

The students' responses to the test item - "Reading bores me" - will be the next category analyzed. The information dealing with this category will be presented in the following table, Table 26.

Table 26

Reading Bores Me

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	4.4%	11.8%	43.4%	40.4%
7th Male (143)	11.1%	14.6%	45.8%	28.5%
8th Female (122)	6.6%	13.9%	49.2%	30.3%
8th Male (127)	8.7%	15.7%	52.8%	22.8%
9th Female (141)	5.0%	14.9%	47.5%	32.6%
9th Male (143)	8.4%	21.7%	46.9%	23.1%

The great majority of students disagree with the statement: "reading bores me." Relatively small percentage figures appear on the "agree" side of the table. The difference between female and male students responses is slight, however, the boys did show slightly higher "agree" scores. Most students in this study do not find reading boring.

Table 27 will present information on the students' responses to the statement: "I read a lot."

Table 27

I Read A Lot

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (135)	23.7%	32.6%	32.6%	11.1%
7th Male (143)	11.2%	37.1%	37.1%	14.7%
8th Female (122)	17.2%	30.3%	40.2%	12.3%
8th Male (127)	10.2%	34.6%	38.6%	16.5%
9th Female (141)	17.7%	39.7%	29.8%	12.8%
9th Male (143)	9.1%	23.8%	51.0%	16.1%

The findings of this test item are roughly divided into half agree and half disagree that they read a lot. The seventh and ninth grade girls responded most favorably to this itme, while the majority of seventh, eighth, and ninth grade boys answered that they do not read a lot.

The tabulated findings of the test statement - "Reading just doesn't appeal to me" - will be presented in Table 28.

Table 28

Reading Just Doesn't Appeal To Me

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (135)	6.7%	15.6%	44.5%	33.4%
7th Male (141)	11.3%	18.4%	47.5%	22.7%
8th Female (122)	5.7%	23.8%	42.6%	27.9%
8th Male (127)	9.4%	23.6%	46.5%	20.5%
9th Female (141)	7.8%	14.2%	48.2%	29.8%
9th Male (144)	10.4%	30.6%	41.7%	17.4%

The great majority of students, except in one instance, disagreed with the statement: "Reading just doesn't appeal to me." The ninth grade male students are roughly divided into half agreed and half disagreed on this item, although the percentage figure is slightly higher on the disagreed side.

The next table, Table 29, will present the tabulated data on the students' responses to the statement: "Reading turns me off. This is basically the same statement that is spoken of in Table 28. The wording of the statement as it appears in Table 29 could be termed "contemporary."

Table 29

Reading Turns Me Off

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	3.7%	11.8%	45.6%	39.0%
7th Male (143)	9.8%	17.5%	49.7%	23.1%
8th Female (122)	6.6%	12.3%	46.7%	34.4%
8th Male (127)	10.2%	16.5%	49.6%	23.6%
9th Female (142)	7.7%	10.6%	47.2%	34.5%
9th Male (143)	14.7%	21.7%	39.2%	24.5%

A simple change of wording of the test item somewhat changed the students' responses to it. The great majority of students disagreed with the statement: "Reading turns me off." The percentage figures are higher on the "agree" side of Table 29 than on the corresponding part of Table 28 where students were asked to respond to basically the same statement: "Reading just doesn't appeal to me." Most of the students in this study are not turned off by reading.

Table 30 will present the tabulated data on the students' responses to the test statement: "I am seldom in a mood to read."

Table 30

I Am Seldom In A Mood To Read

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	5.9%	31.6%	38.2%	24.3%
7th Male (144)	16.7%	27.1%	45.1%	11.1%
8th Female (120)	8.3%	28.3%	40.8%	22.5%
8th Male (127)	11.0%	31.5%	40.9%	16.5%
9th Female (141)	9.2%	22.7%	44.7%	23.4%
9th Male (142)	13.4%	40.1%	31.7%	14.8%

Most ninth grade male students agree that they are seldom in a mood to read. All other groups of students disagree with that statement, but only by a small majority. Girls are more often in a mood to read than boys with the ninth grade girls leading the girls in percentage figures.

The students' responses to the test item - "Reading relaxes me" - will be the next category analyzed. The information dealing with this category will be presented in Table 31.

Table 31

Reading Relaxes Me

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	25.7%	52.9%	16.9%	4.4%
7th Male (142)	16.2%	47.9%	20.4%	15.5%
8th Female (113)	27.4%	46.9%	21.2%	4.4%
8th Male (127)	11.0%	52.8%	29.9%	6.3%
9th Female (139)	19.4%	58.3%	14.4%	7.9%
9th Male (136)	14.0%	45.6%	33.8%	6.6%

Reading relaxes the majority of students in this study. The great majority of female students in every grade level agreed with the test statement: "Reading relaxes me." Boys also agreed with the test item, but not to the extent expressed by the girls.

Table 32 will present the tabulated data on the students' responses to the test statement: "Reading is a pleasant pastime."

Table 32

Reading Is A Pleasant Pastime

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (137)	26.3%	52.6%	17.5%	3.6%
7th Male (140)	12.1%	51.4%	20.7%	15.7%
8th Female (113)	26.5%	46.9%	20.4%	6.2%
8th Male (120)	10.8%	55.0%	25.0%	9.2%
9th Female (139)	22.3%	53.2%	18.0%	6.5%
9th Male (136)	13.2%	45.5%	27.9%	13.2%

Reading was expressed to be a pleasant pastime by most students in this study. Female students did respond slightly more favorably than male students. The ninth grade boys disagreed the most with this test item, with only a little over half of them responding that reading is a pleasant pastime.

Table 33 will show how the students responded to the test item: "I read for hours at a time."

Table 33

I Read For Hours At A Time

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (137)	16.1%	32.8%	43.1%	8.0%
7th Male (142)	6.3%	26.8%	45.8%	21.1%
8th Female (111)	16.2%	21.6%	45.0%	17.1%
8th Male (121)	5.0%	27.3%	47.1%	20.7%
9th Female (139)	20.1%	29.5%	38.1%	12.2%
9th Male (136)	8.1%	22.1%	44.1%	25.7%

Most students do not read for hours at a time. It is interesting to note that while more female students than male students responded that they read for hours at a time, the majority of students do not. However, the female students in the seventh and ninth grades are close to being evenly divided in their reply to this test item.

The next category that will be examined will be the students' replies to the test statement: "I hate to read." This information will be found in Table 34.

Table 34

I Hate To Read

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	7.2%	5.1%	32.6%	55.1%
7th Male (140)	13.6%	7.9%	38.6%	40.0%
8th Female (112)	6.3%	8.9%	39.3%	45.5%
8th Male (120)	10.0%	7.5%	44.2%	38.3%
9th Female (136)	9.6%	8.1%	31.6%	50.7%
9th Male (134)	13.4%	14.9%	39.6%	32.1%

The response to the test statement: "I hate to read" received an overwhelming vote of disagreement. In analyzing the female students' replies, the trend is that the younger the group of students, the more they disagree with the statement. This was not so for the male students. Eighth grade boys showed the highest percentage figure on the "dislike" side of the table, followed by the seventh grade boys. The vast majority of students do not hate to read.

Table 35 will present the tabulated data on the students' responses to the test statement: "I am an avid reader."

Table 35

I Am An Avid Reader

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (135)	16.3%	45.2%	30.4%	8.1%
7th Male (138)	10.1%	44.2%	34.1%	11.6%
8th Female (108)	13.0%	29.6%	42.6%	14.8%
8th Male (111)	7.2%	34.2%	39.6%	18.9%
9th Female (133)	12.8%	34.6%	43.6%	9.0%
9th Male (132)	9.8%	32.6%	43.9%	13.6%

More seventh grade students consider themselves avid readers than students in the eighth or ninth grades. The majority is slight, but it is well over half of the students in the seventh grade. The reverse is true in the eighth and ninth grades. Most eighth and ninth graders do not consider themselves avid readers. The differences in replies between female and male students is very slight.

Table 36 will present information on the students' responses to the statement: "I like to read."

Table 36

I Like To Read

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (137)	39.4%	46.0%	9.5%	5.1%
7th Male (140)	22.9%	48.6%	16.4%	12.1%
8th Female (113)	35.4%	40.7%	16.8%	7.1%
8th Male (123)	18.7%	52.8%	19.5%	8.9%
9th Female (140)	35.0%	45.0%	10.0%	10.0%
9th Male (134)	17.9%	44.0%	22.4%	15.7%

Most of the students in this study claim that they like to read. The female students in every grade answered more favorably than the male students. The seventh grade girls had the highest percentage score on the "agree" side of the table, and the ninth grade boys had the highest percentage score on the "disagree" side.

Tables 37 through 48 will examine the students' attitudes about their reading skills. Table 37 will show how students responded to the attitude test item: "Reading is difficult for me."

Table 37

Reading is Difficult For Me

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (139)	2.9%	10.1%	37.4%	49.6%
7th Male (145)	4.1%	20.0%	39.3%	36.6%
8th Female (127)	2.4%	12.2%	43.9%	41.5%
8th Male (127)	6.3%	15.7%	48.0%	29.9%
9th Female (142)	1.4%	14.1%	33.1%	51.4%
9th Male (144)	2.1%	13.2%	48.6%	36.1%

In the seventh and eighth grades, more boys than girls responded that reading was difficult for them, but in the ninth grade almost an equal number of girls and boys responded in this manner. However, in analyzing the dislike side of the table, the great majority of students at West Junior High School responded that they disagree with the test statement, "Reading is difficult for me."

Table 38 will present the tabulated data on students' responses to the attitude survey statement: "It takes me a long time to read anything."

Table 38

It Takes Me A Long Time To Read Anything

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (137)	5.8%	21.2%	50.4%	22.6%
7th Male (143)	9.8%	24.5%	45.5%	20.3%
8th Female (121)	9.1%	23.1%	40.5%	27.3%
8th Male (126)	13.5%	16.7%	50.8%	19.0%
9th Female (143)	9.8%	14.0%	49.0%	27.3%
9th Male (143)	9.1%	23.1%	45.5%	22.4%

Most students in this study disagree with the statement: "It takes me a long time to read anything." In looking over the minority responses, it is interesting to note that more boys agree with the test statement in the seventh and ninth grades, but in the eighth grade the reverse is true. A greater percentage of girls in the eighth grade responded in agreement with the test item: "It takes me a long time to read anything," when compared to the boys.

The next item that will be analyzed is: "I read too slow." The students' responses to this item appear in Table 39.

Table 39

I Read Too Slow

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	6.5%	18.1%	52.2%	23.2%
7th Male (145)	11.0%	25.5%	42.8%	20.7%
8th Female (123)	9.8%	22.8%	40.7%	26.8%
8th Male (127)	13.4%	18.9%	49.6%	18.1%
9th Female (143)	9.1%	21.0%	46.9%	23.1%
9th Male (145)	10.3%	23.4%	46.9%	19.3%

This test item: "I read too slow," and the test item examined in Table 38, "It takes me a long time to read anything," ask the student to respond to basically the same thought. The students did response in a very similar manner to the two statements. Again, the majority of students disagreed with the statement: "I read too slow." In a number to number comparison of the minority responses between the two tables, the ninth grade female students showed the greatest variance. A larger percentage of ninth grade girls agreed with "I read too slow," as compared to "It takes me a long time to read anything."

Table 40 will present the data tabulated on the students'

responses to the test item: "I have very little trouble understanding what I read."

Table 40

I Have Very Little Trouble Understanding What I Read

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (137)	19.0%	58.4%	17.5%	5.1%
7th Male (145)	16.6¢	54.5%	20.0%	9.0%
8th Female (122)	18.0%	49.2%	25.4%	7.4%
8th Male (127)	14.2%	58.3%	19.7%	7.9%
9th Female (141)	21.3%	49.6%	22.0%	7.1%
9th Male (142)	14.8%	43.0%	31.7%	10.6%

Most students in this study agreed with the test item: "I have very little trouble understanding what I read. The eighth grade girls and the ninth grade boys have the greatest number of disagreed responses.

Table 41 will show how the students responded to: " I am a good reader."

Table 41

I Am A Good Reader

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	24.3%	50.0%	17.6%	8.1%
7th Male (143)	16.8%	53.8%	20.3%	9.1%
8th Female (122)	21.3%	40.2%	32.0%	6.6%
8th Male (127)	18.1%	48.0%	23.6%	10.2%
9th Female (145)	15.2%	56.6%	20.0%	8.3%
9th Male	16.6%	51.0%	24.1%	8.3%

A greater percentage of seventh graders, as compared to either other group, responded that they are good readers. The eighth grade had the lowest percentage response on the "agree" side of the table. None the less, the majority of the student population of West Junior High School responded that they are good readers.

Table 42 will examine the students' responses to the test statement: "Reading is easy."

Table 42

Reading Is Easy

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (134)	26.9%	50.7%	17.9%	4.8%
7th Male (144)	21.5%	56.9%	13.2%	8.3%
8th Female (122)	29.5%	48.4%	18.0%	4.1%
8th Male (127)	17.3%	57.5%	17.3%	7.9%
9th Female (143)	28.7%	51.7%	16.1%	3.5%
9th Male (143)	14.0%	53.8%	29.4%	2.8%

Overwhelmingly, the students at West Junior High School responded that reading is easy. The ninth grade girls were the ones with the greatest "agree" response, while on the other hand, the ninth grade boys had the largest score on the "disagree" side of the table.

Table 43 will analyze the students' responses to the attitude test item, "I usually do not understand what is happening in a story."

Table 43

I Usually Do Not Understand What Is Happening In A Story

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	2.9%	10.3%	54.4%	32.4%
7th Male (143)	5.6%	10.5%	52.4%	31.5%
8th Female (123)	2.4%	8.9%	56.9%	31.7%
8th Male (126)	5.6%	14.3%	57.9%	22.2%
9th Female (141)	2.8%	12.1%	48.2%	36.9%
9th Male (144)	5.6%	16.0%	52.8%	25.7%

Very few students responded that they agreed with the test statement. In every instance, the girls had a higher percentage of disagreement with the statement, "I usually do not understand what is happening in a story" than the boys had. None the less, the great majority of all students disagreed with the test item.

The next item to be examined will be the test statement, "Reading improves my vocabulary." The students' responses to this item will appear in Table 44.

Table 44

Reading Improves My Vocabulary

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	30.1%	52.2%	13.2%	4.4%
7th Male (145)	24.8%	57.9%	13.1%	4.1%
8th Female (122)	32.0%	57.4%	9.0%	1.6%
8th Male (127)	18.1%	64.6%	11.0%	6.3%
9th Female (139)	25.2%	59.0%	12.2%	3.6%
9th Male (144)	18.1%	59.0%	20.8%	2.1%

Without exception, the majority of every group of students in this study agreed with the test statement, "Reading improves my vocabulary." The ninth grade boys had the greatest percentage score on the "disagree" side of the table.

Table 45 will present the tabulated information on students' responses to the statement, "When I read I can't keep my mind on the subject."

Table 45

When I Read I Can't Keep My Mind On The Subject

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	8.8%	22.1%	44.9%	24.3%
7th Male (141)	12.1%	22.0%	50.4%	15.6%
8th Female (122)	4.9%	28.7%	45.1%	21.3%
8th Male (127)	7.1%	28.3%	45.7%	18.9%
9th Female (143)	9.1%	23.1%	50.3%	17.5%
9th Male (143)	16.1%	28.7%	39.2%	16.1%

Only a small percentage of students in every grade level "strongly agree" with the test statement presented in Table 45. The largest percentage scores appear in the "disagree" column. The majority of students do disagree with the test statement. Female and male responses were similar in the seventh and eighth grades, but a great variance occurs in the ninth grade.

Table 46 will show how students responded to the test statement, "When I read there are very few words I do not understand."

Table 46

When I Read There Are Very Few Words I Do Not Understand

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	18.4%	58.1%	20.6%	2.9%
7th Male (142)	13.4%	53.5%	26.1%	7.0%
8th Female (114)	17.5%	55.3%	21.9%	5.3%
8th Male (119)	17.6%	49.6%	26.1%	6.7%
9th Female (138)	17.4%	55.1%	23.2%	4.3%
9th Male (136)	16.9%	48.5%	29.4%	5.1%

The students' responses between the grade levels are remarkably similar. More females responded that they agreed with the test item, "When I read there are very few words I do not understand," than males did. Altogether, the majority of students feel that they understand most of the words they read.

"I have to read material over and over to get something out of it" will be the next test statement analyzed. The tabulated data pertaining to this item will be found in Table 47.

Table 47

I Have To Read Material Over And Over To Get Something Out Of It

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	6.6%	18.4%	47.1%	27.9%
7th Male (142)	7.7%	19.7%	51.4%	21.1%
8th Female (114)	13.2%	16.7%	42.1%	28.1%
8th Male (123)	9.8%	26.8%	44.7%	18.7%
9th Female (140)	7.9%	18.6%	50.7%	22.9%
9th Male (134)	11.2%	23.1%	46.3%	19.4%

A very small number of students "strongly agree" with the test statement. A slightly larger number of students "agree" with "I have to read material over and over to get something out of it." But, the majority of every group of students in this study do disagree with the test item.

Table 48 will present the data tabulated on the students' responses to the attitude test item, "I am a very fast reader."

Table 48

I Am A Very Fast Reader

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	12.5%	33.1%	39.7%	14.7%
7th Male (142)	6.3%	28.2%	49.3%	16.2%
8th Female (113)	14.2%	28.3%	46.9%	10.6%
8th Male (131)	9.9%	28.1%	41.3%	20.7%
9th Female (141)	10.6%	36.9%	35.5%	17.0%
9th Male (135)	11.1%	25.2%	48.1%	15.6%

The female students in all grades scored a higher percentage of responses on the "agree" side of the table as compared to the male students. However, a slight majority of all the students in this study disagree with the test statement, "I am a very fast reader."

Tables 49 through 60 will examine the students' attitudes about reading as a medium of communication. "Reading helps me form opinions" will be the first test item examined in this section. The students' responses to this item will be presented in Table 49.

Table 49

Reading Helps Me Form Opinions

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	1.6%	63.8%	18.8%	5.8%
7th Male (142)	12.7%	55.6%	23.2%	8.5%
8th Female (120)	12.5%	57.5%	25.0%	5.0%
8th Male (127)	11.0%	54.3%	22.0%	12.6%
9th Female (142)	18.3%	57.7%	16.9%	7.0%
9th Male (143)	10.5%	57.3%	23.1%	9.1%

In every instance, girls "agree" more with this test statement than the boys do. Interestingly, one group of girls - eighth graders - had the highest percentage score in the "disagree" column. The majority of West Junior High School students do agree that reading helps them form opinions.

Table 50 will show how the students in this study responded to the statement, "Reading entertains me."

Table 50

Reading Entertains Me

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	25.4%	50.0%	19.6%	5.1%
7th Male (144)	22.9%	44.4%	25.7%	6.9%
8th Female (120)	22.5%	45.0%	26.7%	5.8%
8th Male (127)	19.7%	50.4%	22.0%	7.9%
9th Female (146)	26.7%	45.2%	24.7%	3.4%
9th Male (145)	16.6%	44.8%	27.6%	11.0%

Reading does entertain the majority of students. The largest percentage scores for all groups appear in the "agree" column. Only a small minority of students "strongly disagree" with this item with the ninth grade boys having the largest percentage score in this column.

Table 51 will present the tabulated results of the students' responses to the test statement, "Reading helps me find a better way to communicate with people."

Table 51

Reading Helps Me Find A Better Way To Communicate With People

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	8.0%	47.8%	37.7%	6.5%
7th Male (144)	9.0%	31.2%	47.2%	12.5%
8th Female (123)	10.6%	37.4%	42.3%	9.8%
8th Male (127)	7.1%	41.7%	40.9%	10.2%
9th Female (145)	9.7%	44.1%	41.4%	4.8%
9th Male (142)	7.0%	38.7%	46.5%	7.7%

There is a great variance in students' responses for this item. A slight majority of the seventh grade girls and ninth grade girls responded that they agree with the test statement. For all other groups of students, the majority's responses disagreed with the item. Eighth grade males and females answered much alike on both the "agree" and "disagree" sides of the table.

Table 52 will show how students responded to the test item, "I like to read to learn about people."

Table 52

I Like To Read To Learn About People

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (135)	16.3%	45.2%	30.4%	8.1%
7th Male (138)	10.1%	44.2%	34.1%	11.6%
8th Female (108)	13.0%	29.6%	42.6%	14.8%
8th Male (111)	7.2%	34.2%	39.6%	18.9%
9th Female (133)	12.8%	34.6%	43.6%	9.0%
9th Male (132)	9.8%	32.6%	43.9%	13.6%

The female students in every grade responded more in favor to this item than the male students. The responses of the eighth grade male and female students are very similar across the entire table. Most of the students in this study "agree" with the test statement, "I like to read to learn about people."

"Reading keeps me informed," will be the next test item analyzed. The tabulated information will be presented in Table 53.

Table 53

Reading Keeps Me Informed

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (137)	10.9%	66.4%	18.2%	4.4%
7th Male (145)	14.5%	58.6%	20.7%	6.2%
8th Female (123)	13.0%	56.9%	26.8%	3.3%
8th Male (127)	12.6%	59.8%	19.7%	7.9%
9th Female (139)	9.4%	61.9%	26.6%	2.2%
9th Male (145)	7.6%	60.7%	26.2%	5.5%

In analyzing this table, it can be seen that only a small number of students "strongly disagree" with the test statement, "Reading keeps me informed." The majority of all groups of students "agree" with this item. The eighth grade boys are the one group of boys that responded more in favor of the statement than the corresponding group of girls.

Students' responses to the statement, "Reading is a fun way of learning," will be presented in Table 54.

Table 54

Reading Is A Fun Way of Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	19.1%	57.4%	19.1%	4.4%
7th Male (143)	16.1%	51.0%	23.8%	9.1%
8th Female (119)	15.1%	52.9%	29.4%	2.5%
8th Male (127)	7.1%	53.5%	28.3%	11.0%
9th Female (143)	14.7%	50.3%	30.1%	4.9%
9th Male (143)	9.8%	48.3%	31.5%	10.5%

The female students in every grade level had a higher percentage score on the "agree" side of the table as compared to the male students. The seventh grade students had more "strongly agree" responses than either eighth or ninth grade. The majority of students agree that reading is a fun way of learning.

Table 55 will show how students responded to the test statement, "Reading helps me understand problems that other people have."

Table 55

Reading Helps Me Understand Problems That Other People Have

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (135)	19.3%	54.1%	23.7%	3.0%
7th Male (144)	9.7%	56.3%	25.0%	9.0%
8th Female (122)	16.4%	63.9%	17.2%	2.5%
8th Male (126)	7.9%	57.1%	27.8%	7.1%
9th Female (138)	24.6%	52.9%	16.7%	5.8%
9th Male (141)	8.5%	51.1%	33.3%	7.1%

The majority of students agree with the test statement, Reading helps me understand problems that other people have." The greatest variance between male and female responses occurs in the "strongly agree" column with the females showing much greater percentage scores than the male students.

Table 56 will present the tabulated data of the students' responses to the test item, "Reading helps me understand my personal problems."

Table 56

Reading Helps Me Understand My Personal Problems

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	11.8%	44.1%	31.6%	12.5%
7th Male (143)	7.0%	34.3%	40.6%	18.2%
8th Female (121)	9.1%	48.8$	29.8%	12.4%
8th Male (126)	6.3%	39.7%	38.9%	15.1%
9th Female (143)	14.0%	42.0%	34.3%	9.8%
9th Male (143)	7.7%	30.1%	49.7%	12.6%

The majority of female students in all grade levels agree with the test statement while the majority of male students in all grade levels disagree with the test statement, "Reading helps me understand my personal problems." The majority in both instances above being slightly over half of the students in the study.

"Reading stimulates thought" will be the next test item analyzed. The students' responses to this item will appear in Table 57.

Table 57

Reading Stimulates Thought

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (133)	13.5%	63.2%	17.3%	6.0%
7th Male (140)	9.3%	56.4%	26.4%	7.9%
8th Female (119)	15.1%	58.0%	21.0%	5.9%
8th Male (125)	9.6%	58.4%	24.0%	8.0%
9th Female (143)	23.1%	53.1%	21.0%	2.8%
9th Male (142)	15.5%	46.5%	30.3%	7.7%

The majority of students in all grades "agree" with the test statement, "Reading stimulates thought." However, female students in all grade levels have higher percentage scores on the agree side of the table as compared to the corresponding group of male students.

Students' responses to the statement, "I can learn much about my future from reading," will be presented in Table 58.

Table 58

I Can Learn Much About My Future From Reading

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (135)	11.9%	51.1%	28.9%	8.1%
7th Male (143)	14.7%	46.9%	30.1%	8.4%
8th Female (120)	10.8%	50.8%	29.2%	9.2%
8th Male (127)	11.0%	43.3%	32.3%	13.4%
9th Female (141)	15.6%	49.6%	29.1%	5.7%
9th Male (141)	12.8%	41.1%	39.0%	7.1%

Most of the students at West Junior High School agree with the statement, "I can learn much about my future from reading." The majority, however, is a slight one for the eighth and ninth grade boys. Girls responded in agreement with higher percentage scores than the boys did.

Table 59 will present the tabulated data on the students' responses to the test statement, "By reading I meet people and places I have never met before."

Table 59

By Reading I Meet People And Places I Have Never Met Before

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (138)	14.5%	60.9%	18.8%	5.8%
7th Male (140)	7.9%	60.0%	25.0%	7.1%
8th Female (114)	16.7%	61.4%	15.8%	6.1%
8th Male (119)	8.4%	59.7%	21.0%	10.9%
9th Female (140)	19.3%	56.4%	18.6%	5.7%
9th Male (136)	14.7%	47.1%	30.1%	8.1%

The majority of students responding to the attitude test statement, "By reading I meet people and places I have never met before," agree with it. The girls in all grade levels responded in agreement with higher percentage scores than the boys did.

The last table to be examined in this section of Chapter 4 presents the students' responses to the test statement, "Reading helps you think about things in a new way."

Table 60

Reading Helps You Think About Things In A New Way

	Strongly Agree	Agree	Disagree	Strongly Disagree
7th Female (136)	14.0%	72.8%	9.6%	3.7%
7th Male (140)	9.3%	62.9%	21.4%	6.4%
8th Female (112)	17.9%	61.6%	14.3%	6.3%
8th Male (121)	9.9%	57.0%	25.6%	7.4%
9th Female (141)	21.3%	58.9%	14.2%	5.7%
9th Male (133)	9.8%	62.4%	22.6%	5.3%

Overwhelmingly the students responded that they "agree" with the test statement, "Reading helps you think about things in a new way." Only a very small percentage of students "strongly disagree" with the statement.

Summary

Chapter 4 presented the findings and interpretations of this study. The results of the Reading Interest Inventory (see Appendix A) were presented to the reader in tabular and narrative form. The Reading Interest Inventory examined junior high school students' feelings regarding reading the newspaper, books, poetry, and magazines.

Tables one through twenty-three presented the tabulated data regarding the students' feelings about reading the newspaper, books, specific types of books, poetry and magazines.

According to the findings of the Reading Interest Inventory, the students in this study like to read the newspaper. Also, the majority of students like to read books. Although a minority, the male students did express more of a dislike towards reading books than female students did. Books about real people, books that are funny, books that have a lot of adventure in them and mystery stories are the favorite classifications of books with the students in this study. Next in order of preference are books about hobbies, sports, animal stores, books that deal with the same problems students have and books with violence in them. Students then rank in order of preference books about women, men, family life, romance, personal appearance, jobs, religion, and social problems. Poetry is not well-liked by the students at West Junior High School. However, magazines and comic books are a very popular reading material.

The results of the Kennedy-Halinski Reading Attitude Survey (see Appendix B) were also presented to the reader in tabular and narrative form. Three specific areas of attitudes were examined: 1. students' attitudes about their personal interest in reading, 2. students' attitudes about their reading skills, and 3. students' attitudes about reading as a medium of communication. Tables twenty-

four through sixty addressed these topics.

An analysis of the Reading Attitude Survey reveals that: 1. Most students do not read only what is assigned. 2. About half of the students allege that reading is very important to them, while the other half disagree with this idea. 3. Reading does not bore most students. Also, more students responded in disagreement with the statement "reading turns me off." 4. About half of the students surveyed contend that they read a lot. 5. Girls are more often in a mood to read than boys. 6. Most students find reading relaxing and a pleasant pastime. 7. The great majority of students disagree with the statement "I hate to read." Most students "like to read." The female students in every grade level like to read more than the male students. 8. The majority of students find reading easy, have very little trouble understanding what they read and consider themselves good readers. 9. Without exception, the majority of every group of students in this study agree with the statements, "reading improves my vocabulary," "reading helps me form opinions," and "reading keeps me informed." 10. More female students than male students consider themselves fast readers. 11. Reading is entertaining and a fun way of learning to the majority of students surveyed. 12. The majority of students feel that reading helps them understand their problems and problems others have, too. They also feel that reading helps them learn about their future. 13. The majority of students

(especially) the female students) find that reading stimulates thought and helps to think about things in a new way.

Chapter 5 will present the summary, conclusions and recommendations applicable to this study.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Teachers of reading have long been aware of the importance of establishing constructive attitudes in reading. However, in the past, measuring attitudes and identifying specific reading interests of students has received little emphasis.

A need for research in the area of attitudes and interests is expressed by an expert in the field, Estes (1975). He stated that we will witness extensive research in development and measurement of attitudes toward reading in the next decade or two.

Reading must be clearly defined. Because reading is so complex, to adequately cover the definition, the writings of many experts were examined. Spache and Spache (1969) stated that reading begins as primary word recognition and develops into a mature act involving most of the higher mental processes. Gray (1960) defines the reading act as four stages: 1. word perception, 2. comprehension, 3. reaction, and 4. integration. Karlin (1964) defined the reading act in its most simple form as seeing and identifying words through a series of eye movement. Zintz (1972) divided the reading act into six processes: 1. social, 2. psychological, 3. physiological, 4. perceptual, 5. linguistic, and 6. intellectual.

Many experts are aware of the importance of attitudes in classroom instruction. Attitudes have a strong influence on how and

what a student reads. Fader (1968) believed that teachers must take the child's attitudes as a main consideration in planning their instruction. The teacher's own attitudes toward reading and learning is considered a potent force according to Estes (1975). The history of attitude measurement in schools is meager. Estes (1975) and Kennedy and Halinski (1975) are authors of two of the few attitude scales available for use in the schools. Attitude testing is a relatively new concept. Many experts feel that there is a need for expansion of attitude testing in reading because of the insights that might be provided for educators about the total reading program.

Students' interests are the most important single influence on their attitude toward reading according to Spache (1974). Two studies (Olson and Ames, 1972 and Tinker and McCullough, 1975) were reviewed to determine contemporary students' reading interests. By utilizing interests, teachers might lure a student to want to read.

The problem of this study was to examine and report the reading interests and attitudes of the students at West Junior High School in Great Falls, Montana during the 1976-77 school year. Approximately nine hundred and fifty seventh, eighth and ninth grade students were the subjects in this study.

Students were given the Olson-Ames Reading Interest Inventory (see Appendix A) to determine their preferences or dislikes in reading materials.

The Kennedy-Halinski 70-Item Attitude Instrument (see Appendix B) was the test used in this study to examine the students' reading attitudes.

The investigator also examined sex differences in responses to items on both the interest and attitude tests.

The results of the Reading Interest Inventory (see Appendix A) were presented to the reader in tabular and narrative form. The Reading Interest Inventory examined junior high school students' feelings regarding reading the newspaper, books, poetry and magazines. Tables one through twenty-three presented the tabulated data regarding the students' feelings about reading the newspaper, books, specific types of books, poetry and magazines.

According to the findings of the Reading Interest Inventory, the students in this study like to read the newspaper. Also, the majority of students like to read books. Although a minority, the male students did express more of a dislike towards reading books than female students did. Books about real people, books that are funny, books that have a lot of adventure in them and mystery stores are the favorite classifications of books with the students in this study. Next in order of preference are books about hobbies, sports, animal stories, books that deal with the same problems students have and books with violence in them. Students then rank in order of preference books about women, men, family life, romance, personal appearance,

jobs, religion, and social problems. Poetry is not well-liked by the students at West Junior High School. However, magazines and comic books are a very popular reading material.

The results of the Kennedy-Halinski Reading Attitude Survey (see Appendix B) were also presented to the reader in tabular and narrative form. Three specific areas of attitudes were examined: 1. students' attitudes about their personal interest in reading, 2. students' attitudes about their reading skills, and 3. students' attitudes about reading as a medium of communication. Tables twenty-four through sixty addressed these topics.

An analysis of the Reading Attitude Survey reveals that: 1. Most students do not read only what is assigned. 2. About half of the students allege that reading is very important to them, while the other half disagree with this idea. 3. Reading does not bore most students. Also, most students responded in disagreement with the statement "reading turns me off." 4. About half of the students surveyed content that they read a lot. 5. Girls are more often in a mood to read than boys. 6. Most students find reading relaxing and a pleasant pastime. 7. The great majority of students disagree with the statement "I hate to read." Most students "like to read." The female students in every grade level like to read more than the male students. 8. The majority of students find reading easy, have very little trouble understanding what they read and consider themselves

good readers. 9. Without exception, the majority of every group of students in this study agree with the statements, "reading improves my vocabulary," "reading helps me form opinions," and "reading keeps me informed." 10. More female students than male students consider themselves fast readers. 11. Reading is entertaining and a fun way of learning to the majority of students surveyed. 12. The majority of students feel that reading helps them understand their problems and problems others have too. They also feel that reading helps them learn about their future. 13. The majority of students (especially the female students) find that reading stimulates thought and helps to think about things in a new way.

CONCLUSIONS

This study examined students' feelings and attitudes in respect to the following seven topics: 1. What are junior high school students' feelings about reading the newspaper? 2. What are the junior high school students' feelings about reading books? 3. What are junior high school students' feelings about reading poetry? 4. What are junior high school students' feeling about reading magazines? 5. What are students' attitudes about their personal interest in reading? 6. What are students' attitudes about their reading skills? and 7. What are students' attitudes about reading as a medium of communication?

After an examination of the tables in Chapter 4 that deal with the above seven topics the following conclusions were reached:

1. The great majority of students in this study do like to read the newspaper. The number of students that dislike reading the newspaper is minute.

2. The great majority of students in this study do like to read books. Although a minority, the male students did express more of a dislike towards reading books than female students did. Books about real people, books that are funny, books that have a lot of adventure in them and mystery stories are the favorite classifications of books with the students in this study. Next in order of preference are books about hobbies, sports, animal stories, books that deal with the same problems students have, and books with violence in them. Students then ranked in order of preference books about women, men, family life, romance, personal appearance, jobs, religion, and social problems.

3. The students in this study do not express a like for poetry. Only a small majority of female students in all grade levels like reading poetry, while the majority of male students do not like to read poetry.

4. Magazines are a very popular reading material for the students in this study. Regardless of grade level or the sex of the students, they overwhelmingly like to read magazines.

5. Students' attitudes about their personal interest in reading are, for the most part, positive. The majority of students like to read and find reading a pleasant pastime. Female students, in general, had more positive attitudes toward reading than male students. Also, the younger the male students, the more positive their attitudes were.

6. Students' attitudes about their reading skills are positive for the majority of the students in this study. Most students consider themselves good readers, comprehend what they are reading, and find reading to be easy.

7. The majority of students in this study generally had positive attitudes toward reading as a medium of communication. They feel that reading helps form opinions, helps them learn about other people, keeps them informed, stimulates thought, and helps them think about things in a new way. Female students, in general, had more positive attitudes than the male students. The ninth grade male students had the least positive attitudes about reading as a medium of communication.

RECOMMENDATIONS

The investigator recommends the following:

1. Junior high students in another junior high - either locally, in Montana, or nationally - should be surveyed in the same manner as in

this investigation to check the reliability and validity of the study.

2. The same testing procedure should be carried out at the high school level to compare age differences in interests and attitudes toward reading.

3. The same testing procedures should be carried out at the junior high level but include a variable such as I.Q. scores or Iowa Basic Test results to determine if these things influence interests and attitudes toward reading.

4. Compare grades in English classes to reading interests and attitudes.

5. Since the students in this study reacted so favorably to reading newspapers and magazines, utilize this type of reading material to a greater extent in the classroom.

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APPENDIXES

Appendix A

READING INTEREST INVENTORY

Name _____
(Optional)

Directions: Please put a cross (X) in the column which best describes your feeling about reading the following kinds of materials.

	1 Like very very much	2 Like quite a lot	3 Like a little	4 Dislike a lot	5 Dislike quite a lot	6 Dislike very much
1. Reading the newspaper	( )	( )	( )	( )	( )	( )
2. Reading the front page of the newspaper	( )	( )	( )	( )	( )	( )
3. Reading the comics in the newspaper	( )	( )	( )	( )	( )	( )
4. Reading the sports page in the newspaper	( )	( )	( )	( )	( )	( )
5. Reading about world events in the newspaper	( )	( )	( )	( )	( )	( )
6. Reading about things of local interest in the newspaper	( )	( )	( )	( )	( )	( )
7. Reading books	( )	( )	( )	( )	( )	( )
8. Reading books about real people	( )	( )	( )	( )	( )	( )
9. Reading books that are funny	( )	( )	( )	( )	( )	( )
10. Reading books that have a lot of adventure in them	( )	( )	( )	( )	( )	( )

	1 Like very very much	2 Like quite a lot	3 Like a little	4 Dislike a lot	5 Dislike quite a lot	6 Dislike very much
11. Reading books about my hobbies	( )	( )	( )	( )	( )	( )
12. Reading books about women	( )	( )	( )	( )	( )	( )
13. Reading books about men	( )	( )	( )	( )	( )	( )
14. Reading books that tell about sex	( )	( )	( )	( )	( )	( )
15. Reading books that tell about the same problems you have	( )	( )	( )	( )	( )	( )
16. Reading about mystery stories	( )	( )	( )	( )	( )	( )
17. Reading poetry	( )	( )	( )	( )	( )	( )
18. Reading books about family life	( )	( )	( )	( )	( )	( )
19. Reading books with some romance in them	( )	( )	( )	( )	( )	( )
20. Reading about sports	( )	( )	( )	( )	( )	( )
21. Reading books about personal appearance	( )	( )	( )	( )	( )	( )
22. Reading books about teenage problems	( )	( )	( )	( )	( )	( )
23. Reading books about jobs	( )	( )	( )	( )	( )	( )
24. Reading books about love	( )	( )	( )	( )	( )	( )

	1 Like very very much	2 Like quite a lot	3 Like a little	4 Dislike a lot	5 Dislike quite a lot	6 Dislike very much
25. Reading books about religion	( )	( )	( )	( )	( )	( )
26. Reading animal stories	( )	( )	( )	( )	( )	( )
27. Reading books that have a great deal of violence in them	( )	( )	( )	( )	( )	( )
28. Reading books about social problems	( )	( )	( )	( )	( )	( )
29. Reading books with many pictures	( )	( )	( )	( )	( )	( )
30. Reading magazines	( )	( )	( )	( )	( )	( )
31. Reading sport magazines	( )	( )	( )	( )	( )	( )
32. Reading hobby magazines	( )	( )	( )	( )	( )	( )
33. Reading romance magazines	( )	( )	( )	( )	( )	( )
34. Reading comic books	( )	( )	( )	( )	( )	( )
35. Reading magazines about clothing and styles	( )	( )	( )	( )	( )	( )
36. Reading magazines about women	( )	( )	( )	( )	( )	( )
37. Reading magazines about men	( )	( )	( )	( )	( )	( )
38. Reading magazines about music	( )	( )	( )	( )	( )	( )

	1 Like very very much	2 Like quite a lot	3 Like a little	4 Dislike a lot	5 Dislike quite a lot	6 Dislike very much
39. Reading detective magazines	( )	( )	( )	( )	( )	( )
40. Reading joke magazines	( )	( )	( )	( )	( )	( )

Appendix B

KENNEDY - HALINSKI 70-ITEM ATTITUDE INSTRUMENT

Name _____
(Optional)

Directions: Please circle your response to each item below.
SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

1. Reading is difficult for me
SA A D SD

2. I read only what I have to
SA A D SD

3. Reading helps me form opinions
SA A D SD

4. I would rather read than do anything else
SA A D SD

5. Authors seem to like words that are hard to understand
SA A D SD

6. I can forget my problems when I read
SA A D SD

7. It takes me a long time to read anything
SA A D SD

8. Reading broadens my imagination
SA A D SD

9. There are very few things that I find interesting to read
SA A D SD

10. Reading entertains me
SA A D SD

11. I dislike reading because most of the time I am being forced to read.
SA A D SD

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

12. I don't believe there's anyone more interested in reading than I am
SA A D SD

13. I read too slow
SA A D SD

14. Reading has always been my favorite pastime
SA A D SD

15. Reading gives me self-confidence
SA A D SD

16. It's hard to just sit and read
SA A D SD

17. Reading helps me find a better way to communicate with people
SA A D SD

18. I have very little trouble understanding what I read
SA A D SD

19. Reading is very important to me
SA A D SD

20. I don't care to take the time to read
SA A D SD

21. I can't learn much about my future from reading
SA A D SD

22. I am a good reader
SA A D SD

23. I always finish what I start to read
SA A D SD

24. Reading broadens my mind
SA A D SD

25. Reading is easy
SA A D SD

26. I like to read to learn about people
SA A D SD

SA - Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

27. Reading bores me
SA A D SD

28. I usually do not understand what is happening in a story
SA A D SD

29. Reading keeps me informed
SA A D SD

30. Reading is a fun way of learning
SA A D SD

31. Reading is too complicated
SA A D SD

32. Reading improves my vocabulary
SA A D SD

33. I have never found an assigned reading to be boring
SA A D SD

34. I read a lot
SA A D SD

35. Reading helps me understand problems that other people have
SA A D SD

36. Reading just doesn't appeal to me
SA A D SD

37. Books are an artistic expression
SA A D SD

38. When I read I can't keep my mind on the subject
SA A D SD

39. I can't sit still long enough to read
SA A D SD

40. Reading turns me off
SA A D SD

41. Reading helps me understand my personal problems
SA A D SD

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

42. Reading stimulates thought
SA A D SD

43. I have yet to read anything which I did not find interesting
SA A D SD

44. I can learn much about my future from reading
SA A D SD

45. Reading helps me to identify with people I want to be like
SA A D SD

46. Reading is difficult because of those big words
SA A D SD

47. I am seldom in a mood to read
SA A D SD

48. I like to read about other people's experiences in life
SA A D SD

49. I sometimes become a character in the book I am reading
SA A D SD

50. I get tired when I read
SA A D SD

51. When I read there are very few words I do not understand
SA A D SD

52. I like keeping up on new ideas
SA A D SD

53. Reading relaxes me
SA A D SD

54. Reading is a pleasant pastime
SA A D SD

55. I have to read material over and over to get something out of it
SA A D SD

56. I am a very fast reader
SA A D SD

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

57. By reading I meet people and places I have never met before
SA A D SD

58. I enjoy taking tests over what I read
SA A D SD

59. It's hard to get interested in reading things which are assigned
SA A D SD

60. I read for hours at a time
SA A D SD

61. Whenever I have some free time I always read
SA A D SD

62. I hate to read
SA A D SD

63. I seldom get any new ideas from reading
SA A D SD

64. I am an avid reader
SA A D SD

65. Reading is always an exciting experience
SA A D SD

66. Reading takes too much concentration
SA A D SD

67. No one ever had to force me to read anything
SA A D SD

68. Reading helps you think about things in a new way
SA A D SD

69. I like to read
SA A D SD

70. All books are interesting
SA A D SD