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I am submitting herewith a dissertation written by Regina Tullock Rhody entitled "The Development of a Reading Attitude Instrument for Grades Seven Through Twelve." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

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THE DEVELOPMENT OF A READING ATTITUDE INSTRUMENT FOR GRADES SEVEN THROUGH TWELVE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Regina Tullock Rhody

August 1978

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DEDICATION

This dissertation is dedicated to the three most important people of my life. First, to my parents, Jack and Helen Tullock, for their support and confidence in all my endeavors. Second, to my husband, Jim, who has lived for the first three years of marriage with a doctoral student. These three people have been a constant source of encouragement and inspiration.

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I am also grateful for the cooperation given me by the officials of the Knoxville City Schools and Morgan County Schools. I especially want to thank the principals, teachers and students who were willing to participate in this study.

ABSTRACT

The purpose of this study was to develop an instrument to measure the attitudes toward reading of students in grades seven through twelve. A Likert-type scale was selected as the technique that best met the needs for this instrument.

Pilot interviews were conducted to obtain knowledge concerning the reading attitudes of secondary students and to obtain statements suitable for an attitude instrument. Three junior high schools and three high schools from an urban area participated in the pilot interviews. These schools had a normal distribution of ability and socio-economic levels.

The pilot scale, composed of 33 statements based on the pilot interviews, was administered to one class for each grade level. Revisions were made using an item-analysis procedure. The revised instrument consisted of 25 of the 33 original statements.

The revised instrument was administered to 349 junior and senior high school students in both urban and rural areas. The test-retest method used to check reliability indicated that the instrument was reliable. An acceptable level of validity was established by the item-analysis procedure and by teacher ratings of students with positive and negative attitudes. In addition, the fact that students themselves suggested the item pool is taken by the researcher as a strong indicant of validity.

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CHAPTER I

INTRODUCTION

Educators and researchers in reading acknowledge the importance of the cognitive domain. Most reading programs are now based on the various cognitive skills that have been identified as necessary or helpful in the process of learning to read. Many teachers of reading spend the majority of the instructional time on the diagnostic and prescriptive teaching of these cognitive skills. The importance of the cognitive domain remains strong, yet, increasingly, the role of the affective domain is being considered.

Irene Athey indicated the importance of obtaining knowledge of the affective domain and its interaction with the cognitive domain when she stated:

> . . . by increasing our knowledge of the affective life of the child, we broaden our understanding of his total functioning in the academic situation. In other words, the intellectual variables involved in reading do not operate in isolation but are modified by the individual's attitudinal and personality characteristics (Athey, 1976, p. 352).

Mathewson (1976, p. 656), in his theoretical model for learning to read, also recognized the importance of the effective domain when he posited attitudes as the central component.

Many educators agree that attitudes are important in the learning process, and teachers enjoy witnessing the development of positive attitudes toward reading by learners. On the other hand, once negative

attitudes have been established, the teacher is confronted with a lack of receptiveness on the part of the student toward learning. Hence, an understanding of the development of attitudes is imperative if educators are to better assist students in fostering positive attitudes toward reading.

I. STATEMENT OF THE PROBLEM

In fostering positive attitudes toward reading, it is important that a teacher know where to begin. Datillo (1974, p. 55) suggested that the measurement of attitudes is the starting point. She felt it is important for a teacher to know what attitudes a student has toward reading. Once the attitudinal nature of the child is obtained through measurement, the teacher can offer a program of instruction to promote positive attitudes.

An examination of the instruments for assessing attitudes toward reading reveals that few valid and reliable instruments are appropriate for classroom use on the elementary level and even fewer on the secondary level.

Perhaps the lack of secondary attitude instruments results from the fact that much research in reading has concentrated on materials, methods, and student achievement (Heathington, 1975, p. 3). A wealth of material is now available to the reading teacher, new methods have been developed and field tested, and many tests have been designed for evaluating the cognitive achievement of students (Heathington, 1975, p. 3). Yet, "little research has been aimed at the vast area of testing attitudes" (Lowery and Graft, 1968, p. 618). Because past research has

neglected the assessment of attitudes toward reading, teachers have not been provided instruments with which to measure attitudes, and they have not been made aware of this vital aspect in the process of learning.

Thus, a problem exists in that there is a lack of adequate instruments available to teachers for measuring attitudes toward reading. Several instruments for elementary use have been developed and published in recent years. While these instruments have made a significant contribution, there are no secondary attitude scales which exhibit all the important characteristics that would make them adequate for classroom use. A scale needs to be developed to fill the existing gap. As noted above, this instrument should possess certain characteristics and meet certain requirements to be beneficial to the classroom teacher. The following requirements established by Heathington (1975, pp. 4-6) are considered adequate by this investigator.

1. The instrument should require no reading on the part of the students. Since many students in secondary classes are reading below grade level or are non-readers, an instrument that requires that the student read to himself discriminates against some students.

2. The instrument should be designed to be administered early in the school year. The early administration provides the teacher with adequate information concerning the students' attitudes toward reading so that a program of instruction can begin early in the school year.

3. The instrument should require minimal time for administration and scoring. There are many duties at the beginning of the school year to which a teacher must attend; therefore, it is important to

have a quick assessement of students attitudes twoard reading. This lack of time rules out the opportunity for the teacher to talk to or observe each child at great length.

4. The instrument should be a reliable and valid device. It is a waste of time for the teacher to administer and score an instrument which is not reliable or valid.

5. The instrument should measure the important aspects of a student's reading environment. There are many areas in a student's environment which can be measured: reading in the classroom, reading in the library, and reading at home. Therefore, it is important for the instrument to measure these areas. A teacher needs to know which areas of a learner's experience with reading are contributing to a positive or negative attitude.

6. The instrument should take into account the fact that attitudes must be measured throughout the secondary experience (seventh through twelfth grade). Authorities are well aware of the great number of students in secondary school possessing negative attitudes toward reading. Therefore, it is important to assess students' attitudes toward reading. This assessment will enable teachers to formulate an instructional program for fostering and maintaining positive attitudes toward reading throughout the secondary experience.

7. The instrument should contain items representative of students' feelings toward reading. In the past, items chosen from attitude scales were obtained from professionals (teachers, professors, and reading experts). Statements from the students themselves concerning positive and negative attitudes toward reading seems more desirable.

II. PURPOSE OF THE STUDY

It was the purpose of this study to develop an adequate instrument for assessing attitudes for grades seven through twelve since no secondary-level instrument possessing the desired attributes (listed in above section) has been developed, so far as this investigator can determine.

III. DELIMITATIONS OF THE STUDY

1. The population for this study was drawn from the Knoxville City School System and the Morgan County School System in Tennessee.

2. Schools participating in the study were selected by administrators in the two systems. These schools were selected to provide students from normally distributed socioeconomic and achievement levels.

3. Classes chosen to participate in the study were selected by the principals.

4. Because of The University of Tennessee regulations protecting human subjects participating in research, the population was restricted to students returning written permission from their parents.

IV. DEFINITIONS

Various terms relating to attitude measurement will be used in this study. The terms are presented here in alphabetical order. The terms were similarly defined by Heathington (1975, pp. 7-8).

Attitude - a favorable or unfavorable response toward a stimulus (the reading act) (Anastasi, 1970, p. 479).

Attitude Measurement - an attempt to determine whether someone has a positive, neutral, or negative attitude toward a stimulus.

Attitude Scale - an instrument which gives a total score indicating the direction and intensity of an individual's attitude toward a stimulus (Anastasi, 1970, p. 480).

Attitude Statement - comments given by respondents during pilot interviews, by authorities in a certain field, or by writers in the literature concerning attitudes toward a certain stimulus.

Item Analysis - statements or items analyzed quantitatively for item validity (Anastasi, 1970, p. 158).

Item Pool - collection of attitude statements from which an attitude scale is built (Oppenheim, 1966, p. 113).

Likert Scales - a procedure developed by Likert to be used in attitude scale construction in which items are selected on the basis of the responses of subjects to whom they are administered: graded responses will be employed by using (D) disagree, (SD) strongly disagree, (A) agree, (U) undecided, (SA) strongly agree (Anastasi, 1970, p. 486).

Pilot Work - free interviews; depth-interviews to examine the reading attitudes of students in grades seven through twelve and to obtain statements for use on the attitude scale. The pilot work also involved designing instrument format and the initial tryout of pilot instrument.

Reading Environment - places and situations where a child engages in reading activities.

VI. ORGANIZATION OF THE STUDY

The organization of this research report consists of five chapters. Chapter I includes the introduction, statement of the problem, need for the study, delimitations of the study, definitions, and organization of the study.

Chapter II includes a review of the literature concerning the techniques used in secondary reading attitude scales and an evaluation of previously developed secondary reading attitude scales.

Chapter III outlines the procedures followed in conducting this research project.

Chapter IV explains the analysis of the data.

Chapter V includes a summary, conclusion, discussion, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study was concerned with the development of an acceptable reading attitude scale at the secondary level. The literature review which follows focuses on techniques that have been used for measuring attitudes at the secondary level. Specific scales previously developed are also evaluated.

I. THE TECHNIQUES

A review of the literature revealed that various techniques had been used for the construction of instruments for measuring attitudes toward reading. Among them were the interview, questionnaire, pairing, observation, Likert-type scale and projective technique. All of these techniques had been used for measurement at the elementary level (K-6). Only the questionnaire, pairing, and Likert-type scale had been used at the secondary level (7-12). Since this study was restricted to the secondary level (7-12), the latter three techniques will be discussed.

Questionnaire

The questionnaire technique was designed for group administration; therefore, it can be used in the classroom. On a questionnaire the student responds to questions by providing some information in written form. Shirley (1969) used a questionnaire to elicit responses from

420 sophomore, junior, and senior high school students. She was concerned with the "introspective and retrospective changes on their concepts, attitudes and behavior experienced as a result of reading" (Summers, 1976, p. 8). Four areas were used to classify the students' responses. These areas were influence on concept, influence on attitudes, influence on behavior, and combinations of related influences. The data were analyzed by correlating the influences on concept, attitude, and behavior with age, intelligence, vocabulary, comprehension, grade level, and the number of materials reported as influential. According to Shirley, "Intelligence and reading ability were measured by the Otis Beta group (Form DM) and California Reading (Form W) Tests" (Shirley, 1969, p. 370). The findings "confirmed that reading influences concepts, attitudes, and behavior. Only 16 of the 420 students reported no personal influence from reading" (Shirley, 1969, p. 411). Validity was obtained through self reports by teacher interviews and individual case studies. According to Summers, "positive influences correlated with amount of material read and other relationships were in the predicted direction providing modest validation for the critical incident approach" (Summers, 1975, p. 9).

The following three limitations were found by this investigator for the use of the questionnaire on the secondary level:

1. Non-readers are often discriminated against because they are asked to read the questions themselves before answering. Because of the many non-readers in secondary schools, this investigator is of the opinion that a valid reading attitude measurement can only be obtained with an instrument which is read to the students.

2. Discrimination is also a problem when written responses are required. Many secondary students have poor writing skills which hinders them from expressing their accurate feelings.

3. Written responses also hinder the student in expressing degrees of agreement or disagreement. Since an attitude has intensity, an attitudinal tool needs to offer the respondent a choice of degrees of feeling.

Pairing

The pairing technique consists of a choice between two contrasting sentences or two pictures. Again the composite score is obtained by totaling the "one points" for each positive answer. The Dulin-Chester Scale (Mikulecky, 1976) is an example of a paired comparison secondary attitude scale. Using a five-point scale, the student is forced to choose between Reading a Book and other activities. According to Dulin and Chester, over 2,000 students have been tested with the instrument. Mikulecky states,

> The authors report the Dulin-Chester Scale to be highly reliable (split-halves reliabilities over 0.90 with several sample groups). The authors also report concurrent validity correlations ranging from 0.60 to over 0.80 with the Estes Scale and criterion measures such as student self ratings, teacher judgements of liking for reading (Mikulecky, 1976, p. 30).

This investigator feels that the Dulin-Chester Scale is limited in that the pairing technique does not measure positive and negative attitudes toward reading as well as the Likert-type technique does. There are times when a person possessing a most positive attitude toward reading will choose watching television over reading a book.

Also, in the material read by this investigator, there was no indication that the activities paired with reading a book were taken from the students themselves. The Dulin-Chester Scale did not seem to meet the criteria established for a secondary instrument for measuring attitudes toward reading.

Likert-type Scale

The Likert-type scale is becoming a popular choice for determining reading attitude measurements. This review of the literature revealed several instruments of this type. The Likert-type scale requires that the respondents rate themselves on a 3, 4, or 5-point scale. This way the intensity of feeling is measured. A total score is determined by adding up the values (1, 2, 3, 4, or 5) for all the statements. Of the techniques discussed in this chapter, the Likert-type scale was deemed by this investigator most suitable for a secondary reading attitude instrument to be used in the classroom.

A well-known scale to assess attitudes toward reading developed by Estes (1971) uses the Likert-type procedure. Twenty statements are read orally to students for them to response either A - strongly agree, B - agree, C - undecided, D - disagree, or E - strongly disagree. Estes obtained the statements for his scale from an item pool taken from reading experts concerning positive or negative attitudes toward reading. The realiability of the scale was checked by the split-half method. The scale was found valid on the secondary level by further research done by Dulin and Chester (1974).

Another 5-point Likert-type scale is Mikulecky Behavioral Reading Attitude Measure (Mikulecky, 1976). This scale, "developed to

be a sound reading-attitude measure appropriate for use with mature readers" (Mikulecky, 1976, p. 43), has 20 items. Originally 40 items were each "designed to reflect a specific Krathwohl sub-stage" (Mikulecky, 1976, p. 43). Item-analysis eliminated all items computing $r = 0.600$ or less with the sum of items reflecting the Krathwohl stage appropriate to each item. Using the test-retest method reliability was computed at 0.9116 for the scale. Correlations of concurrent validity were checked with the Estes Scale, the Dulin-Chester Scale, and the Kennedy-Halinski Scale. Higher correlations were obtained with the Estes Scale and the Dulin-Chester Scale.

A 4-point Likert-type scale for assessing attitudes toward reading for the secondary level is the Kennedy-Halinsky Scale (1975). The item pooling was obtained from student written responses to a number of open-ended statements. The pilot scale contained 90 items with the final scale containing 70 items. Analysis of variance procedures were used to compute internal consistency reliabilities. A 0.94 was obtained for each of the 16 sub-groups formed by crossing sex, grade level, and signed-anonymous dimensions (2 x 4 x 2).

In reviewing the Estes Scale and the Mikulecky Behavioral Reading Attitude Measure, this investigator believes the main limitation is the method of item pooling. In both cases, the items were not taken from students similar to those for whom the scale was designed (Oppenheim, 1966). The Estes Scale statements were taken from "a group of twenty-seven high school and elementary teachers" (Estes, 1971, p. 136). While the original 40 items on the Mikulecky Behavioral Reading Attitude Measure were "specific behavioral situations described to reflect each

sub-stage for Krathwohl's Taxonomy" (Mikulecky, 1976, p. 41), there is no indication that the situations come from the students themselves.

The Kennedy-Halinsky Scale is based on an item pool taken from the students themselves. Yet, this investigator believes that the method for gathering the item pool has a limitation. The Kennedy-Halinsky Scale was based on statements taken by a questionnaire. According to Oppenheim, the interview was the advantage of "the richness and spontaneity of information" (Oppenheim, 1966, p. 32). Therefore it is felt that the interview is superior to the questionnaire.

II. SUMMARY

Discussed in this chapter were the techniques used in secondary instruments for assessing attitudes toward reading and current secondary reading attitudinal scales. Techniques found to be used in secondary attitude scales were questionnaire, pairing, and the Likert-type scale. Of these three techniques, this investigator believes that the Likert-type scale is the best technique to use in developing a secondary scale based on the Heathington requirements. Also, of the instruments available for secondary use, none met the requirements established by Heathington.

CHAPTER III

PROCEDURES

The purpose of this study was to develop an instrument to be used by secondary classroom teachers to assess attitudes toward reading. The following steps were designed and implemented to accomplish this purpose: (1) selection of instrument type, (2) selection of the population, (3) pilot work, (4) administration of instrument, (5) readministration of instrument, and (6) statistical tests.

I. SELECTION OF INSTRUMENT TYPE

Requirements for an effective classroom instrument for assessing attitudes toward reading established by Heathington (1975) were reviewed in Chapter I. It is upon these requirements the selection of instrument type was based. The requirements follow:

> 1. The instrument should require no reading on the part of the student.
> 2. The instrument should be designed to be used early in the school year.
> 3. The instrument should require minimal time for administration and scoring.
> 4. The instrument should be reliable and valid.
> 5. The instrument should measure important aspects of the learner's reading environment.
> 6. The instrument should take into account the fact that attitudes must be measured throughout the secondary experience (grades seven through twelve).
> 7. The instrument should contain items representative of students' feelings toward reading (pp. 38-39).

Three techniques used in secondary instruments were reviewed: questionnaire, pairing, and Likert-type scale. All three techniques

were considered possible instrument types for this study. The questionnaire was rejected because this method discriminates against those students with disabilities in reading, writing, and spelling skills. The Likert-type scale was considered superior to the pairing because it provided five categories of intensity (strongly disagree, disagree, undecided, agree, and strongly agree) while the pairing offers two choides. Therefore, the Likert-type scale was chosen best to meet the Heathington requirements for this study.

II. SELECTION OF SUBJECTS

The following characteristics describe the subjects used in this study:

1. The subjects were taken from the Knoxville, Tennessee City Schools, and the Mortan County, Tennessee Schools.

2. Since the instrument was being designed to be used in grades seven through twelve, the subjects were drawn from these grades.

3. Both black and white students were used in the interviews and scale administrations.

4. Both sexes were used throughout the study to avoid sex bias on the scale.

5. A wide range of achievement levels was used in the population so that the scale would be representative of all ability levels.

6. The subjects represented a wide range of socioeconomic levels.

7. To provide both urban and rural ideas on the scale, the pouplation contained students from urban and rural areas.

This investigator approached administrators of the Knoxville City and Morgan County School Systems to obtain approval to conduct research in their schools. Knoxville City Schools offered a city or urban population while the Morgan County Schools offered a rural population. After requirements for the population were outlined to the administrators, they recommended schools having such populations. Knoxville City officials recommended that the junior high schools be Northwest Junior High, Beardsley Junior High, and Bearden Junior High. For the high schools the officials of Knoxville chose West High School, Rule High School, and Bearden High School. Morgan County officials chose Central Elementary and Central High School.

Principals of the eight schools were interviewed by the investigator to explain the purposes of the study and to outline the various phases of the research. The principals then designated the teachers in grades seven through twelve who would participate in the various phases of the study.

III. PILOT WORK

The preliminary stage in developing the attitude scale, as recommended by Oppenhein (1966), constituted the pilot work. Oppenheim states, "The greatest amount of pilot work will usually be devoted to those problems that are thought to be most difficult at the outset and to those that are most important from the point of view of the survey as a whole" (Oppenhein, 1966, p. 25). To obtain the best results, he also recommends that the pilot work be done with subjects like those for whom the scale is designed. Oppenheim recommends for data-gathering

the method of interviews over the mail questionnaire. Also, he states, "there remains the undisputed advantage that the richness and spontaneity of information collected by interviews is higher than that which a mailed questionnaire can hope to obtain" (Oppenheim, 1966, p. 32). According to Oppenheim, the purposes of an interview are twofold:

> 1. To explore the origins, complexities, and ramifications of the attitude area in question, in order to decide more precisely what it is we wish to measure.
> 2. To get vivid expressions of such attitudes from the respondent, in a form that might make them suitable for use as statements in an attitude scale (Oppenheim, 1966, p. 112).

Hence, it was decided to use the method of the interview, to collect data for the developing of an attitude scale to assess negative and positive attitudes toward reading in grades seven through twelve.

Individual interviews, the first phase of the pilot work, were conducted with 142 students in the six schools from Knoxville City schools involved in this study. Table 1 provides the number of students who were interviewed in each school by grade level. It should be noted that because of the problems of securing a release from each student, the investigator was unable to obtain equal numbers from each school. Permission was obtained from parents in all phases of the study. Appendix A shows the release forms used.

The method for selecting the subjects for the individual interviews was a random sample taken from the school roll for each grade level. The investigator had intended to interview 25 students from each school. There were two exceptions in regards to Beardsley Junior High and Rule High School. The seventh and eighth grades from Beardsley

Table 1. Number of subjects used for pilot work (Number per grade level)

School	7	8	9	10	11	12
Northwest Junior High	9	8	8			
Beardsley Junior High	8	9				
Bearden Junior High	9	8	8			
West High				8	8	9
Rule High			5	5	6	9
Bearden High				8	9	8
Totals	26	25	21	21	23	26

Note: N = 142.

Junior High were used with the ninth grade coming from Rule High School. Therefore, 17 students were interviewed at Beardsley and 33 at Rule High School. Because of the lack of returned release forms, only 25 students were interviewed at Rule High School. The random method for selection was the number of students for each grade divided by the number of students needed for the interviews. For example, if there were 118 students in a grade, and nine were needed for the interview, 118 were divided by nine. Therefore, every twelfth student was issued a release form. Those instances in which a release form was not returned or a student was absent, the next student on the roll was used.

The number of students interviewed with regard to sex and race are as follows: Blacks - 31, Whites - 111, Boys - 74, and Girls - 68. The views taken from these groups should have helped overcome bias concerning sex or race in the attitude scale. Since a random selection of students was used, the sample contained a normal distribution of achievement and socioeconomic levels; thus, a wide range of socioeconomic and achievement levels were represented.

A tape recorder was used in the interviews. This enabled the investigator to concentrate on the student during the interviews without stopping to disrupt the conversation to record responses. One hundred and forty-two interviews were conducted by the investigator and were structured as follows:

1. After rapport was established with preliminary introductions and a statement concerning reading as related to the purpose of the interview, the student was asked to describe the comments and behaviors of three people who liked to read. Then the students were asked to do

the same with three people they knew who did not like to read. The purpose of these two questions was to elicit possible statements for the attitude scale.

2. The students were then asked to describe a place they felt was conducive for reading. The purpose of this question was to identify possible clusters of reading environments.

Through the interviews the investigator became knowledgeable of the reading attitudes and habits of students in grades seven through twelve and of comments suitable for statements to be used on the attitude scale.

The next phase in the pilot work was designing a format for the instrument. The statements obtained from the interviews were randomly ordered to be read to the respondents. Appendix B contains the 33 statements for the pilot scale after the random ordering was completed.

An answer sheet was developed for the pilot scale using a five-point Likert-type design. The respondent was given the choices of strongly disagree, disagree, undecided, agree, strongly agree, each representing intensity of feeling toward the statement. Beside each item number were capital letters labeling the choices (SD - Strongly Disagree, D - Disagree, U - Undecided, A - Agree, SA - Strongly Agree). In the event that the student should forget what the letters represented, a key was given at the top of the answer sheet. The students were asked to place an X on the line under the letter or letters representing their feeling toward the statement. Appendix B contains the answer sheet for the pilot scale.

Scoring ranged from 1 to 5 with a 5 being given to the very positive response, 4 to the positive response, 3 to the neutral response, 2 to the negative response, and 1 to the very negative response.

After the pilot scale and answer sheet had been developed, a preliminary tryout constituted the final phase of the pilot work. The purpose of this procedure was to "evaluate the suitability of the format" (Heathington, 1975, p. 147). The scale was administered to 204 students in grades seven through twelve in the Knoxville City and Morgan County School Systems.

The answer sheet was found to be satisfactory for the scale. The students had no problem in understanding the terms "strongly disagree," "disagree," "undecided," "agree," and "strongly agree." Also, they had no problem in following the instructions for marking the answer sheets. Therefore, it was felt that no revision was necessary.

The preliminary tryout was also valuable in evaluating the 33 statements taken from the individual interviews. An item-analysis was performed to determine the items that correlated the highest. These items were retained on the scale. Other items were discarded. Item 13 was revised because of student and teacher comments during the preliminary tryout. Appendix C contains a copy of the revised questions.

IV. ADMINISTRATION OF THE INSTRUMENT

The revised instrument was administered to students from four schools in the two participating school systems in order to collect data to establish validity and reliability. The schools were Northwest Junior High and West High School in the Knoxville City School System,

and Central Elementary School and Central High School in Morgan County School System. The number of students sampled is shown on Table 2.

The test was scored with strongly agree equaling 5, agree equaling 4, undecided equaling 3, disagree equaling 2, and strongly disagree equaling 1.

V. READMINISTRATION OF THE INSTRUMENT TO DETERMINE RELIABILITY

A readministration of the instrument was conducted in the above four schools a week later using the same subjects. The purpose of this procedure was to establish reliability for the instrument with the test-retest method.

VI. STATISTICAL TESTS FOR VALIDITY

The last step in the development of the secondary reading attitude scale was the statistical procedures for determining validity. One statistical procedure of validity utilized by Heathington (1975) involved teacher judgements. Heathington described this method as, "Teachers of classes involved in the administrations were asked to identify five students whom they considered to have the most positive attitudes toward reading and five students considered to have the most negative attitudes toward reading" (Heathington, 1975, p. 51). A t-test was performed on the means of the two groups. Another procedure used by Heathington (1975) and recommended by Oppenheim, is the "internal-consistency method of item-analysis" (Oppenheim, 1966, p. 138). An item-analysis involves computing "correlation coefficients for each item

Table 2. Administration of revised attitude instrument to determine validity and reliability (Number per grade level)

Grade	Number
7	59
8	73
9	60
10	40
11	24
12	93
Total	349

Note: Four classes per grade level were used.

with the total score and retains those with the highest correlations" (Oppenheim, 1966, p. 138). Finally, the fact that the statements were taken from the students themselves is believed to increase the validity of the instrument.

VII. SUMMARY

The procedures used in the study to develop a secondary attitude scale for reading have been outlined in this chapter. The eight procedures outlined and discussed were as follows: (1) selection of instrument type, (2) selection of sample population, (3) pilot work, (4) instrument format, (5) preliminary tryout, (6) administration of the scales, (7) readministration of scales, and (8) statistical tests for validity.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter presents the analysis of the data obtained during this study. First to be discussed are the individual interviews. Described in this section are the type of ideas concerning attitudes toward reading revealed by secondary students. The ideas are categorized to facilitate understanding. Second, an item-analysis was performed to determine the items that discriminated best. This procedure, along with suggestions from teachers and students, enabled the investigator to revise the instrument. Third, a description of the administration of the revised attitude instrument is given. Fourth, the item clusters developed by Heathington (1975) are described with an explanation of their adaptation for use by the secondary classroom teacher. Finally, the last two sections of the chapter present the statistical procedures used to establish validity and reliability.

I. INDIVIDUAL INTERVIEWS

Individual interviews were conducted with 142 secondary students. The purposes of the interviews were to examine the reading attitudes of secondary students and to formulate statements of the attitude scale based on the information obtained. Since the investigator wished to give full attention to the students being interviewed, the interviews were taped. The students were given an opportunity to listen to part

of the tape at the end of the interview. The tapes were later typed. Questions used in the interview were designed to meet the purposes of this study.

The first question was designed to obtain information about positive behaviors toward reading. The students were asked to respond to the following: Describe someone you know who really likes to read. Tell about the things they say and do that indicate they like to read.

Responses to the first question were:

Non-School Related Behaviors

They talk about books they have read.

They borrow books from their friends.

They like to stay at home and read.

They ask for books as gifts.

They have a lot of books in their room at home.

They like to read during their free time.

They always have a book in their hand.

School Related Behaviors

They like to go to the library and read.

They like to check out books from the library.

They like to read during class.

They use quotes from things they have read.

They like to read books by good authors.

They like to study.

General Reading Behaviors

They do not like to be disturbed when they are reading.

They like to read to escape from problems.

The second question was designed to obtain information about negative behaviors toward reading. The students were then asked to respond to the following: Describe someone you know who really does not like to read. Tell about the things they say and do that indicate they do not like to read.

The following are the responses to the second question:

Non-School Related Behaviors

They have better things to do than read.

They seldom buy a book.

School Related Behaviors

They usually do not have their books when they get to class.

They never check out a book from the library.

They are afraid to read in front of the class because they do not know the words.

They read only when they have to do a book report.

They think reading is a waste of time.

General Reading Behaviors

They make fun of people who read a lot.

They are willing to tell people they do not like to read.

The third question asked was: Describe a place you feel is conducive for reading. In other words, when you want to read, in what kind of place do you like to be. Give an example if you like. Table 3 gives the percentages of places or situations described by secondary students.

Table 3. Incidence of places or situations considered conducive for reading by secondary students

Categories of Reading Activities	Places	Percent
Areas associated with school reading activities	Reading in study hall	2
Areas associated with non-school reading activities	Anywhere regardless of noise	10
	Reading outside (under a tree, out in the yard, in the woods, etc.)	9
	Reading in their rooms at home	87
	Reading in their living room at home	7
	Reading in their den at home	7
	Reading on the back porch	3
	Reading where it is quiet and no one can distract them	49
Library reading activities	Reading in the library	13

II. ITEM-ANALYSIS AND INSTRUMENT REVISION

The pilot scale was subjected to a preliminary tryout. An item-analysis was then performed to ascertain which items were discriminating between respondents with positive attitudes and respondents with negative attitudes. According to Oppenheim, "[the] item-analysis should take place by correlating each item with some reliable outside criterion of the attitude that it is supposed to measure and retain only the items with the highest correlations" (Oppenheim, 1966, p. 138). However, such external criteria are usually never available; therefore, Oppenheim recommends that "the best available measure of the attitude concerned is the total item pool" (Oppenheim, 1966, p. 138). Thus, for each item and the total score correlation coefficients are computed.

The items correlating the highest with the total score were retained and the items with low correlation were discarded. According to Oppenheim (1966, p. 40), an adequate length for a scale is 20 to 25 statements.

An item-analysis produces a validity coefficient which is an index of the predictive validity of a test. According to Downie and Heath (1970, p. 197), ranges between 0.40 and 0.60 are acceptable for validity coefficients. Guilford and Fruchter state "[that] the validity coefficient for a single test may be expected within the range from 0.00 to 0.60, with most indices in the lower part of that range" (Guilford and Fruchter, 1973, p. 91). Therefore, it was decided to retain all statements with coefficients above the 0.40 level. Out of the 33 items, 25 correlated high enough to remain. Table 4 gives the $\underline{r}$ coefficient for each item.

Table 4. Item-analysis data for pilot instrument

Item	$\underline{r}$
1	0.27
2	0.71
3	0.63
4	0.63
5	0.61
6	0.78
7	0.39
8	0.33
9	0.34
10	0.63
11	0.33
12	0.83
13	0.47
14	0.45
15	0.22
16	0.62
17	0.18
18	0.80
19	0.72
20	0.82
21	0.64
22	0.54
23	0.57
24	0.60
25	0.39
26	0.65
27	0.81
28	0.49
29	0.58
30	0.73
31	0.83
32	0.44
33	0.73

Item 13 was revised becuase of student and teacher comments during the preliminary tryout. The statement originally was "You like to read books by good authors." The phrase "by good authors" was considered to be ambiguous; therefore, the phrase was changed to "by well known authors." Item 13 now reads "You like to read books by well known authors." This revision is shown in Appendix C.

III. ADMINISTRATION OF REVISED ATTITUDE INSTRUMENT

Sample classes in the Knoxville City and Morgan County School Systems were used in the administration of the revised instrument. The total number of students in the population was 349. The testing and scoring were done by the participating teachers and this investigator. The participating teachers observed the administration of the pilot instrument, which was conducted by the investigator. The administration of the revised instrument was conducted by the participating teachers and the scoring was done by the investigator.

Before the answer sheet and statements were distributed, the students were told that they were to react to some statements concerning reading. The answer sheet and revised statements were then distributed to the students. A copy of the answer sheet and the revised statements is included in Appendix C.

Instructions for the administration of the scale were as follows: This is a test to tell how you feel about reading. The score will not affect your grade in any way. As your teacher reads each statement, put an X on the line under the letter or letters that represent how you feel about the statement.

The instrument is scored in such a manner that a very positive response receives a score of 5, and a very negative response receives a score of 1. On items 4, 5, 6, 7, 8, 10, 15, 16, 17, 20, 22, 23, 24, and 25, a response of "strongly agree" indicates a very positive attitude and should receive a 5 score. Therefore, on the positive items, "strongly agree" receives a 5, "agree" receives a 4, "undecided" receives a 3, "disagree" receives a 2, and "strongly disagree" receives a 1. The pattern is reversed on the negative items. The possible range of scores is 5 x 25 (125) to 1 x 25 (25).

The readministration of the instrument was conducted by this investigator one week later. The same population was used in the same environmental setting.

IV. ITEM CLUSTERS

One of the criteria established by Heathington (1975, p. 5) was that an attitude scale should measure important aspects of a student's reading environment. To aid the classroom teacher in understanding various areas of the student's reading environment, the various questions or statements have been grouped into clusters. The following clusters were established for the secondary attitude scale based on responses from the students interviewed.

1. School related reading (Items 11, 18).
2. Reading in the library (Items 9, 20).
3. Reading in the home (Items 4, 10).
4. Other recreational reading (Items 5, 17, 22, 24, 25).
5. General reading (Items 1, 2, 3, 6, 7, 8, 12, 13, 14, 15, 16, 19, 21, 23).

A cluster can be used to discern various elements that affect individual reading environment. For example, if a student reacts positively to reading in the library, but nowhere else, opportunities should be made for that student to read in the library. With the use of the item clusters, the teacher can better understand individual reading habits. It is desirable to base decisions on more than two items, however.

V. VALIDITY OF THE INSTRUMENT

When researchers attempt to establish the validity of an instrument that assesses an attitude, a major problem must be confronted. This problem is "the difficulty of validating attitudinal measures because of their abstract and indirect nature" (Oppenheim, 1966, p. 151). The problem is further complicated by the absence of suitable criteria by which an instrument can be compared. Oppenheim further states:

> The literature contains but a small number of attempts at direct validation against a criterion, and we may well ask whether the measures employed as criteria were themselves valid. Such attempts have included the use of essay-type questions, experts' judgements, membership in groups with known policies or interests, pictorial material, interviews and case studies, judgements by friends or co-workers, self-ratings, political votes, and such overt behavior as church attendance (Oppenheim, 1966, p. 151).

One method found to be used to establish the validity of an attitudinal instrument was comparing the means of two groups. In this method, teachers are asked to designate X number of students who they feel have the most positive attitudes and X number of students who they feel have the most negative attitudes toward reading. The significant difference between the means of the groups is then computed by a t-test.

This method was used in the Kennedy-Halinsky Scale (1975, p. 519) and the Heathington Scale (1975, pp. 73-75). Therefore, it was decided to use this method to establish the validity of the secondary instrument being developed.

Specifically, the teachers were asked to designate five students who they felt had the most positive attitudes toward reading and five students who they felt had the most negative attitudes toward reading. The results of the t-test, computed by the SPSS (Nie et al., 1970), showed a mean of 88.17 for the positive group and a mean of 74.45 for the negative group with a t of 4.16, p of 0.001. Table 5 further describes these results.

Another evidence for validity of the instrument is the high correlation of the statements established by the item-analysis which has already been discussed. Finally, the fact that the statements were constructed from ideas taken from the students themselves increases the validity of the instrument.

VI. RELIABILITY OF THE INSTRUMENT

A statement of a test's reliability should include a description of the population tested and the type of reliability chosen according to Anastasi (1970, pp. 71-72). Therefore, the type of reliability and the reliability established by that procedure will be discussed here. The characteristics of the population were discussed in the previous chapter.

In reviewing the types of reliability used in secondary reading attitude measures, this investigator found that two types were frequently

Table 5. Positive and negative attitude groupings designated by teacher judgement

Groups Rated by Teachers	Mean	Standard Deviation	N	t
Positive attitudes	88.17	20.45	60	4.16*
Negative attitudes	74.45	15.05	60	

*p < 0.001.

used. These were the test-retest method and the split-half method. Because the test-retest method measures the temporal stability, it was decided to use this method to establish the reliability. Anastasi states that the "retest reliability shows the extent to which scores on a test can be generalized over different occasions; the higher the reliability, the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment" (Anastasi, 1970, p. 78).

Since temporal stability is measured in the test-retest method, the interval between the test-retest should always be stated. An interval of one week was chosen as the test-retest period. According to Anastasi, an "effort should be made to keep the interval short" because "the retest correlations decrease progressively as this inverval lengthens" (Anastasi, 1970, p. 79).

According to Guilford and Fruchter (1973, p. 92), reliability coefficients should be "in the upper brackets of r values, usually 0.70 to 0.98." The results of the analysis of data, as computed by the SPSS (Nie et al., 1970) program, show that the instrument falls into this range. The r obtained was 0.84.

VII. SUMMARY

The analysis of data was presented in this chapter. Ideas concerning attitudes toward reading were taken from secondary students through individual interviews. After categorizing these ideas, the statements were then subjected to an item-analysis. This procedure, along with student and teacher observations, further refined the

instrument. Next, the administration and readministration of the revised instrument were described. Finally, the statistical procedures used to establish validity and reliability were explained.

CHAPTER V

SUMMARY, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The summary, conclusion, discussion, and recommendations for this study are presented in this chapter. The summary gives an overview of the study outlining the procedures followed. The conclusion of the study is followed by a discussion of the various aspects of use of the secondary attitudinal scale and observations from the study. The recommendations include further refinements for the instrument.

I. SUMMARY

The purpose of this study was to develop a secondary-level instrument to be used by classroom teachers to assess attitudes toward reading. Scale requirements established by Heathington (1975) were used as the bases for the instrument. Those scale requirements are the following:

> 1. The instrument should require no reading on the part of the learner.
> 2. The instrument should be designed to be used early in the school year before the teacher becomes familiar with the students.
> 3. The instrument should require minimal time for administration and scoring.
> 4. The instrument should be reliable and valid.
> 5. The instrument should measure important aspects of a learner's reading environment.
> 6. The instrument should be one that measures attitudes throughout the secondary experience.
> 7. The instrument should contain items which are representative of the student's feelings toward reading (pp. 4-6).

After an evaluation of the various techniques used to measure attitudes toward reading, it was decided the Likert-type scale best satisfied the Heathington requirements. Therefore, a Likert-type scale was designed.

A population of secondary students was secured from the Knoxville City and Morgan County School Systems to participate in the various phases of the study. In selecting the population, this investigator considered grade level, sex, race, socioeconomic level, achievement level, and rural and urban characteristics.

It was the desire of this investigator to sample the views of students with varying race, socioeconomic level, academic ability, and urban-rural characteristics adequately. It is believed this was accomplished through the following:

1. The use of six urban schools and two rural schools,

2. The assurance of school officials that the eight schools were populated with students with a wide range of socioeconomic and ability levels, and

3. The fact that students were randomly chosen for the pilot interviews with whole classes being used for the test administrations.

The pilot work consisted of individual interviews, designing the format for the instrument, and a preliminary tryout of the pilot instrument. The first phase of the pilot work consisted of 142 individual interviews with students from the six Knoxville City Schools selected for the interviews. The purpose of the interviews was to explore the area of reading attitudes of secondary students and to obtain statements suitable for the attitude scale. From the interviews, 33 statements were compiled to form the pilot instrument.

The format for the answer sheet was then designed. Beside each item number were the letters SD, D, U, A, and SA with a line under each for the student to mark his response. A key for the letters was placed at the top of the answer sheet. The letters represented SD = strongly disagree, D = disagree, U = undecided, A = agree, and SA = strongly agree.

A preliminary tryout of the instrument was conducted using 204 students. The purpose of the procedure was to determine whether the instrument format was suitable. The answer sheet was found to be satisfactory with only one statement being revised because of teacher and student comments. An item-analysis was performed to ascertain which statements were the most discriminatory. Out of 33 statements, 25 correlated high enough to remain on the revised instrument.

The revised instrument was administered to 349 students in grades seven through twelve. The instrument was readministered to the same population one week later to establish reliability of the test.

The validity of the instrument was established by three methods. The first method was to compile statements for the instruments from ideas taken from secondary students themselves. This compilation was accomplished through individual interviews. Second, internal consistency validity was established by the statistical procedure of item-analysis. This procedure strengthened the validity by determining which items discriminated the best. The final method used was to compare the means of two groups. Two groups were identified through teacher judgement. The teachers were asked to designate five students with positive attitudes toward reading and five students with negative attitudes

toward reading. A t-test was used to compute the significant difference between the means of the two groups. It is believed by this investigator that the scale is valid for use with students in grades seven through twelve.

The test-retest method was used to establish the reliability of the scale. The time interval between the administrations of the scale was one week. The instrument was found to be reliable.

II. CONCLUSION

Based on the data obtained from the use of the statistical procedures described in Chapter IV, it was concluded that the instrument is valid and reliable for use on the secondary level.

III. DISCUSSION

In developing a secondary reading attitude instrument, several considerations were believed to be important. The first was obtaining statements that would communicate to secondary students. Through the individual interviews, this investigator was able to compile ideas from secondary students concerning attitudes toward reading. The statements for the instrument were based upon these ideas. It is the opinion of this investigator that these statements were representative of secondary students' feelings about reading. This opinion is based upon the fact that after an item-analysis was performed on the original 33 items, 25 correlated high enough to remain.

A second consideration involved reading environments of secondary students. The individual interviews were also utilized to obtain this

information. This information is important in understanding the reading habits of secondary students. It is interesting to note that the secondary students interviewed mentioned most areas associated with non-school reading activities. The main characteristics of a place considered to be conducive for reading were that it should be quiet and free from distraction. Also of interest is the fact that only 2 percent of the students named "study hall" a place conducive for reading and only 13 percent named the "library." No student mentioned the classroom as being a good place to read. This investigator wonders whether this is an indication that classrooms in Middle Schools and High Schools are not conducive for reading. Also, this investigator wonders if this is the state of secondary classrooms what steps should be taken to improve the situation.

The information concerning the reading environments of secondary students also was used in formulating item clusters. These clusters are designed to aid the classroom teacher in creating a good reading environment. For example, a teacher might compare a student's attitude toward the items concerning "school related reading" and a student's attitude toward "recreational reading." If a student indicated negative attitudes concerning "school related reading," yet positive attitudes concerning "recreational reading," then the teacher might be able to adjust activities involving the "school related reading" to include some "recreational activities." For example, a student might indicate that he seldom reads except when assigned a book report, yet he expresses a positive attitude toward broadening his interests through reading. The teacher might learn what the student's interests were and require book reports concerning these topics.

Another important consideration, coming from a classroom teacher's point of view, is the ease of administering and scoring of an instrument. It is important that the instrument not be complicated by being difficult to administer and score. Since the participating teachers were asked to administer the instrument once, this investigator was able to get teacher feedback concerning this task. Of the twelve teachers involved, only one seemed to indicate that the method of administration was unnecessary. The other eleven teachers seemed to appreciate the need for reading the statements to the students. They were aware of students in their classes who had difficulty with reading.

Also, the length of the instrument seemed to meet with approval. The teachers were pleased that the administration time was from 15 to 20 minutes. This investigator is aware that a classroom teacher's time is limited; therefore, it is necessary to have a quick attitude assessment.

The final consideration involved in developing an attitude instrument was that it be valid and reliable. Statistical validity and reliability were presented earlier. This investigator is of the opinion that the method of obtaining the item-pool is the strongest evidence of its validity. It was my opinion that the students treated the interviews sessions seriously.

There are two cautions teachers should keep in mind when using a pencil-and-paper test. First, students may respond to the statements as they feel the teacher would want them to. Second, especially with secondary students, a student may respond in a manner to confuse the teacher. It is important for a teacher to use this instrument as a

basis for obtaining information concerning student reading attitudes. Results should be verified over time with planned observation. This procedure should also be short and uncomplicated, but systematically checked over a designated time period.

The secondary reading attitude instrument may be used in classroom research. Two important areas that need such research are:

1. Research that would determine the effects of a reading program based on the diagnostic information gained from the use of this instrument is needed.

2. Research to determine the relationship of the reading attitudes of secondary students who have been verified as having learning disabilities to those who are considered free of learning disabilities.

IV. RECOMMENDATIONS FOR REFINEMENT OF THE INSTRUMENT

Because this study is a replication of the Heathington study (1975), some of the recommendations from her study apply to this study also. The general ideas contained in her recommendations which apply are as follows:

1. A refinement of the wording of the statements by the use of variations of the statements to determine more acceptable wordings may be desirable. It is suggested that the content of the statement remain the same content, only the wording should be changed.

2. Additional study could be made to validate further the instrument. This could be done by securing the opinions of experts,

by correlating with student judgements, by correlation with other validated attitudinal instruments, and by using a larger and more stratified sampling.

3. Another study should be done to extend the scale to the junior college level.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

RELEASE FORMS

March 25, 1977

Dr. L. Evans Roth
Vice Chancellor for Graduate
Studies and Research
404 Andy Holt Tower
The University of Tennessee
CAMPUS

Dear Dr. Roth:

Ms. Regina Tullock Rhody and Dr. J. Estill Alexander have compiled with the changes recommended by the Committee on Research Participation for their research project entitled "Development of a Scale for Assessing Attitudes Toward Reading in Grades Seven Through Twelve," CRP #317. Therefore, acting on behalf of the Committee I have approved this project.

The responsibility for the project directors includes the following:

1. Prior approval from the Committee must be obtained before any changes in protocol are instituted.

2. Signed consent statements from each experimental subject must be kept for the duration of the project and for at least three years thereafter.

3. The Committee must be informed of any physical or psychological effects on subjects for re-evaluation of the protocol approval.

4. A statement must be submitted (Form D) at 12-month intervals attesting to the current status of the project (protocol is still in effect, project is terminated, etc.).

The Committee wishes the project directors success in their research endeavors.

Sincerely,

/s/ William Konnert

William Konnert, Chairperson
Committee on Research Participatior

WK:sa

cc: Ms. Rhody and Dr. Alexander
Dr. W. W. Wyatt

Form No. 1

Dear Parent,

Your child has been chosen to participate in a study being conducted by Regina Rhody, a student from The University of Tennessee. Your child was randomly selected from a list of students from each school. No other records were used in this selection.

This study will be the development of a scale(s) for assessing attitudes toward reading in grades 7-12. Mrs. Rhody would like to talk briefly with your child. These interviews will be held during a study hall or free time, and will be taped. The tapes are for Mrs. Rhody's use only and will be destroyed after the completion of the research.

Also, no student's name will be used in the study. After completion of the study, August, 1978, you may obtain through your principal a brief summary of the study.

Your child is under no obligation to participate in this research. Should your child (with your consent) decide to participate, he/she may withdraw at any time without penalty.

Your cooperation is very much appreciated.

I give my permission for _____
(Child's name)
to participate in the above study.

_____
(Signature: Parent or Guardian)

Form No. 2

Dear Parent,

Your child has been chosen to participate in a study being conducted by Regina Rhody, a student from The University of Tennessee.

A portion of this study will determine questions appropriate for a scale for assessing attitudes toward reading. Your child's teacher has been asked to administer this scale to his/her class as a class activity. It will take no longer than ten minutes of the class time.

The students will be asked NOT to put their names on the scales. The investigator is only concerned with the total data from the scales. Also, no student's name will be used in the study. After completion of the study, August, 1978, you may obtain through your principal a brief summary of the study.

Your cooperation is very much appreciated.

I give my permission for_____
(Child's name)
to participate in the above study.

_____
(Signature: Parent or Guardian)

Form No. 3

Dear Parent,

Your child has been chosen to participate in a study being conducted by Regina Rhody, a student from The University of Tennessee.

A portion of this study will be the determination of the validity and reliability of a scale for assessing attitudes toward reading. Your child's teacher has been asked to administer this scale to his/her class as a class activity. It will take no longer than ten minutes of the class time.

The students will be asked NOT to put their names on the scales. The investigator is only concerned with the total data from the scales. Also, no student's name will be used in the study. After the completion of the study, August, 1978, you may obtain through your principal a brief summary of the study.

Your cooperation is very much appreciated.

I give my permission for_____
(Child's name)
to participate in the above study.

_____
(Signature: Parent or Guardian)

APPENDIX B

PILOT SCALE

1. You like to use quotes from things you have read.
2. You feel you have better things to do than read.
3. You seldom buy a book.
4. You are willing to tell people that you do not like to read.
5. You have a lot of books in your room at home.
6. Whenever you have a free time, you like to read a book.
7. You never finish an assignment in reading.
8. You generally have books available for reading.
9. When you are reading, you do not like to be disturbed.
10. You get really excited about books you have read.
11. You usually don't have books with you when you get to class.
12. You love to read.
13. You like to read books by good authors.
14. You never check out a book from the library.
15. You're afraid of reading because you don't know some of the words.
16. You like to stay at home and read.
17. It embarrasses you to have to read in front of the class.
18. You seldom read except when you have to do a book report.
19. You think reading is a waste of time.
20. Reading is boring.
21. You think people are strange when they read a lot.

22. You like to read to escape from problems.
23. You make fun of people who read a lot.
24. You like to share books with your friends.
25. You generally like to study.
26. You would rather someone just tell you information so that you won't have to read to get it.
27. You hate reading.
28. When you go to the library, you generally check out a book.
29. It takes a long time to read a book.
30. You like to broaden your interests through reading.
31. You read a lot.
32. You like to improve your vocabulary so you can use more words.
33. You like to get books for gifts.

ANSWER SHEET

SD--Strongly Disagree
D--Disagree
U--Undecided
A--Agree
SA--Strongly Agree

1.	SD	D	U	A	SA	17.	SD	D	U	A	SA	33.	SD	D	U	A
2.	SD	D	U	A	SA	18.	SD	D	U	A	SA		SA			
3.	SD	D	U	A	SA	19.	SD	D	U	A	SA					
4.	SD	D	U	A	SA	20.	SD	D	U	A	SA					
5.	SD	D	U	A	SA	21.	SD	D	U	A	SA					
6.	SD	D	U	A	SA	22.	SD	D	U	A	SA					
7.	SD	D	U	A	SA	23.	SD	D	U	A	SA					
8.	SD	D	U	A	SA	24.	SD	D	U	A	SA					
9.	SD	D	U	A	SA	25.	SD	D	U	A	SA					
10.	SD	D	U	A	SA	26.	SD	D	U	A	SA					
11.	SD	D	U	A	SA	27.	SD	D	U	A	SA					
12.	SD	D	U	A	SA	28.	SD	D	U	A	SA					
13.	SD	D	U	A	SA	29.	SD	D	U	A	SA					
14.	SD	D	U	A	SA	30.	SD	D	U	A	SA					
15.	SD	D	U	A	SA	31.	SD	D	U	A	SA					
16.	SD	D	U	A	SA	32.	SD	D	U	A	SA					

APPENDIX C

REVISED STATEMENTS

1. You feel you have better things to do than read.
2. You seldom buy a book.
3. You are willing to tell people that you do not like to read.
4. You have a lot of books in your room at home.
5. Whenever you have a free time, you like to read a book.
6. You get really excited about books you have read.
7. You love to read.
8. You like to read books by well known authors.
9. You never check out a book from the library.
10. You like to stay at home and read.
11. You seldom read except when you have to do a book report.
12. You think reading is a waste of time.
13. Reading is boring.
14. You think people are strange when they read a lot.
15. You like to read to escape from problems.
16. You make fun of people who read a lot.
17. You like to share books with your friends.
18. You would rather someone just tell you information so that you won't have to read to get it.
19. You hate reading.
20. When you go to the library, you generally check out a book.

21. It takes a long time to read a book.

22. You like to broaden your interests through reading.

23. You read a lot.

24. You like to improve your vocabulary so you can use more words.

25. You like to get books for gifts.

No._____

Sex._____

Grade Level_____

ANSWER SHEET

SD--Strongly Disagree U--Undecided SA--Strongly Agree
D--Disagree A--Agree

	SD	D	U	A	SA
1.	___	___	___	___	___
2.	___	___	___	___	___
3.	___	___	___	___	___
4.	___	___	___	___	___
5.	___	___	___	___	___
6.	___	___	___	___	___
7.	___	___	___	___	___
8.	___	___	___	___	___
9.	___	___	___	___	___
10.	___	___	___	___	___
11.	___	___	___	___	___
12.	___	___	___	___	___
13.	___	___	___	___	___
14.	___	___	___	___	___
15.	___	___	___	___	___
16.	___	___	___	___	___
17.	___	___	___	___	___
18.	___	___	___	___	___
19.	___	___	___	___	___
20.	___	___	___	___	___
21.	___	___	___	___	___
22.	___	___	___	___	___
23.	___	___	___	___	___
24.	___	___	___	___	___
25.	___	___	___	___	___

VITA

Regina Tullock Rhody was born in Knoxville, Tennessee, on May 17, 1948. She holds a Bachelor of Science in Elementary Education from Belmont College in Nashville, Tennessee, and a Master of Arts in College Teaching from The University of Tennessee at Knoxville.

She has taught in the public schools in Bradley County and Knox County, Tennessee. She is a member of the International Reading Association, Tennessee Council of IRA, and Phi Delta Kappa.

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