AUGMENTING GRADE THREE READING ACHIEVEMENT THROUGH SELF-CONCEPT OF ABILITY ENHANCEMENT USING PARENTS AND TEACHERS AS SIGNIFICANT OTHERS

HUBERT GARLAND SMITH

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

AUGMENTING GRADE THREE READING ACHIEVEMENT THROUGH SELF-CONCEPT OF ABILITY ENHANCEMENT USING PARENTS AND TEACHERS AS SIGNIFICANT OTHERS

by

Hubert G. Smith

A Thesis

Submitted to the Faculty of Education

In Partial Fulfilment of the Requirements for the

Degree of Master of Education

Department of Educational Administration

St. John's, Newfoundland

March 1979

ABSTRACT

The major purpose of this study was to investigate experimentally the relationship between self-concept of ability and reading achievement and determine whether grade three students in rural Newfoundland would improve their self-concept of ability and, indirectly, reading achievement, as a consequence of working closely with parents and teachers. To clarify this relationship and determine the intervening variables, several minor hypotheses were investigated: the relationship between self-concept of ability and the self-concept of the child held by parents and teachers; the relationship between academic self-concept of ability and the self-concept of the child held by parents and teachers; and the parents' and teachers' perception of how the child would rate his own ability.

Fifty-five students were selected from the third grade population of two schools outside the city of St. John's. These fifty-five students, who were selected on the basis of their performance on a standardized achievement test, were performing at or below the class average. Data collection took place between February and June 1977, using a teacher questionnaire, a parent questionnaire, a reading achievement test, and a self-concept scale. A complete set of data was obtained for fifty-five students, thirty parents, and two teachers in two schools.

Pearson product-moment correlation, "t" test, and analysis of covariance were used to test the hypotheses. By means of four tables,

the complete scores were presented for each student. The major proportion of the data analysis was effected by the computer at Memorial University.

The major finding of this study revealed that there does exist a significant relationship between self-concept of ability and reading achievement. Further, the teacher's perception of the child's self-concept was closely related to the child's self-concept. The teacher's perception of the child's reading ability was closely related to the child's reading achievement. In all cases the teacher occupied a vital role. While the position of the parents was not found to be significantly related to either self-concept or reading achievement, the parents' perception of the child's self-concept did improve over the treatment period. It was also found that parents and teachers were significantly more aware of how the other perceived the child's ability.

These findings suggest the need for educators to reevaluate their positions and the influence they have on the student's self-concept and reading achievement. Closer attention given to this position would reduce the negative and increase the positive influence exerted by the teacher.

The findings also suggest the need for further research into the means by which teachers can increase the child's self-concept. Further research needs to be done on the position of parents with regard to self-concept and reading achievement. Year round studies need to be initiated to involve the parents more closely with the education of their children. An examination of the role of parents and teachers in the self-concept and reading achievement of children seems to be warranted and essential to the educational system.

ACKNOWLEDGEMENTS

The writer expresses his thanks to Dr. H.W. Kitchen, Chairman of the thesis committee, for guidance and advice in the development of this thesis. Appreciation is also extended to Dr. P.J. Warren and other members of the committee for their help and consideration and to Dr. Amarjit Singh who provided invaluable comments, suggestions and assistance at many points in the work.

The kind co-operation which was received from the Roman Catholic School Board for St. John's, as well as from principals, teachers, pupils and parents is gratefully acknowledged.

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

CHAPTER I

THE PROBLEM

An examination of the research carried out in the area of reading achievement and in the area of self-concept of ability reveals very many studies concerned with ascertaining the nature of the relationship between these variables. Only a few of the studies have actually engaged in experimental research where an attempt was made to influence the level of these variables. In Newfoundland exploratory studies[1] into the nature of the relationship have been quite encouraging in their results.

The present study involved a group of students in grade three, their teachers and their parents in an effort to improve students' reading achievement by enhancing the self-concept of these students. In this manner the study attempted to provide insight into the problems of the practical implementation of the self-concept theory and clarify the nature of the relationship that exists between self-concept and reading achievement.

---

[1] See, for example, A. Singh, "Self-Concept of Ability and School Achievement of Seventh Grade Students in Newfoundland: A Symbolic Interactionist Approach" (unpublished Doctoral dissertation, Michigan State University, 1972); C. O'Brien, "The Relationship of Self-Concept of Academic Ability to Academic Achievement for Grade Eight Students in Six Rural Schools of Ferryland District" (unpublished Master's thesis, Memorial University of Newfoundland, 1972).

I. READING ACHIEVEMENT IN NEWFOUNDLAND

The impact of reading on our educational system has been noted since at least 1963 when the Newfoundland Department of Education Newsletter[1] reported that the province had the highest dropout rate in Canada and that this rate was influenced by a basic weakness in reading and should be a cause for concern.

The effects of reading are being felt not only in the dropout rate. Reading is the focal point of the whole curriculum, and achievement in many other areas of school is dependent upon this most basic of skills. This, with the teaching of other basic skills, is the major purpose of the elementary school. Indeed, for most purposes, a measure of a child's ability to read would be a very accurate indication of achievement in school.[2]

Results from a recent Government report[3] revealed that the average Newfoundland student in grade four is four months behind the average Canadian student on the Canadian Test of Basic Skills and five months behind in reading.

---

[1] Newfoundland Department of Education, Newsletter, Vol. 15, No. 2 (St. John's: December, 1963).

[2] See, for example, H.C. Davis, "A Study of Secondary School Reading Achievement in a Selected Area of Newfoundland" (unpublished Master's thesis, Memorial University of Newfoundland, 1973); G.M. Roe, "Socio-economic Versus Educational Input Variables as Related to Grade Four Reading Achievement Among Boys in St. John's, Newfoundland" (unpublished Master's thesis, Memorial University of Newfoundland, 1971).

[3] Government of Newfoundland and Labrador, Department of Education, "Standards Testing Program," October, 1976.

Brett[1], in a survey of leisure reading in Newfoundland, found that the amount of leisure reading done by students was restricted due to a lack of reading skills and that enjoyment of reading was restricted by reading difficulties experienced by students.

The process by which a child learns to read is a so acutely complex process that no single factor explains discrepancies in reading ability or is responsible for a child's reading achievement. Coupled with this is the fact that, in Newfoundland, there is little research going on in the area of reading in education. This places Newfoundland school boards and schools in the delicate position of implementing procedures that may or may not be profitable.

II. PURPOSE OF THE STUDY

The purpose of the study was to examine the extent to which parents helped low and average achieving students improve their reading. This involved ascertaining parents' ability and teachers' ability to work closely together in an intensive effort to help the child with his reading problems.

It also involved determining whether parents and teachers enhanced the self-concept of the child and stimulated him to raise achievement levels in his school work.

It was hoped that the results of this study would aid in our understanding of the process of learning, specifically to gain a better

---

[1]B.M. Brett, "A Survey of the Leisure Reading of Grade IX Students in Central High Schools of Newfoundland" (unpublished Master's thesis, University of Alberta, 1964), p. 15.

understanding of the factors that affect how the child learns at home and in the classroom.

III. SIGNIFICANCE OF THE STUDY

Recent literature indicates that reading is of central importance to the present as well as to the future development of school children. This being the case, reading should be the topic of careful research and examination. The result of these efforts should be the development of a detailed program designed to help those students who have reading problems. Such a program must necessarily include methods suitable for use in the classroom as well as in the home. Utilization of this program would minimize reading difficulties and raise the students' scholastic achievement. By the same methods it might be possible to boost the present levels of all students.

The low and average achieving students are not the only individuals to benefit from such programs. Teachers may find that, as a result of their efforts, the job of educating children becomes a much more rewarding experience in that a larger number of students will be able to benefit from the educational system. Parents will also be the recipients of rewards from such a program. As a result of seeing their children benefit from schooling, parents themselves may be inclined to engage in reading activities to improve their own level of understanding and reading ability.

Society as a whole will benefit if pupils read better. By engaging in human resource development, schools will be providing better trained, skilled, and educated individuals to take their respective

places and become more significantly contributing members in society.

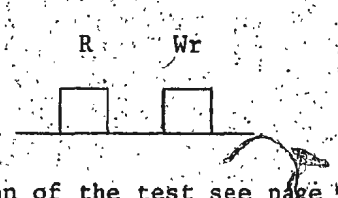
With specific reference to the present study, its significance lies in the fact that it represents a departure from the traditional research on the Newfoundland educational system. In the past, research has been oriented toward the identification of variables related to reading achievement and not toward experimentally determining the effect of these variables on the educational system. The present study attempted to bridge the gap and provide the impetus for future practical research. The present study selected two very important variables, parents and teachers, and attempted to effect a measureable improvement in reading achievement and self-concept in grade three students. As a result of the research those individuals in the educational field contemplating introducing changes will be able to examine some of the difficulties as well as some of the merits of these changes, and with appropriate modifications formulate a more workable plan. Too many changes in education in the past have been introduced with inadequate experimentation. The time and the need are long overdue for a great deal more practical research into possible educational innovations. This research needs to be carried out in the milieu in which these changes are to be introduced, that of the schools of Newfoundland.

IV. OPERATIONAL DEFINITIONS

This section contains a brief description, operationally defined, of each of the variables used in the study. Further details are contained in subsequent chapters.

Reading Achievement

Reading achievement refers to the measure of a child's ability to perform all those skills necessary for him to carry out the process of reading. For the purposes of the present study, the skill areas chosen were: vocabulary, word reading, reading comprehension, word study skills and spelling. To measure their reading achievement, the students in this study completed the subtests of the Stanford Achievement Test, Primary Level II, 1972, Forms A and B which related to these skill areas. Each of the subtests was scored independently and all were subsequently totaled to give an overall impression of the child's reading achievement. The total number of questions, and therefore possible points, was two hundred and thirty-eight. A particular child's score would register between this maximum and the minimum of zero. A typical question on the test is one chosen from the spelling subtest, where the students were asked to pencil in the correct box:



For a more detailed description of the test see page fifty-four.

Total Reading

The variable total reading was a further refinement of the variable reading achievement. The latter was an overall measure of the child's reading ability. Total reading, however, was the sum total of scores obtained on the word reading, reading comprehension and word study skills subtests of the Stanford Achievement Test, Primary Level II, 1972, Forms A and B. For this particular variable, total reading,

the subtests of vocabulary and spelling were excluded owing to the fact that they were measures of specific information that might have been acquired as a result of memorization. The variable, total reading, attempted to measure the process or mechanics of reading. In the following sample, for instance, pupils were asked to complete the sentence with the correct word, thus testing their understanding of the passage.

1. Harry could go and visit his grandmother by himself.

   He took the

   birthday ☐ bus ☐ air ☐ meeting ☐

Each of the three subtests was scored independently and subtest scores totaled to give a total reading score. There was a total of one hundred and fifty-eight questions. A particular child could score between this maximum and the minimum of zero. For further information on the test see page fifty-four.

Self-Concept of Ability

All grade three students selected for inclusion in this study were asked to complete The Piers-Harris Children's Self-Concept Scale, 1969, the purpose being to determine the general concerns that children had about themselves. By their answering yes or no to simple statements it was possible to find out how children really felt about themselves. The scale, included in Appendix B, consists of eighty questions dealing with such topics as behavior, physical appearance, anxiety, school, popularity, and happiness and satisfaction. Each question has a value

of one point so that it was possible for a child to score between zero and eighty. A high score on the scale was indicative of a healthy self-concept or view of one's self. For example, if in response to statement number twenty-two, I do many bad things, a child responded in the negative, it indicated that the child possessed a healthy self-concept and added one point to his score. Additional information can be found on page fifty-five, and Appendix B.

Academic Self-Concept of Ability

In the previous section on self-concept of ability, it was noted that The Piers-Harris Children's Self-Concept Scale, 1969 contains eighty questions on such topics as behavior, anxiety, and popularity. One of these areas, intellectual and school status, was selected to determine a specific component of the child's general self-concept, that of academic self-concept of ability. Academic self-concept of ability referred to the behavior in which a child indicated to himself his ability to achieve in academic tasks as compared with others engaged in the same task. Multiple-factor analysis of the eighty questions which comprised the scale indicated that eighteen of these questions were concerned with academic self-concept. These particular questions are designated by an asterick (*) on the scale included as Appendix B. Answering "yes" to question twenty-one on the scale indicated that a child possessed a positive and healthy view of himself with regard to his academic ability:

*21. I am good in my schoolwork. yes___ no___

Each of the eighteen questions was valued at one point which provided a possible range of between zero and eighteen. Additional information on academic self-concept is included on page fifty-five, and Appendix B.

Teacher's Perception of the Child's Ability

While conducting research on self-concept of ability, William B. Brookover, of Michigan State University, became interested in teachers' attitudes toward their pupils. To ascertain what these attitudes were Brookover developed a questionnaire containing four sections of questions, each concerned with determining a specific aspect of teacher attitudes. The first section was a series of ten questions specifically related to determining the teacher's overall impression of a child's ability in school and the teacher's perception of the child's potential. Each of the ten questions contained either four or five alternatives and each teacher was asked to choose the answer which best suited that particular child. Each of the alternatives was designated a numerical value with the lowest value assigned to the least desirable answer and the highest value assigned to the most desirable answer. The values ranged from one to five. The minimum score that a child could obtain was ten, with the maximum being forty-four. Question four illustrates the method of scoring:

4. What kind of grades do you think this child is capable of getting?

a. mostly A's (5)*

b. mostly B's (4)

c. mostly C's (3)

d. mostly D's (2)

e. mostly E's (1)

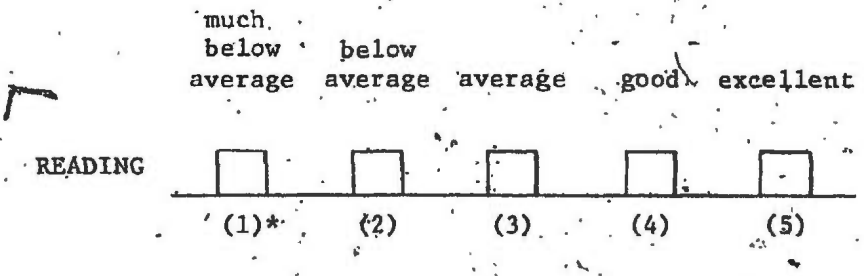
*Numbers in parentheses indicate the value of each alternative. These were not included on the original questionnaire.

A copy of the teacher questionnaire is included in Appendix D. For additional information see page fifty-two.

Teacher's Perception of the Child's Achievement in Reading

The second group of questions included in Brookover's questionnaire on teacher's attitudes towards their students was a series of four questions concerned with the teacher's perception of the child's achievement in reading. Teachers were asked to evaluate the child's ability in reading as well as his potential for achievement in reading. Each question was followed by five possible answers arranged in ascending level of desirability. Each answer was assigned a numerical value with the lowest value assigned to the least desirable answer and the highest value assigned to the most desirable answer. The values ranged from one to five. A child scored between a minimum of four and a maximum of twenty. Scoring methodology for all four questions followed the pattern of the example, question three.

3. Forget for a moment how others grade this child's work. In your own opinion how good do you think his/her work is in Reading?



*Numbers in parentheses indicate the value of each answer. These values were not included on the original questionnaire.

A copy of the teacher questionnaire is included in Appendix D. Section two of the questionnaire contains the four questions relevant to teacher's perception of the child's achievement in reading. Further details are included on page fifty-two.

Teacher's Perception of How the Child Would Rate His Own Ability

Six questions in section three of the Brookover teacher questionnaire required that the teacher answer the questions as she thought the child would answer them. In this manner the teacher considered the child's point of view of his own ability, the ability of other classmates and the child's potential for achievement. The teacher was given a range of possibilities to choose from. Each answer was given a value which ranged from one to seven, one being assigned to the least desirable response and seven to the most desirable response. Scores ranged from six to thirty-two.

1. How do you think this CHILD would rate his/her school ability compared with other students his/her age?

a. among the best (5)*

b. above average (4)

c. average (3)

d. below average (2)

e. among the poorest (1)

*Numbers in parentheses indicate the value of each alternative. These values were not included on the original questionnaire.

A copy of the questionnaire on teacher attitudes is included in Appendix D. Section three of the questionnaire contains six questions which measure the teacher's perception of how the child would rate his own ability. Further details are included on page fifty-two.

Teacher's Perception of How Parents Rate the Child's Ability

The teacher questionnaire included four questions which required the teacher to perceive the child from the viewpoint of the child's parents. These questions were intended to familiarize the teacher with the various expectations and subsequent pressure that parents might place on the child in determining his overall ability. Teachers had to choose between a number of possible answers provided with each question. Each answer was assigned a value from one to seven commensurate with the desirability of the answer, one being given to the least desirable response and seven to the most desirable response. A student received a score between four and twenty-two. Question four is illustrative of the type of question included in this section of the questionnaire.

4. In general, do you think the PARENTS would say the child is doing as well as he/she is capable of doing?

a. yes, definitely	(5)*
b. yes, probably	(4)
c. not sure either way	(3)
d. probably not	(2)
e. definitely not	(1)

*Numbers in parentheses indicate the value of each answer. The values were not part of the original questionnaire.

A copy of the teacher questionnaire is included in Appendix D. The final section of questions related to the teacher's perception of how parents rate the child's ability. For further information see also page fifty-two.

Parent's Perception of the Child's Ability

In 1962, W.B. Brookover et al. conducted a year-long seminar on self-concept of students vis-à-vis academic achievement. Central to Brookover's procedure was the active participation of the parents of these children. To establish a pretreatment level of performance Brookover devised a questionnaire oriented toward determining the attitudes of parents towards their children. The questionnaire consisted of four sections, each related to a particular aspect of parent attitudes. Section one was a group of eleven questions concerned with gaining an overall impression of the child's ability in school as perceived by the parent, and with determining the parent's conception of the child's

potential competency. Each of the questions contained a number of possible answers for the parent to choose from. A point system of numerical values was employed such that the lowest value was assigned to the least desirable response and the highest value was assigned to the most desirable answer. The scores obtained by the students ranged from a minimum of eleven to a maximum of forty-eight. Question nine depicts the method of scoring.

9. Which statement best describes your child?

a. likes to get better grades than everyone else (4)

b. likes to get better grades than almost everyone else (3)

c. likes to get about the same grades as everyone else (2)

d. doesn't care about any particular grades (1)

*Numbers in parentheses indicate the value of each answer. The values were not included in the questionnaire presented to parents.

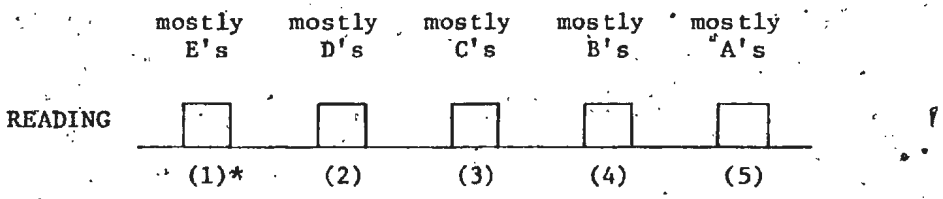
A copy of the parent questionnaire is included in Appendix C. Further details are included on page fifty-three.

Parent's Perception of the Child's Achievement in Reading

The parent's perception of the child's achievement in reading was the concern of the second group of questions included in Brookover's original questionnaire on parental attitudes towards their children. This group of four questions required the parent to evaluate their child's actual ability as well as his/her potential for achievement in reading. The parent was asked to place an "X" in the box under the answer

which best described their child. Each of the five possible answers was assigned a numerical value according to its desirability. The lowest value was assigned to the least desirable answer and the highest value assigned to the most desirable answer. The values ranged from one to five. The minimum a child scored on all four questions was four while the maximum was twenty. Question four typifies scoring methodology.

4. What kind of grades do you think your child is capable of getting in Reading?



*Numbers in parentheses indicate the value of each answer. These values were not part of the original questionnaire.

Section two of Appendix C contains the four questions relevant to the parent's perception of the child's achievement in reading. Further details are included on page fifty-three.

Parent's Perception of How the Child Would Rate His Own Ability

In the next section of questions the parent was asked to answer all six questions as they thought their child would answer them. In attempting to exchange places with the child the parent considered the child's view of his own ability, the child's view of the ability of other classmates and how the child viewed his own potential for achievement. The parent was given either five or seven choices for answers

to each question. These choices were assigned a value which ranged from one to five or one to seven commensurate with the number of choices. The lowest number was assigned to the least desirable choice and either five or seven was assigned to the most desirable response. Scores on these six questions ranged from six to thirty-two. Scoring was similar to that for question five.

5. In general, would your CHILD say he/she is doing as well as he/she is capable of doing?

a. yes, definitely	(5)*
b. yes, probably	(4)
c. not sure either way	(3)
d. probably not	(2)
e. definitely not	(1)

*Numbers in parentheses indicate the value of each answer.

A copy of the parent questionnaire is included in Appendix C. Section three of the questionnaire contains the six questions relevant to the parent's perception of how the child would rate his own ability. Further details are included on page fifty-three.

Parent's Perception of How Teachers Rate the Child's Ability

The final section of the questionnaire contained four questions which required the parent to answer as he/she thought the child's favorite teacher would. These questions gave the parent an understanding of the expectations and pressures placed on the child by the school setting. The parent was provided with a choice of answers, each of which was assigned a numerical value. The lowest value was assigned

to the least desirable response and the highest value was assigned to the most desirable response. The values ranged from one to seven. The total possible range of scores for students was between four and twenty-two. Question two illustrates the method of scoring.

2. What kind of grades do you think this TEACHER would say your child is capable of getting in general?

a. mostly A's	(5)*
b. mostly B's	(4)
c. mostly C's	(3)
d. mostly D's	(2)
e. mostly E's	(1)

*Numbers in parentheses indicate the value of each answer.

A copy of the parent questionnaire is included in Appendix C. The final section of questions related to the parent's perception of how teachers rate their child's ability. For further information see also page fifty-three.

V. DELIMITATIONS

A number of delimitations are inherent in a study of this nature:

1. It dealt only with grade three underachieving students.
2. All pupils were Roman Catholic.
3. All students resided in one geographical area--that of Metropolitan St. John's.

4. Information on reading ability was obtained from the use of one reading test, which was a standardized test.
5. The reading test was a survey test by design and suggested general reading achievement only. It was not within the scope of the study to diagnose specific strengths and weaknesses of students.

VI. ORGANIZATION OF THE REPORT

Chapter II presents the hypotheses to be tested and reviews the research literature supporting each hypothesis. Chapter III contains the procedures followed in conducting the study, the methods used in collecting and processing the data, and a description of the statistical procedures. Chapter IV reports the statistical testing of the hypotheses and the findings of this investigation. The final chapter summarizes the study, discusses conclusions and makes specific recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is divided into two sections. The first section reports a general review of the literature which provides a frame of reference from which specific hypotheses are derived. The second section reports specific literature which supports each of the hypothesized relationships and the findings expected. The minor hypotheses and literature supporting them are presented in the first four subsections and the major hypothesis follows.

I. GENERAL REVIEW OF THE LITERATURE

In December 1976 the Newfoundland Department of Education released a report on the 1975 Standards Testing Program carried out in October of that year. This report stated that

> the range of composite scores increases by 21% from Grade IV to Grade VIII for school boards and by 38% for pupils. Thus the disparity between good and bad pupils in a grade increases over these years and whereas the average pupil was 4 months behind in Grade IV he will fall further behind by Grade VIII.[1]

The report then proceeded to break these results down into 'various skill areas.' The study went on to report that "as with grade VIII, the Grade IV results showed a weakness in reading skills."[2] In

---

[1] Government of Newfoundland and Labrador, Standards Testing Program . . . 1976, p. 7.

[2] Ibid., p. 8.

concluding the section on the results for Grade IV the study claimed, "grade IV is approximately 6 months behind in vocabulary, 5 months behind in reading, 4 months behind in word-study skills and only 2 months behind in mathematics."[1]

This report reiterated what has been said about the Newfoundland educational system for years. Reading is, and continues to be, a major problem area. One of the first studies to report the importance of reading was one that was undertaken by the Newfoundland Department of Education in which it was found that "eighty percent of the good readers were successful in the Grade IX examinations; not quite thirty percent of the poor readers passed."[2]

In 1967 the Report of the Royal Commission on Education and Youth further stated the urgency of the problem when it recommended that "the low level of reading ability in Newfoundland schools should be a matter of grave concern. Reading remains the fundamental educational skill, without it no student can perform adequately."[3]

To try to offset this basic weakness in the educational system the Department of Education, school boards and schools have employed various techniques with differing degrees of success so that there are indications that there is some degree of overall improvement. But the

---

[1] Ibid., p. 15.

[2] Newfoundland Department of Education, Newsletter, Vol. 16, No. 4 (St. John's: October, 1964).

[3] Province of Newfoundland and Labrador, Report of the Royal Commission on Education and Youth, Vol. 1 (St. John's: The Queen's Printer, 1967), p. 48.

end is yet a far way off. Efforts to improve the situation are hampered, however, by the lack of experimental research into the nature of the problem.

One of the areas receiving recent attention is the home environment, more particularly the parents and their whole role in the educational process and how they can help improve the reading achievement of their children.

Although Crocker[1] and Brett[2] were more concerned about the leisure reading of students and the effects of reading material in the home, the authors agreed that the reading habits developed by children were unquestionably a direct result of the example set by parents.

In her conclusions Roe emphasized the importance of the parent/teacher link when she said

> the findings here also suggest the importance of continuous communication between the home and the school if there is to be a conscientious effort towards the improvement of reading.[3]

Horace Davis, in his study of reading achievement, stated that

> parents today as never before are according high esteem to the importance of reading in that they are evaluating their children's success in school in relation to how well they can read. To an ever increasing degree, parents evaluate the success of a school by their child's progress in reading.[4]

---

[1] O.K. Crocker, "The Leisure Reading of High School Students in Newfoundland" (unpublished Doctoral dissertation, The University of Indiana, 1967).

[2] Brett, "A Survey of . . .," 1964.

[3] Roe, "Socio-economic Versus . . .," 1971, p. 120.

[4] Davis, "A Study of . . .," 1973, p. 10.

The other aspect of the relation between the home and the school is one examined by Dave when he talked about the influence of motivational factors on educational attainment. "If the pressures applied by the home upon the child are congruent with those exerted by the school, then reinforcement occurs between the two."[1] The problem occurs, however, when there is a lack of congruence and a situation of cross-pressures is created between the school and the home. What may indeed result is a reduction in the child's desire to achieve, whereupon educational attainment suffers.

The suggested direction seems to be that parents should somehow become more directly involved in the educational system--that is, parents should perhaps work directly with teachers to help improve their child's reading ability.

The other area of concern that has received substantial interest in the literature in the past few years is that of self-concept of ability. Generally self-concept of ability refers to that set of beliefs and attitudes which an individual has internalized concerning himself and his relationship to his physical and social environment. For a comprehensive review of basic research completed before 1960 on self-concept, see Wylie.[2]

---

[1] R.H. Dave, "The Identification and Measurement of Environmental Process Variables that are Related to Educational Achievement" (unpublished Doctoral dissertation, The University of Chicago, 1963), p. 26.

[2] Ruth Wylie, The Self-Concept. Lincoln: University of Nebraska Press, 1961.

Examining self-concept as the linkage between family background, school context and educational success, Lawrence, in 1975, concluded that regardless of sex, I.Q. and socio-economic status, self-concept of ability does significantly contribute to explanation of student achievement. He noted that "self-concept is a primary linkage between forces exerted by family background and school contextual variables and the effect of these forces for student achievement performance."[1]

Here Lawrence was concerned with a general self-concept in the sense that it implied an overall personal perception in a broader social context. But within the social context, a student's school-related concepts may be expected to more closely relate to his performance in school. According to Brookover, "on logical grounds, items which assess specific academic self-conception ought to be superior to general self-perception items when school achievement is to be predicted."[2]

In 1972 Singh tested in a number of St. John's schools the relationship between academic self-concept and reading achievement, and found that "thus, the major hypothesis that self-concept of academic ability is associated with school achievement was substantiated."[3]

---

[1]F. Lawrence, "Self-Concept: The Linkage Between Family Background School Concept and Educational Success," Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., March, 1975, p. 8.

[2]W.B. Brookover, E.L. Erickson, and L.M. Joiner, "Self-Concept of Ability and School Achievement III," Report of Cooperative Research Project No. 2831, U.S. Office of Education, entitled Relationship of Self-Concept to Achievement in High School" (East Lansing: Educational Publication Services, Michigan State University, 1967), p. 23.

[3]A Singh, "Self-Concept of Ability and School Achievement of Seventh Grade Students in Newfoundland: A Symbolic Interactionist Approach" (unpublished Doctoral dissertation, Michigan State University, 1972), p. 108.

Self-concept of academic ability refers to behavior in which one indicates to himself his ability to achieve in academic tasks as compared with others engaged in the same task.

O'Brien investigated the relationship between self-concept of ability and achievement in grade eight students in a rural area of Newfoundland. She found that general self-concept of ability was significantly related to achievement when measured intelligence was controlled. Of greater importance was the significant difference in the mean self-concept scores of over- and underachievers with the same intelligence levels.

> both the family and the school play an important role in the formation of the child's belief about self. Only recently has the school acknowledged the variation in life styles between the low and high income groups and the influence of family on the academic self-concept of the child. The school is a major contributing agent in the formation of a positive or negative self-concept. There is a need to look at current educational practices in terms of whether they enhance or destroy the self-status of students.[1]

Examining self-concept of ability a bit more, it is found that the student's self-concept of ability is formed in the interaction with "significant others" who evaluate him as a learner in school. It is, however, the student's perception of the evaluation of others about him which actually influences his self-concept of ability or behavior in school. According to Brookover, "people significant or important to

---

[1] C. O'Brien, "The Relationship of Self-Concept of Academic Ability to Academic Ability for Grade Eight Students in Six Rural Schools of Ferryland District" (unpublished Master's thesis, Memorial University of Newfoundland, 1972), p. 69.

another person can profoundly influence that person's concept of self."[1]

Singh found, as a result of his study, that "parents were more often named as significant, both academically and generally, by seventh grade students in the present study."[2] Further, "teachers were more often named in all the studies as academic significant others than as general significant others."[3]

In an experiment to enhance self-concept of ability of low achieving students by Thomas, the data indicated that improvement of self-concept could be effected by working with parents as significant others and that improvement in self-perception tends to reflect itself in improved academic performance as assessed by grades.

In 1972 Jones conducted a study in Newfoundland in which

> the correlation between Peer Relationship and Teacher-Child Relationship is fairly high indicating that what the teacher thinks of the child is a good predictor of what the class as a whole think of the child. This seems to indicate that the way peers, who are in this study classmates, relate to the low and high academic self-concept group is very similar to the way the teacher relates to this group.[4]

---

[1] W.B. Brookover, A. Paterson, and S. Thomas, Self-Concept of Ability and School Achievement, Cooperative Research Project No. 845 entitled "The Relationship of Self Image to Achievement in Junior High School Subjects" (East Lansing: Michigan State University, December 1962), p. 10.

[2] Singh, "Self-Concept of . . .," 1972, p. 133.

[3] Ibid., p. 133.

[4] V. Jones, "The Relationship Between Academic Self-Concept of Grade VIII Girls in an Urban Setting and Each of the Following Variables: Parent-Child Relationship, Teacher-Child Relationship, Peer Relationship, Intelligence, and Social Class" (unpublished Master's thesis, Memorial University of Newfoundland, 1972), p. 100.

In her conclusion and recommendations Jones said that "teachers with assistance from specialists or even on their own initiative could be influential in raising the child's low academic self-concept by working through classmates."[1]

In view of these observations and research findings, it was felt necessary to develop a more effective approach to the reading problem in the province. The literature seems to suggest that efforts directed towards involving parents and teachers in the process of improving reading and the child's self-concept would prove to be significantly advantageous.

II. THE HYPOTHESES AND THE LITERATURE SUPPORTING THEM

This portion of the chapter will be devoted to developing hypotheses and to summarizing briefly the research literature which support and give rise to the stated relationships.

Self-Concept of Ability and Significant Others

In identifying features critical to the construct definition of self-concept, Shavelson, Huber and Stanton[2] noted that the evaluative character resulted when an individual made evaluations of himself against absolute standards. One of the most important standards, they suggested,

---

[1] Ibid., p. 106.

[2] R.J. Shavelson, Judith J. Huber, and George C. Stanton, "Self-Concept: Validation of Construct Interpretations," Review of Educational Research, Vol. 46, No. 3 (Summer, 1976), p. 409.

was the perceived evaluations of significant others.

Morris Rosenberg reported that "with reference to parents as significant others, it would seem that any attention results in the individual holding higher self-esteem than does indifference on the part of the parents."[1]

In a study designed to enhance self-concept of ability and therefore school achievement, Brookover et al. states that "parents were named almost universally by children as being important in their lives."[2] In discussing the results, the report stated that "there was a significantly positive change in self-concept of ability between the fall of the ninth grade and the fall of the tenth grade."[3]

It is indicative from the literature quoted above that other people whom the child holds important to him are significant in the development of the self-concept of that individual. It is the writer's opinion that this background provides support for the first hypotheses of the study.

Hypothesis 1 -- There exists a positive relationship between the child's self-concept of ability and the self-concept of ability of the child held by parents and teachers as significant others.

---

[1] M. Rosenberg, "Parental Interest and Children's Self-Conceptions," Sociometry, XXVI (1963), 35-49.

[2] W.B. Brookover, J.M. LePere, D.E. Hamachek, S. Thomas, and E.L. Erickson, Self-Concept of Ability and School Achievement, Second Report of the Continuing Study of the Relationships of Self-Concept and Achievement and Final Report on Cooperative Research Project #1636, East Lansing, Michigan, Michigan State University, 1964, p. 49.

[3] Ibid., p. 98.

Hypothesis 2 — After the treatment, there will be a positive increase in the child's self-concept of ability.

Academic Self-Concept and Significant Others

The work of social psychologist George H. Mead provided a basis for much of the work on self-concept and Brookover's theory of learning. Mead's self was a social self derived from the interaction between the individual and his social world. He suggested that a person may have as many selves as the roles he plays and the social groups in which he participates.[1]

This suggests that a child, as do other individuals, has many self-concepts of his behavior. Shavelson, Huber and Stanton[2] termed this as a hierarchical feature of self-concept and noted that general self-concept may be divided into two components: academic self-concept and nonacademic self-concept. Brookover was interested in one such behavior, the learning behavior in the classroom situation. He maintained that the child holds a self-concept of his learning ability in school, which he termed self-concept of academic ability. "This refers to behavior in which one indicates to himself (publicly or privately) his ability to achieve in academic tasks as compared with others engaged in the same task."[3]

---

[1] G.H. Mead, Mind, Self and Society (Chicago: University of Chicago Press, 1934), p. 48.

[2] Shavelson et al., "Self-Concept . . .," 1976, p. 412.

[3] Brookover et al., "Self-Concept of . . .," 1967, p. 7.

Brookover's theory was based on the proposition that a student's self-concept of academic ability was formed in the interaction with "significant others" who evaluated him as a learner in school. Singh, in his study of self-concept in Newfoundland, noted

> evaluation of significant others, however, does not directly, affect the student's self-concept of ability. It is the student's perception of the evaluations of others about him which actually influences his self-concept of ability or behavior in school.[1]

In his results Singh[2] noted that the perceived evaluations by significant others was significantly related to self-concept of academic ability for seventh grade students in St. John's. Here Singh was referring to parents and teachers as academic significant others (see previous section of this chapter entitled "General Review of the Literature").

To investigate the possible relationship between underachievement and self-concept, Fink studied twenty pairs of boys and twenty-four pairs of girls in grade nine matched for I.Q. One underachiever and one overachiever constituted a pair. Students were judged overachievers or underachievers depending on whether their grade point average fell below or above the class median. The self-image of students was based on data from three personality tests, a personal data sheet and a student essay. He found a strong significant relationship between self-concept and

---

[1] Singh, "Self-Concept of . . .," 1972, p. 34.

[2] Ibid., p. 133.

academic underachievement and further that the relationship was stronger for boys than for girls.[1]

Thomas,[2] in an attempt to enhance self-concept of ability and thus raise school achievement of low-achieving ninth grade students, used three approaches: use of an expert to present material designed to enhance self-concept, counseling low-achievers, and involving parents of low-achieving students in a series of meetings about low-achievement. Only the last approach was significant in raising self-concept and achievement. This is another indication that "significant others" can be used to enhance the child's academic self-concept.

Within the general self-concept of ability there seems to exist a specific self-concept of academic ability that is significantly affected by significant others. Therefore the literature, in the writer's opinion, substantiates the testing of the third and fourth hypotheses of this study.

Hypothesis 3 -- There exists a positive relationship between the child's academic self-concept of ability and the self-concept of ability of the child held by parents and teachers as significant others.

Hypothesis 4 -- After the treatment, there will be a positive increase in the child's academic self-concept of ability.

---

[1] M.B. Fink, "Self-Concept as it Relates to Academic Achievement," California Journal of Educational Research, XIII (April, 1962), pp. 56-62.

[2] S. Thomas, "An Experiment to Enhance Self-Concept of Ability and Raise School Achievement Among Low Achieving Ninth Grade Students," Dissertation Abstracts, XXVI (1966), p. 4870.

Teacher Perception of Child's Self-Concept of Ability

Davidson and Lang[1] investigated the relationship between children's perceptions of their teacher's feelings toward them and their own self-perceptions and found a high positive correlation (.82). The study seems to show that children are not only aware of the way their teachers feel about them, but they tend to see themselves in the same way the teacher does.

A study by Rosenthal and Jacobson further demonstrated that a teacher's expectations of a student's performance had a profound effect on the student's actual response. They suggested that teachers were likely to encourage and reinforce the behavior they expected in the first place.[2]

In discussing the results of her study of students in Newfoundland, O'Brien stated that

> it was found that over 70 percent of students viewed teachers as interested in their progress in school. The teacher who comes into daily contact with students must necessarily influence them. How teachers view a student and react to him becomes a factor on how he views himself. The teacher who believes in the fixed character of pupils' abilities and traits can contribute to a negative self-concept perhaps with tragic consequences if the child perceives himself as a failure early in his school career.[3]

---

[1] H.H. Davidson and G. Lang, "Children's Perceptions of Their Teacher's Feelings Towards Them Related to Self Perception, School Achievement and Behavior," Journal of Experimental Education, XXIX (December, 1960), pp. 107-118.

[2] R. Rosenthal and L. Jacobson, Pygmalian in the Classroom (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 72-79,

[3] O'Brien, "The Relationship . . .," 1972, p. 70.

Jones, in a 1972 study, stated

> with the extremes, particularly those with low academic self-concept, it would seem that teachers, by working closely with the student and through classmates, could be very influential in changing the academic self-concept the child holds.[1]

This is not to suggest that individuals' self-judgment would be improved if teachers made uncritical and unrestricted remarks about the person and held totally favorable attitudes towards him. To enhance an individual's self-judgment it would be necessary for the teacher to believe in the child, which would entail the teacher's adopting a healthy perception of the child's ability. In this case the teacher would be an intervening variable. So we see that the teacher's adoption of a positive attitude toward the child and toward his academic ability is vital to the child's modifying his own self-perception. Based on this logic it would seem necessary to test a hypothesis organized with this in mind.

Hypothesis 5 -- After the treatment there will be a positive change in the teacher's perception of the child's self-concept of ability.

Parent Perception of Child's Self-Concept of Ability

Brookover had parents participate in a year-long seminar concerned with the relationship of the self-concept the student holds of himself and his actual achievement. Analysis of the data indicated that parents, as a group, who participated in the seminar, held a significantly more positive perception of their children as achievers. In his letter to the parents Brookover stated

---

[1] Jones, "The Relationship Between . . .," 1972, p. 1.

> thus, it may be concluded that as parents address themselves to the task of communicating to the child that he is more capable, they in turn become more perceptive of how the child feels about himself as an achiever.[1]

Singh,[2] after questioning seventh grade students in Newfoundland, found that the students' perceptions of the evaluations of their academic ability by parents was significantly associated with the self-concept of academic ability of these students.

Helper studied the relationship between parental evaluations of their children and the children's self-evaluations, and reported

> on the whole, then, the data seems to point out the existence of a slight but real tendency toward similarity between parents' evaluations of their children and the children's self evaluations.[3]

In a study by Tocco and Bridges in which they examined the relationship of mother's self-concept measure to children's self-concept measure, it was found that the mother's self-concept measures taken at the beginning of the school year were significantly related to change in children's self-concept measure over the course of the school year.[4]

In 1973 Van Boven engaged ten parent volunteers to work twice a week for fourteen weeks with students who were identified by teachers as

---

[1] Brookover et al., Self-Concept of Ability . . ., 1964, p. 302.

[2] Singh, "Self-Concept of . . .," 1972, p. 133.

[3] M.M. Helper, "Parental Evaluations of Children and Children's Self-Evaluations," Journal of Abnormal and Social Psychology, LVI (1958), p. 90.

[4] T.S. Tocco and C.M. Bridges, Jr., "Mother Child Self-Concept Transmission in Florida Model Follow Through Participants," Paper presented at the Annual Meeting of American Educational Research, New York, February 1977.

performing below average in reading or mathematics. Fifteen of the eighteen students showed a significant gain in reading and all eighteen students showed a significant gain in mathematics.[1]

Thus the literature seems to suggest that children are aware of how parents view them academically. Moreover, how the parent views a child academically, affects his self-concept. In addition, attempts to boost the child's self-concept while working through the parent results in increases in parent's perceptions of the child's ability. Therefore, the following hypothesis seems justified:

Hypothesis 6 -- After the treatment there will be a positive change in the parent's perception of the child's self-concept of ability.

Reading Achievement, Self-Concept of Ability and Significant Others

In previous sections of this chapter, findings were presented from the literature to substantiate the relationships between self-concept of ability and significant others. In this section literature support will be presented for the seventh hypothesis of this study.

Williams and Cole[2] found significant positive correlations between a global or general self-concept measure and reading achievement.

---

[1] J. Van Boven, "Improving Self-Concept: A Possible Aid to Increased Achievement and More Desirable Behavior," Practicum report submitted in partial fulfillment of the requirements for Ed.D. degree, Nova University, Florida, April, 1973.

[2] Robert L. Williams and Spurgen Cole, "Self-Concept and School Achievement," Personnel and Guidance Journal, XXXXVI (January, 1968), p. 478.

A study by Wattenberg[1] dealt with reading achievement and its relation to self-concept. The study started with children in their first semester of kindergarten and continued for a two and one-half year period. The findings were that measures of self-concept taken at kindergarten were predictive of reading achievement two and one-half years later, and that even as early as kindergarten self-concept phenomena are antecedent to and predictive of reading accomplishment.

In reporting the findings of his study, Singh stated that self-concept of academic ability was found to be significantly associated with school achievement as measured by grade point average and that "It seems possible that self-concept is a significant factor influencing achievement for the seventh grade population in this study."[2]

Further evidence of the relationship between positive self-concept and school achievement was offered by Coopersmith, who found a correlation of .36 between these variables in 102 fifth and sixth grade children.[3]

In 1973 McDaniel and others concluded a study designed to describe patterns of cognitive, affective and social growth among

---

[1]William W. Wattenberg and Clare Clifford, "Relationship of Self-Concepts to Beginning Achievement in Reading," Child Development, XXXV (March-December, 1964), pp. 461-467.

[2]Singh, Self-Concept of Ability . . ., 1972, p. 108.

[3]S. Coopersmith, "A Method for Determining Types of Self-Esteem," Journal of Educational Research, LIX (1959), pp. 87-94.

elementary school children and to identify school and home variables which influence such growth. The results of two years of work indicated that in grade one and grade four, self-concept was found to be significantly correlated with reading achievement.[1]

Commenting on the research on self-concept, Brookover suggested that "there is substantial theoretical rationale for inducing changes in the self-concept and the performance of the individual through the modification of the expectations of significant others."[2]

The present study is an attempt to research the possibility of enhancing the child's self-concept of ability and, as a result, his reading achievement, by working with parents and teachers as significant others.

Hypothesis 7 -- After the treatment there will be a positive change in the child's reading ability.

---

[1] E.D. McDaniel et al., "Longitudinal Study of Elementary School Effects: Design Instruments and Specifications for a Field Test: Final Report," Purdue University, Lafayette, Indiana, Educational Research Center, December, 1973.

[2] Brookover et al., Self-Concept of Ability . . ., 1963, pp. 16-28.

CHAPTER III

RESEARCH DESIGN

This chapter describes the procedures followed in carrying out the study. Separate sections will deal with the background of the study, experimental procedures, samples, instruments, administering and scoring tests, and processing data.

I. BACKGROUND OF THE STUDY

This study resulted from a decision to probe experimentally self-concept, one of the major limiting factors which precludes many students from getting the maximum benefit from our educational system.

The Area Selected

In the selection of the area to be studied certain prerequisites and minimal conditions had to be met. The two areas selected should be the same physical proximity to St. John's and, in the interests of financial restrictions, reasonably accessible from the city by road. The school should have a sufficiently large pupil population in grade three to allow statistically significant results to be derived at the particular level of achievement that was under consideration in this study. The board of education, principals, teachers and parents would have to be willing to cooperate and work together. The two areas of Goulds and Torbay were selected as being within acceptable limits of the conditions set down.

The Religious Denomination Selected

There existed in the province, at the time of this study, schools divided on the basis of the major religious denominations. The sample population for the study was students attending schools under the jurisdiction of the Roman Catholic School Board.

Since the phenomenon under investigation was not peculiar to, or particular of, any specific religious denomination, it was not deemed necessary to conduct the study involving students from all five denominations. Students from Roman Catholic schools were selected because initial contact with the school board, principals, and teachers indicated a definite willingness to cooperate.

The Grade Selected

Grade three students were selected to be included for the purposes of this study. Several reasons influenced this particular decision.

The home exerts tremendous influence on children in forming many of their behavior patterns. In the initial years of schooling the students' scholastic attitudes are the direct result of this influence. However, the school is not without its effect. The school environment has gained at least initial influence by grade two or three. Therefore a child at grade three level may be considered to be a reflection of the exertions of both the school and the home.

By grade three the child is solidifying many of the interrelationships necessary in his life. Research shows that it is possible to modify and enhance these interrelationships up to and including high

school years. However, a more appropriate course of action would be to assess the formation of these interrelationships with the view to promoting the correct construction rather than having, in later years, to change already existent undesirable ones.

An additional feature of involving grade three students is that little or no difficulty would arise in obtaining parental involvement in the educational affairs of the child. At a higher grade level this would tend to be a problem.

Since this study involved the testing of students' reading achievement as well as self-concept, several days of testing were necessary. Grade three students were sufficiently familiar with testing to be able to complete these tests without any particular difficulty. To test a lower grade would have necessitated individual testing whereas grade three pupils were tested as a group.

Few studies in self-concept and reading achievement at the lower educational levels were found in the research. None was found in Newfoundland.

Finally, recent government reports show that as early as grade four the average Newfoundland student is five months behind the average Canadian student in reading on The Canadian Test of Basic Skills, and that he will fall further behind by grade eight.

Students Selected

Through the use of a standardized test, supplemented by teacher recommendations, a group of students was identified as performing at a level less than could be expected for an average study in that grade. These have been labeled slow learners or low achievers, and were the

focus of the present study. In terms of this study these students were not viewed as being slow learners but merely underdeveloped so that what remains was to explore means by which these students could reach, to a greater degree, their full potential and receive maximum benefit from our educational system.

II. EXPERIMENTAL PROCEDURES

In November, 1976, permission was received from the Roman Catholic School Board for St. John's to conduct an experimental study in two schools under its jurisdiction.

The principals of both schools were contacted in December of 1976 and meetings arranged to discuss the project and ideas for the practical implementation of the procedures.

In the month of January meetings were set up with the teachers involved to discuss exactly what was expected from them and the tests to be administered. With this completed, a tentative testing schedule was arranged.

On February 21 and 22, the Stanford Achievement Test, Primary Level II, Form A was administered to both classes of grade three pupils at St. Kevin's School, Goulds. The schedule for administering these tests and other details related to the tests are set forth below in the present chapter in Section V: ADMINISTERING AND SCORING TESTS. The tests were then hand scored and group norms were constructed for each class. Those students who scored at or below the average for their class were selected to participate in the study. On Monday, February 28, the results of the standardized tests and the list of students were discussed

with the appropriate teacher. Based on past academic performance and/or teacher recommendation, this tentative list was finalized to include thirty grade three pupils. These pupils constituted the experimental group for the study and the scores each student obtained on this initial test were used as the pretreatment scores.

The following day, March 1, the Piers-Harris Children's Self-Concept Scale was administered to the students included on the finalized list. Specific details on the administering of this test are contained in Section V: ADMINISTERING AND SCORING TESTS. The results of this test constitute the self-concept pretest condition for the experimental group.

After the finalization of the students to be included in the experimental group, each teacher was asked to complete the Michigan State Teacher Questionnaire (Appendix D) for each student in the group. These questionnaires were answered at the teacher's leisure. The entirety of the questionnaires was completed before the first general meeting of parents and teachers held on March 8, Tuesday. The answering of these questionnaires formed the pretest condition for the teachers of the students in the experimental group.

On March 2, a letter was drafted and sent, via the pupils, to the parents of the children who completed the Piers-Harris Children's Self-Concept Scale. A copy of the letter is included in Appendix A. This letter invited all parents to a general meeting at the school on the following Tuesday for an explanation of the purpose of the program. On the Monday preceding the meeting all parents concerned were contacted by phone to urge them to be in attendance, and to arrange transportation.

On Tuesday, March 8, the first general meeting was held at which parents, the two teachers, the principal, vice-principal and Superintendent of the Roman Catholic School Board for St. John's were in attendance. Seventy-six percent, or twenty-three of the selected students were represented by one parent and of these 26%, or six students, were represented by both parents. At this first general meeting the purpose of the three month program was explained. Parents were informed as to how their children had been selected, what was to take place over the next few months, and the parents' role in the program. These were explained at some length to guard against any misconception that might occur. Following this the parents were asked to complete the Michigan State Parent Questionnaire (Appendix C). Specific details on the administration of this questionnaire are contained in Section V: ADMINISTERING AND SCORING TESTS. The answers to this questionnaire established the pretest condition for the parents. Where there were two parents at the meeting, both parents completed the questionnaire. During scoring if one of the two questionnaires was incomplete, it was rejected. Otherwise one questionnaire was chosen at random. Where no parent was present at the meeting, parents were asked to complete the questionnaire at the first individual parent meeting.

At this point Brother Brennan, Superintendent of the Roman Catholic School Board for St. John's, was asked to present a few ideas on the importance of the influence of the home in educating the child. Brother Brennan also alluded to the self-concept of the child and what the parents can do to motivate their children. He also spoke on the importance of reading in the curriculum. A complete copy of Brother

Brennan's speech is contained in Appendix E.

On Wednesday and Thursday, March 9 and 10, the Stanford Achievement Test, Primary Level II, Form A was administered to both classes of grade three pupils at Holy Trinity School, Torbay. This test formed the Reading Achievement pretest condition for these pupils, members of the control group in the experiment. The schedule for administering these tests and other related details are contained in Section V: ADMINISTERING AND SCORING TESTS. The tests were then hand scored and group norms were structured for each class. The class median was the cut-off point; students performing at or below this point were chosen to be included as part of the control group. On Monday, March 14, a meeting with teachers at Torbay was arranged to discuss the results and the tentative list of students for the control group. The teachers gave the final decision on students to be included.

The Piers-Harris Children's Self-Concept Scale was given to pupils of the control group on Wednesday, March 16. The scores compose the self-concept pretest for the control group.

Over the next two weeks from Monday, March 21, to Friday, April 1, each teacher of the experimental group was relieved of classroom duties to meet individually with the parent or parents of those students participating in the program. The actual dates of meetings were Monday, March 21; Tuesday, March 22; Tuesday, March 29; Wednesday, March 30; and Friday, April 1. Each teacher contributed two and one-half teaching days to meetings with parents. At the end of the first session of individual meetings between the teacher and the parents only three parents of students in the group (10%) had not met with the teacher.

The object of this and succeeding individual conferences held between the teacher and parents, sometimes in the presence of the child, was to promote discussion of the education of the child and, more particularly, how the parents could help the child at home with problems related to his reading ability. To facilitate this the teacher obtained a definite commitment from the parents to actually carry out some reading related activity with the child in the privacy of their own home. The teacher suggested and supplied various types of learning materials to the parents for this purpose. In this manner the teacher could complement and supplement work in the classroom with work for the parents and children at home. The purpose was to encourage the parents to become more actively involved in the school work of the child, and through motivation to encourage the child to do better. Thus, the individual conferences used as a base the theoretical ideas presented at the general meetings, and provided certain practical-type exercises which the parents could engage in at home.

The individual conferences were held at the school during regular school hours and were approximately one-half hour in duration per parent. To enable the teacher to attend these conferences, a substitute teacher was hired to assume the duties of the regular teacher on the days when these conferences were being held. On the recommendation of the principal and the teachers, a person was selected who had previously been employed by that school to teach grade three. In fact, during that academic year she was being employed, when the occasion arose, to teach the primary grades. Thus she was known by the grade three students, was familiar with the curriculum, and was available upon request to fill in

for the teachers during the conferences so that there was a minimum of time lost by the students from their regular school work. It was hoped to continue to involve this person for the duration of the program, but because this teacher was employed in May to assume full-time duties as a classroom teacher at the school, another substitute teacher was sought. Again, on the recommendation of the principal and acceptance by the teachers, another teacher was engaged to teach the classes while the regular teachers were in conference. The second teacher also had excellent qualifications and had previously been employed by the school to teach the primary grades. Since this second teacher was only engaged for one day with the program, the effect on the students of changing substitute teachers was expected to be minimal.

On Wednesday, April 20, just after the Easter break for the school, the second general meeting was held for the teachers and parents. In addition, the principal and Dr. Ethel Janes, a Memorial University professor specializing in reading, were in attendance. In an attempt to boost the parental attendance at this function, a different approach was utilized in notifying the parents of the particulars of the second meeting. For the previous general meeting parents received a letter delivered to them by the students. Parents not in attendance at the first meeting stated that they had either not received the letter or had received it after the meeting was over. The approach used for the second meeting was to send letters through the mail indicating that a second general meeting was to be held on April 20, Wednesday evening. A copy is included in Appendix F. This letter was sent a week and one-half in anticipation of the April 20 meeting. Upon being contacted on the Monday

previous to the meeting, the majority of the parents indicated that they had received no notice of the meeting and had certain other commitments for the evening of the meeting. Consequently, only fourteen parents, or 47% of the anticipated full attendance, were present. Of these, three students, or 21%, were represented by both parents. The first presentation was an approximately ten minute color film prepared by the State of North Carolina, Department of Cultural Resources entitled "Reading is the Family." This film put forth the idea that the foundation for reading is set at home and is not related to income or where people live but that reading has all to do with caring. The film suggested that all children can learn to read effectively and suggested several things that parents might do to help achieve this, e.g., play games with kids, have children imitate parents' reading habits, borrow library books or buy inexpensive books, and have a regular story time but not to drag out this period if children were tired. The film ended with the message that if parents take the time to show their love for their children and encourage their children to read, they will have given them the greatest gift of all.

The invited guest, Dr. Ethel Janes, then used the film as a branching-off point to present to parents things they can do to teach children to read. Dr. Janes suggested that parents select for their children books that are related to their hobbies, or use their favorite television program as a departure point to read more books. She also suggested that parents and children discuss the book after they have each read it. Parents should also pick up books at the library and leave them around the home but not to tell children they have to read them.

Often they will look at them and read them on their own. One good method of determining a good book to buy is to read the first few paragraphs. If they contain plenty of action and you want to turn the page and read on, the children too, will likely find the book interesting. On the subject of the difficulty of books, Dr. Janes suggested that parents not tell children the book is too difficult; rather let them find out on their own. If children are interested in a topic they will often go on to more difficult reading. Another good method to get children interested in reading is to give them a gift of money and indicate that part of it might be spent on a book or a subscription to a magazine. They can then discuss what might be purchased. Dr. Janes concluded by reiterating what the movie pointed out: Remember, you love your children and they love you. Listen to their stories and description of events, take an interest in their reading, and you will watch them grow into avid and interested readers. After the meeting many parents discussed, over coffee, with Dr. Janes and among themselves, the ideas presented during the meeting.

The next day, April 21, Thursday, was the start of the second set of individual conferences between the teacher and the parents. These conferences were also held on Friday, April 22; Thursday, April 28; Friday, April 29; and Tuesday, May 3. At the end of this two-week period each of the two teachers spent two and one-half days in conferences with parents. At the end of this second session of individual meetings, four parents of students in the experimental group (13%) had not attended the meetings which had been set up with the teacher. The purpose and intent of this set of conferences was felt to be somewhat improved due

to the fact that feedback from the parents on the first series of conferences, as well as teachers comparing notes, served to clarify the content of the meetings.

The third and final general meeting between parents and teachers was held on the evening of Monday, May 16. Due to the lack of success utilizing the postal system to improve the attendance at these meetings, it was decided to return to the method of sending a letter home via the students and follow this up with a phone call to the parents the day before the meeting in order to obtain some sort of commitment that the parents would indeed be present at the final general meeting. A copy of the letter to parents is included in Appendix G.

There was a substantial increase in the number of parents who attended this meeting over the proportion of parents who were present at the second general meeting. Twenty parents (67%) were at the third meeting. Three students (10%) were represented by both parents. In addition to the parents being present, the teachers, principal and the invited guest, Dr. Amarjit Singh, from Memorial University, were also in attendance. Dr. Singh had done extensive work in the area of self-concept and studied under Dr. W.B. Brookover at Michigan State University, whose questionnaire was used in this study. Dr. Singh was invited to speak on the idea of reading and self-concept and how children's abilities are not fixed but can be improved. Dr. Singh initiated his presentation with the idea that reading is quite important and worthy of a great deal of concern since it is central to the whole learning process and important for later achievement. Improvement of reading is dependent on what the child thinks about himself. Does he view himself

as being competent or unable to succeed at most things? Dr. Singh stressed, however, that what a person thinks about himself depends upon what others think about him. This is why parents and teachers are important. If they talk with, not to, children and make their expectations known, the child will accept this and change their thinking. Thus there will be a greater likelihood that children will improve their reading. Dr. Singh explained that children must believe and trust parents and teachers. This entails trying again and again. If parents and teachers really want them to improve and this is transmitted to the children, they will respond to this pressure. In addressing some common misconceptions about intelligence and ability, Dr. Singh intimated that it is not so, that some people have it and others do not. He suggested that, given the opportunity, attention, time, love and confidence, children can become more intelligent. He does not place much credence in intelligence tests, saying they are biased and undependable. In closing, Dr. Singh stressed that parents and teachers are very important in the lives of the children and only through their efforts can children be encouraged and helped to think positively and through thinking positively they can improve their reading skills. A copy of Dr. Singh's speech is contained in Appendix H. In some ways this was perhaps the most productive of the three general meetings. After Dr. Singh's presentation many parents asked questions of Dr. Singh and discussed openly the ideas that had been presented. This was not evident at the other general meetings. Topics such as fatalism and self-fulfilling prophecy were among those discussed. The conversation carried on over coffee.

Because the program was of such short duration, attempts were made to retest the children as late in the school year as was convenient to the school activities. On Wednesday, May 25, all students whose parents had participated in the experiment at St. Kevin's School were administered the Stanford Achievement Test, Primary Level II, Form B and the Piers-Harris Children's Self-Concept Scale. Since the children were familiar with the testing procedure, less time was necessary to complete the retesting. While the children were being retested, both teachers were also asked to complete again the Michigan State Teacher Questionnaire for each student in the experimental group. The teachers were asked to fill the questionnaires at their leisure.

The following day, Thursday, May 26, all students in the control group at Holy Trinity School were administered the Stanford Achievement Test, Primary Level II, Form B and the Piers-Harris Children's Self-Concept Scale. Again, because of students' familiarity with test procedures, all tests were completed in one school day. The completion of these two retests terminated the work with the control group at Torbay.

The week of Monday, May 30, to Friday, June 3, was taken up with individual conferences or interviews with the parents of the experimental group of students at Goulds. These interviews were conducted by the experimenter and were a combination of asking parents to complete again the Michigan State Parent Questionnaire and an evaluative-type session where parents were asked their reactions to the program: what, in their estimation, were the good and bad points of the program; how it might possibly have been improved; what personal types of changes had they

noticed in their children since the program began; and whether or not, given the same set of conditions, they would agree to participate again in a program of this nature. At the end of one week of interviews twenty-five parents (83%) had been questioned and had completed the questionnaire. With the termination of interviews on Friday, June 3, the retesting procedures for parents, teachers, and students were completed. This also marked the end of the experimental procedures for the experimental group at St. Kevin's School, Goulds.

III. THE SAMPLE

Pupil Sample

The students selected to participate in this study were part of the total population of grade three students attending both schools. School records and preliminary tests indicate that one hundred and twenty grade three students were in full-time attendance at the time of the study. From this group, sixty-four students were identified as being appropriate to be included in the sample. Due to illness and other reasons this number was reduced to fifty-five; twenty-five students in group one, the control group, and thirty students in group two, the experimental group. All twenty-five students in group one completed both the pretreatment and posttreatment tests and measures. The thirty students in group two also completed all pretreatment and posttreatment measures. The entirety of group two also received ratings by teachers and parents.

Teacher Sample

There exists in each school selected for the study, two classes of grade three students. Since students were selected from all four classes to participate in the study, the teacher sample includes all four teachers, two teachers per group.

Parent Sample

The original parent sample consisted of the parents or guardians of the thirty-eight pupils of group two selected to participate in the study. As indicated above, the final sample of students for group two was thirty, thus limiting the parent sample to thirty, the number included in the analysis of the data.

The final samples consisted of fifty-five students, thirty parents, and four teachers in two schools under the jurisdiction of the Roman Catholic School Board.

IV. THE INSTRUMENTS

Four instruments were used to collect the data presented in this study: a teacher questionnaire, a parent questionnaire, a reading achievement test, and a self-concept scale. The following four sections discuss each in detail.

Teacher Questionnaire

To ascertain the teacher's perception of matters relating to the child's ability, a questionnaire developed by W.B. Brookover of Michigan State University was used. This questionnaire is divided into four sections each yielding a separate score. Therefore for each child there

were four scores taken from the questionnaire completed on each child by the teacher: 1) teacher's perception of the child's ability; 2) teacher's perception of the child's achievement in reading; 3) teacher's perception of how the child would rate his own ability; 4) teacher's perception of how parents rate the child's ability. Reliability of this questionnaire was .76.[1] A copy of the teacher questionnaire is included in Appendix D.

Parent Questionnaire

To determine the parent's perception of matters relating to the child's ability, a questionnaire developed by W.B. Brookover was used. This questionnaire was similar to the teacher questionnaire in that it is divided into four sections such that for each child there were four scores taken from the questionnaire completed on each child by his parent. The four sections are: 1) parent's perceptfon of the child's ability; 2) parent's perception of the child's achievement in reading; 3) parent's percention of how the child would rate his own ability; 4) parent's perception of how teachers rate the child's ability. Similarly, the reliability of this questionnaire was .76.[2] A copy of the parent questionnaire is included in Appendix C.

---

[1]W.B. Brookover, E.L. Erickson, and L.M. Jainer carried out a reliability check on the items measuring teacher's evaluation of the child's ability in the schools of East Lansing, Michigan. Hoyt's analysis of variance reliability coefficient was calculated on the response of the teachers of 19 junior high students.

[2]W.B. Brookover, J.M. LePere, D.E. Hamachek, and S. Thomas. Hoyt's analysis of variance reliability coefficient was calculated on items measuring parents' evaluation of the child's ability. The parents of 21 junior high students in East Lansing, Michigan, responded to the items.

Reading Test

To obtain a measure of the student's reading achievement, the 1973 version of the Stanford Achievement Test, Primary Level II, Form A and B, was used. This standardized test contains ten subtests designed to measure the student's total achievement. Since this study was concerned only with reading, four of these subtests were used. The four subtests were: vocabulary, word reading and reading comprehension, word study skills, and spelling. Word reading and reading comprehension are two subtests but yield one score.

In the development of this test, 2,565 try-out items in five forms were administered at the beginning, the end and in mid-year of grade three in forty-seven school systems in 1,445 classrooms. As a result of this initial testing, 1,326 items in three standardized forms were retained. Two types of reliability coefficients were used: one in terms of split-half estimates based on odd-even scores corrected by Spearman-Brown Formula, and the second based on Kudef-Richardson Formula 20. For each subtest the Spearman-Brown and Kuder-Richardson reliability coefficients, respectively, are: vocabulary, .85 and .84; word reading, .95 and .94; reading comprehension, .96 and .95; word study skills, .95 and .94; and spelling, .90 and .88.

The combined results of all four subtests yielded a single score for each child called reading achievement. The word reading and reading comprehension, and word study skills scores were combined to form a score known as total reading.

Self-Concept of Ability Scale

To ascertain the child's self-concept of ability the Piers-Harris Children's Self-Concept Scale was used. This scale was developed from a pool of items originally collected by Jersild.[1] A ninety-five item scale was administered to four grade three classes to judge the homogeniety of the test. The Kuder-Richardson Formula 21 was employed and the resulting coefficients were .90 for girls and .93 for boys.[2] Piers and Harris[3] found a .72 coefficient of reliability for a four-month test-retest reliability using grade three students. Mayer[4] found a .68 ($p < .01$) validity measure when compared to Lipsitt's Children's Self-Concept Scale. Multiple factor analysis revealed eighteen items which load under 'Intellectual and School Status.' It is this group of items that was used to determine the academic self-concept. This scale yielded a single score for overall self-concept and, from the eighteen items on intellectual and school status, a score was tabulated for the child's academic self-concept. A copy of the Piers-Harris Children's Self-Concept Scale is included in Appendix B.

---

[1] A.T. Jersild, In Search of Self. New York: Teachers' College, Columbia University, Bureau of Publications, 1952.

[2] In 1964, Piers and Harris tested 56 girls and 63 boys in the Pennsylvania Public School.

[3] E.V. Piers and D.B. Harris tested 56 students of both sexes in the Pennsylvania Public Schools.

[4] C.L. Mayer tested a sample of 98 special education students, 12-16 years of age in Syracuse, New York, in 1965.

V. ADMINISTERING AND SCORING TESTS

The entire testing program was carried out by the writer. The testing schedule was arranged in such a way that not more than one full day was used for testing with a given group of pupils. The order of presentation of tests in the pretest and posttest conditions was the same for all pupils involved in the study. Pupils wrote all tests in the school they attended. Appendix I gives the schedule for the testing of pupils in the control and experimental groups and for the pretest and posttest conditions.

In the pretest condition for the students, the testing was arranged such that two subtests of the Stanford Achievement Test were administered before recess and two subtests were administered after recess. A rest period of between 10 and 15 minutes was given between each of the two subtests in the two groups. Pupils were tested in groups of between twenty-eight and thirty-three students depending on the class and school. The Piers-Harris Children's Self-Concept Scale was administered on a separate day and pupils were tested in two groups; one of twenty-five students and the other thirty. In all cases detailed instructions for administering the test, which were supplied with the tests, were used to insure uniformity of procedure.

In the posttest condition for the students, the same detailed instructions were followed as in the pretest condition. The sizes of the groups were twenty-five students for the control group and thirty students for the experimental group. The tests and scales were all administered on the same day, the Piers-Harris Children's Self-Concept Scale being

administered after the spelling subtest and a fifteen minute rest period.

Both forms of the Stanford Achievement Test were hand scored using the scoring key included with the kit of test booklets. The total raw score from all subtests was used as the independent variable, reading achievement. The raw scores from the word reading, reading comprehension and word study skills subtests were totaled and used as the independent variable, total reading.

The Piers-Harris Children's Self-Concept Scale was hand scored using the scoring key supplied with the test. The total raw score was used as the independent variable, self-concept of ability. The designers of the test indicate that multiple-factor analysis revealed eighteen items which load under the factor 'Intellectual and School Status.' It was this cluster score of eighteen items which was used as the independent variable, academic self-concept of ability.

The teachers of St. Kevin's School in Goulds were asked to complete the Michigan State Teacher Questionnaire before and after the treatment period. This questionnaire contained four groups of questions. All questions within a group contributed to a total raw score for that section. These questionnaires were scored according to the instructions supplied. The scores were tabulated using a point system of numerical values; the lowest score being assigned to the least desirable response, and the highest value assigned to the most desirable answer. The values ranged from a low of one to a high of seven. Each child received a raw score for each group of questions which was used as the independent variable for each of the following: 1) teacher's perception of the child's ability; 2) teacher's perception of the child's achievement in reading;

3) teacher's perception of how the child would rate his own ability; 4) teacher's perception of how the parents would rate the child's ability. The teachers answered one complete questionnaire for each child in the experimental group. Specific instructions were given to the teachers as to how the questionnaire should be answered.

The parents of students included in the experimental group were asked to respond to the questions contained in the Michigan State Parent Questionnaire. Parents completed one questionnaire before the treatment period and one questionnaire after. Similar to the teacher questionnaire, the parent questionnaire contained four groups of questions. All questions within a group contributed to a total raw score for that section. The point value system of numerical values was again used to score the responses. Each child received a total raw score for each of the following independent variables: 1) parent's perception of the child's ability; 2) parent's perception of the child's achievement in reading; 3) parent's perception of how the child would rate his own ability; 4) parent's perception of how teachers rate the child's ability. Specific instructions were followed in administering the questionnaire and the investigator was present at all times when the questionnaires were being answered.

VI. PROCESSING DATA

All data from the questionnaires and tests were transferred to intermediate sheets, coded and punched on I.B.M. cards. The 1620 Computer at Memorial University was programmed to process the data.

One of the objects of an experimental design is to insure that the results obtained may be attributed within the limits of error to the treatment variable and to no other causal variable. There are situations, however, where variables are uncontrolled because of certain practical limitations inherent in conducting the experiment. When such a situation occurs, or indeed when an experimenter wishes to control for or adjust for variables which are not readily identifiable before the conduct of the experiment, there are certain statistical methods which one can avail of to control for the effects of these uncontrolled variables. By utilizing this statistical method a valid interpretation can be made of the outcome of the experiment. This method of control is called the analysis of covariance.

Explaining this method with reference to the present study should clarify any misunderstandings about the method of analysis.

The effects of self-concept of ability, using significant others, on reading achievement was under study. Two groups of students were tested in an initial pretreatment condition and again after one group had received the self-concept enhancement. The initial level of performance for the two groups was different. This initial level was an uncontrollable variable. Part of the differences in reading achievement after self-concept enhancement may be due to differences in the initial level. The analysis of covariance was used to remove the bias introduced by differences in the initial level and permit the making of unbiased comparisons between the groups.

The second statistical analysis that was performed on the data was the t-test. The t-test is used when one needs to determine whether

the mean performances of two groups are significantly different. It determines just how great the difference between two means must be for it to be judged significant, that is, greater than differences which might be expected by chance alone. In the present study, for instance, the t-test was used to determine whether the experimental children's mean scores on the self-concept test were higher after the treatment period than those mean scores obtained by the control group children.

The data under consideration in the present study consisted of pairs of measurements: self-concept of ability, pretest and posttest for the children; parents' and teachers' responses to the Michigan State questionnaire, pretest and posttest, to mention only a few. The essential feature of the data was that one observation was paired with another observation for each member of the group. With this type of data it was possible to study an aspect known as correlation. Correlation is concerned with describing the degree of relation between variables, so that the investigator may obtain a summary description of the degree of relation or correlation between, for example, the child's performance on the self-concept scale after the treatment and the parents' perception of the child's ability after the treatment period. The measure of correlation, and the third and final statistical analysis used in the present study, is the Pearson product-moment correlation coefficient.

A detailed description of these statistical procedures as they were applied to the data is given in Chapter IV.

CHAPTER IV

STATISTICAL ANALYSIS

This chapter tests the hypotheses of the study as established in Chapter II and contained in the first four sections of this chapter. The first section is concerned with self-concept of ability and significant others; section two deals with academic self-concept and significant others; section three addresses teacher perception of the child's self-concept of ability; section four presents data on parent perception of the child's self-concept of ability; and section five tests the major hypothesis, namely, that a change in the child's reading achievement was a result of enhancement of the child's self-concept. The .05 level of significance is used throughout.

I. SELF-CONCEPT OF ABILITY AND SIGNIFICANT OTHERS

Hypothesis one predicted that there existed a positive relationship between the child's self-concept of ability and the self-concept of ability of the child held by parents and teachers as significant others. The comparison here was between the score obtained by students on the Piers-Harris Children's Self-Concept Scale and the score obtained by the student on the 'Teacher's Perception of How the Child Would Rate His Own Ability' items of the Michigan State Teacher Questionnaire. A comparison was also made between the child's self-concept of ability and the score obtained by the student on the 'Parents' Perception of How the Child Would Rate His Own Ability' items of the Michigan State

Parent Questionnaire (see OPERATIONAL DEFINITIONS, Chapter I). Hypothesis two predicted that after the treatment period, there would be a significant positive increase in the child's self-concept of ability.

Table I sets forth the Pearson product-moment correlation coefficients for both parents and teachers before and after the experiment. The hypothesis was rejected for teachers and parents in the pretest condition and for parents in the posttest condition. The hypothesis was accepted for teachers in the posttest condition. The correlation coefficients reported in the table between self-concept of ability for the child and the self-concept of ability of the child held by parents are -.19 and .19 and were not statistically significant. The correlation coefficient of -.08 for teachers also was not statistically significant. The correlation coefficient of .38 was found to be significant at the .02 level. This was well within the .05 level of significance which had been set for the study.

Table II indicates that mean self-concept of ability by pupils increased from 56.00 in the pretest to 58.00 in the posttest, an increase of 2.00. The difference between the two means was not found to be significant at the .05 level. Table II also indicates a statistically significant correlation of .33 between children's pretest and posttest scores.

II. ACADEMIC SELF-CONCEPT AND SIGNIFICANT OTHERS

Hypothesis three predicted that there existed a positive relationship between the child's academic self-concept of ability and the

TABLE I

CORRELATIONS BETWEEN SELF-CONCEPT OF ABILITY AND SIGNIFICANT OTHERS

Condition	N	Parent	Level of Significance	Teacher	Level of Significance
Pretest	30	-.19	NS	.02	NS
Posttest	30	.19	NS	.38	.02

TABLE II

MEAN SELF-CONCEPT OF ABILITY SCORES BY EXPERIMENTAL CONDITION

Condition	N	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	Correlation	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Pretest	30	56.00	8.85	1.62	2.00	10.20	1.86	.33	.04	1.07	29	.15
Posttest		58.00	8.71	1.59								

perceptions held by parents and teachers of the child's academic self-concept of ability. The comparison here is between the score obtained by students on the eighteen questions of the Piers-Harris Children's Self-Concept Scale referring to academic ability, and the score obtained by the student on the 'Teacher's Perception of How the Child Would Rate His Own Ability' items of the Michigan State Teacher Questionnaire. A comparison was also made between the child's academic self-concept of ability and the score obtained by the student on the 'Parents' Perception of How the Child Would Rate His Own Ability' items of the Michigan State Parent Questionnaire (see OPERATIONAL DEFINITIONS, Chapter I). Hypothesis four predicted that after the treatment period there would be a significant positive increase in the child's academic self-concept of ability.

Table III sets forth the Pearson product-moment correlation coefficients for both parents and teachers in the pretest and posttest condition. Hypothesis three was rejected for parents in the pretest condition and the posttest condition. Hypothesis three was accepted for teachers in the pretest condition and in the posttest condition. The correlation coefficients reported in the table for parents of .06 and .13 were not statistically significant. The correlation coefficient of .48 for teachers in the pretest condition was statistically significant at the .004 level and the correlation coefficient of .36 was significant at the .03 level, well within the .05 range established for this study.

Table IV indicates that pupils' mean academic self-concept of ability increased from 12.07 in the pretest to 12.77 in the posttest, an increase of 0.70, not statistically significant at the .05 level. Thus Hypothesis four was rejected. It should be noted that the correlation

TABLE III

CORRELATIONS BETWEEN PUPILS' ACADEMIC SELF-CONCEPT OF ABILITY AND THE PERCEPTIONS OF SIGNIFICANT OTHERS

Condition	N	Parent	Level of Significance	Teacher	Level of Significance
Pretest	30	.06	NS	.48	.004
Posttest	30	.13	NS	.36	.03

TABLE IV

MEAN ACADEMIC SELF-CONCEPT OF ABILITY SCORES BY EXPERIMENTAL CONDITION

Condition	N	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	Correlation	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Pretest	30	12.07	3.55	0.65	0.70	3.60	0.66	0.44	0.008	1.06	29	0.15
Posttest		12.77	3.22	0.59								

coefficient of .44 was significant at the 0.008 level.

III. TEACHER PERCEPTION OF CHILD'S SELF-CONCEPT OF ABILITY

Hypothesis five predicted that after the treatment period there would be a positive change in the teacher's perception of the child's self-concept of ability. The scores obtained by the students on the Michigan State Teacher Questionnaire completed in the pretest and post-test conditions were used as a basis for comparison. The score in each condition resulted from ten questions of the teacher's impression of the child's ability and potential in school (see also OPERATIONAL DEFINITIONS, Chapter I). Table V indicates the teacher's mean perception of the child's self-concept increased from 26.4 in the pretest to 26.6 in the posttest, an increase of .2. This was not found to be statistically significant. Hypothesis five was rejected.

IV. PARENT PERCEPTION OF CHILD'S SELF-CONCEPT OF ABILITY

Hypothesis six predicted that after the treatment period there would be a positive change in the parent's perception of the child's self-concept of ability. The comparison here was between the pretest and posttest scores obtained by the students on the ten questions of the Michigan State Parent Questionnaire concerned with the parent's impression of the child's ability and potential in school (see OPERATIONAL DEFINITIONS, Chapter I, for further information). Table VI indicates that the parent's mean perception of the child's self-concept increased from the pretest score of 34.53 to 35.83 in the posttest, an increase of 1.30. This was found to be statistically significant. Hypothesis six was accepted.

TABLE V

CORRELATION BETWEEN TEACHER PERCEPTION OF CHILD'S SELF-CONCEPT OF ABILITY IN PRETEST AND POSTTEST CONDITIONS

Condition	N	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	Correlation	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Pretest	30	26.40	2.55	.33	.20	1.81	.23	.06	.15	.61	.29	.19
Posttest		26.60	2.09	.27								

TABLE VI

CORRELATION BETWEEN PARENT PERCEPTION OF CHILD'S SELF-CONCEPT OF ABILITY IN PRETEST AND POSTTEST CONDITIONS

Condition	N	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	Correlation	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Pretest	30	34.53	3.15	.41	1.30	2.78	.36	.36	.02	2.56	29	.009
Posttest		35.83	3.21	.41								

The correlation coefficient of .36 was statistically significant at the .009 level.

V. READING ACHIEVEMENT, SELF-CONCEPT OF ABILITY AND SIGNIFICANT OTHERS

This section is concerned with the major hypothesis of the study, namely, that after the treatment period, there would be a significant positive change in the child's reading ability as a result of enhancement of the child's self-concept of ability.

Hypothesis seven predicted that after the treatment there would be a positive change in the child's reading ability. This was the main hypothesis of the experiment. The experimental treatment attempted to raise the child's reading ability by enhancing his/her academic self-concept through working with parents and teachers. To test hypothesis seven a control group had to be used as a basis for comparison. As has been stated in Chapter III, tests were administered to both the experimental and control groups, in an initial pretreatment condition. Table VII reports the results of a t-test performed on the data derived from these pretreatment tests. The analysis indicated that the mean performances of the two groups on each of the four tests were not significantly different. This suggested that the control group and the experimental group were matched in abilities, for the purposes of this experiment.

The experimental group received the treatment of enhancing self-concept and were tested at the conclusion of this treatment period. The results of the posttreatment test were compared to the pretreatment results by means of a t-test. The results of this comparison are

TABLE VII

COMPARISON OF MEAN PERFORMANCES OF CONTROL AND EXPERIMENTAL GROUPS ON TESTS IN PRETREATMENT CONDITION

Variable	Group	N	Mean	Standard Deviation	Standard Error	F Value	1-Tail Probability	Pooled Variance Estimate			Separate Variance Estimate		
								t Value	Degrees of Freedom	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Self-Concept of Ability	Control	25	55.68	11.88	2.38	1.80	0.07	0.11	53	0.45	0.11	43.62	0.46
	Experimental	30	56.00	8.85	1.62								
Reading Achievement	Control	25	173.20	25.38	5.08	1.22	0.30	0.28	53	0.39	0.28	49.01	0.39
	Experimental	30	171.37	22.94	4.19								
Academic Self-Concept	Control	25	12.32	3.89	0.78	1.20	0.32	0.25	53	0.40	0.25	49.25	0.40
	Experimental	30	12.07	3.55	0.65								
Total Reading Score	Control	25	114.20	20.13	4.03	1.21	0.31	0.28	53	0.39	0.28	49.13	0.39
	Experimental	30	112.73	18.28	3.34								

presented in Table VIII. The table illustrates that in two tests, Reading Achievement and Total Reading, the members of the experimental group showed improvement, significant at the .008 and .04 level. In the case of self-concept of ability and academic self-concept of ability, the students did improve after the treatment period, but not significantly so.

Using a t-test on the data from the pretreatment and posttreatment tests for the control group, it was found, as Table IX illustrates, that members of this group made significant improvement in three tests but failed to meet significance in their improvement of academic self-concept. The posttreatment results were a statistically significant improvement at the .04 level in the self-concept test, at the .001 level in the reading achievement test and at the .0001 level in the total reading test.

From Tables VIII and IX it can be seen that, analyzing the groups independently, both groups showed significant improvement on the reading achievement and total reading tests and the control group on self-concept of ability test. To determine whether the experimental group performed at a level significantly better than the control group, statistical analysis was performed on the difference between pretreatment and post-treatment scores for each group. The difference referred to here was the result of subtracting the pretest scores from the posttest scores for each group and it was these differences in performance that were subjected to statistical analysis.

The question being dealt with here was not whether the children in the experimental group or the control group improved or not. The

TABLE VIII

COMPARISON OF MEAN PERFORMANCES OF THE EXPERIMENTAL GROUP IN PRETREATMENT AND POSTTREATMENT CONDITION

Variable	Condition	N	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	Correlation	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Self-Concept of Ability	Pretreatment	30	56.00	8.85	1.62	2.00	10.20	1.86	0.33	0.04	1.07	29	.15
	Posttreatment		58.00	8.71	1.59								
Reading Achievement	Pretreatment	30	171.37	22.94	4.19	6.70	14.23	2.60	0.85	0.0001	2.58	29	.008
	Posttreatment		178.07	26.84	4.90								
Academic Self-Concept	Pretreatment	30	12.07	3.55	0.65	0.70	3.60	0.66	0.44	0.008	1.06	29	.15
	Posttreatment		12.77	3.22	0.59								
Total Reading Score	Pretreatment	30	112.73	18.28	3.34	4.23	12.29	2.24	0.85	0.0001	1.89	29	0.04
	Posttreatment		116.97	22.88	4.18								

TABLE IX

COMPARISON OF MEAN PERFORMANCES OF THE CONTROL GROUP IN PRETREATMENT AND POSTTREATMENT CONDITION

Variable	Condition	N	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	Correlation	1-Tail Probability	t Value	Degrees of Freedom	1-Tail Probability
Self-Concept of Ability	Pretreatment	25	55.68	11.88	2.38	3.36	9.25	1.85	0.68	0.0001	1.82	24	0.04
	Posttreatment		59.04	11.20	2.24								
Reading Achievement	Pretreatment	25	173.20	25.38	5.08	11.84	16.91	3.38	0.83	0.0001	3.50	24	0.15
	Posttreatment		185.04	30.13	6.03								
Academic Self-Concept	Pretreatment	25	12.32	3.89	0.78	0.68	3.20	0.64	0.65	0.001	1.06	24	0.001
	Posttreatment		13.00	3.72	0.74								
Total Reading Score	Pretreatment	25	114.20	20.13	4.03	6.48	7.88	1.58	0.94	0.0001	4.11	24	0.0001
	Posttreatment		120.68	23.03	4.61								

question was whether the children who received self-concept enhancement improved their reading ability to a level that was substantially higher than the improvement in reading ability for those children who did not receive such enhancement. Table X sets forth the results of such an analysis. None of the differences of mean performances was significantly different. Although each of the two groups actually improved their performance, the experimental group gain was not significantly greater than the gain experienced by the control group.

The analysis reported in Table X seems to leave one with the impression that perhaps hypothesis seven should be rejected on this basis. However, as can be seen from Table VII, the experimental and control groups, while not differing in statistically significant amounts, were not identical in the pretest condition. Added to this was the fact that Table VIII and Table IX indicate that both groups showed significant improvement on the reading achievement and total reading tests and the control group on self-concept of ability.

Based on this reasoning it was decided to employ a more powerful form of processing the data than the t-test. This processing took the form of analysis of covariance.

The first analysis of covariance used the total posttest self-concept of ability scores for both the experimental and control groups as the dependent variable and the total pretest self-concept of ability scores as the covariate score. As has been stated in Chapter III, section VI, the difference in the pretest scores between the experimental and control groups could possibly affect the posttest performance of these two groups. This analysis of covariance held the pretest scores constant

TABLE 5

COMPARISON OF DIFFERENCES OF MEAN PERFORMANCES FOR EXPERIMENTAL AND CONTROL GROUPS

Variable	Group	N	(Difference) Mean*	Standard Deviation	Standard Error	F Value	1-Tail Probability	Pooled Variance Estimate t Value	Pooled Variance Estimate Degrees of Freedom	Pooled Variance Estimate 1-Tail Probability	Separate Variance Estimate t Value	Separate Variance Estimate Degrees of Freedom	Separate Variance Estimate 1-Tail Probability
Self-Concept of Ability	Control	25	3.36	9.25	1.85	1.22	0.32	0.51	53	0.31	0.52	52.59	0.30
	Experimental	30	2.00	10.20	1.86								
Reading Achievement	Control	25	11.84	16.91	3.38	1.41	0.28	0.02	53	0.49	0.02	52.76	0.49
	Experimental	30	6.70	14.23	2.60								
Academic Self-Concept	Control	25	0.68	3.20	0.64	1.27	0.19	1.22	53	0.11	1.21	47.10	0.12
	Experimental	30	0.70	3.60	0.66								
Total Reading Score	Control	25	6.48	7.88	1.58	2.44	0.02	0.79	53	0.22	0.82	49.96	0.21
	Experimental	30	4.23	12.29	2.24								

*This score is derived by subtracting the pretest scores from posttest scores for each group indicating the differences in performance.

to determine if there was a significant change in the posttest self-concept of ability scores. Table XI indicates the results of this analysis. The results indicate that the covariate, pretest self-concept of ability scores, did account for a significant amount of the variance in the posttest self-concept scores but that once this variance was removed there was not a significant amount of variance remaining that could be explained by the effect of the experimental treatment.

The second analysis of covariance tested for the effects of the total pretest reading achievement scores on the total posttest reading achievement scores. Again, the premise was that the difference in the pretest scores between the experimental and control groups could perhaps have affected the posttest performance. Table XII presents the results. Similar to Table XI the covariate, pretest reading achievement, did account for a significant proportion of the posttest variation but once this was removed the experimental treatment did not explain a significant amount of the variation between the posttest reading achievement scores of the experimental group and the posttest reading achievement scores of the control group.

Two additional analyses of covariance were performed. The first tested the total posttest academic self-concept scores with the pretest academic self-concept scores as the covariate and the final analysis of covariance determined the effect of the pretest total reading scores on the posttest total reading scores. Table XIII and Table XIV, respectively, report the results of these two analyses. In both cases the covariate accounted for a significant amount of the variance but once removed the experimental treatment did not significantly explain the remaining variance.

TABLE XI

ANALYSIS OF COVARIANCE FOR THE EFFECTS OF TOTAL PRETEST SELF-CONCEPT OF ABILITY SCORES ON POSTTEST SCORES

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Covariate: Self-Concept of Ability Pretest	1484.93	1	1484.93	20.73	.001
School ID	19.77	1	19.77	0.28	NS
Within groups	3724.98	52	71.63		

TABLE XII

ANALYSIS OF COVARIANCE FOR THE EFFECTS OF TOTAL PRETEST READING ACHIEVEMENT SCORES ON POSTTEST SCORES

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Covariate: Reading Achievement Pretest	30248.17	1	30248.17	123.57	.001
School ID	363.01	1	363.01	1.48	NS
Within groups	12728.67	52	244.78		

TABLE XIII

ANALYSIS OF COVARIANCE FOR THE EFFECTS OF TOTAL PRETEST ACADEMIC SELF-CONCEPT SCORES ON POSTTEST SCORES

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	Value	Level of Significance
Covariate: Academic Self-Concept Pretest	188.78	1	188.78	22.05	.001
School ID	0.15	1	0.15	0.02	NS
Within groups	445.18	52	8.56		

TABLE XIV

ANALYSIS OF COVARIANCE FOR THE EFFECTS OF TOTAL PRETEST

TOTAL READING SCORES ON POSTTEST SCORES

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Covariate: Total Reading Pretest	22252.68	1	22252.68	200.24	.001
School ID	62.79	1	62.79	0.57	NS
Within groups	5778.89	52	111.13		

In light of these four separate analyses of covariance hypothesis seven was rejected. The analysis of the data does not stop here, however. If one examined again the comparison of differences of the mean performances of the experimental and control groups (Table X) it could readily be seen that in all cases but the reading achievement, the control group experienced a greater improvement than that of the experimental group. This is not to suggest that the experimental treatment had a deleterious effect upon the experimental group. Indeed, it could even be suggested that had it not been for the experimental treatment, a greater deterioration would have ensued and that the three months of experimental treatment prevented such a calamity from occurring. The real message that seemed to be coming out of the data, and specifically Table X, was that realistically these two groups of grade three students could not be compared. Given the circumstances and limitations of the experiment it was not possible to include a sample of students from the same school and having the same teacher. What was possible, however, was a within school comparison of the data. There seemed to be valuable information contained in the analysis of the results from the experimental group. Pearson product-moment correlation coefficients were gathered for several variables in the experimental group. The remainder of the analysis was devoted to this.

VI. A POSTERIORI ANALYSIS

Table XV presents the Pearson product-moment correlation coefficient between the parent's perception of how teachers would rate the ability of the child and the teacher's perception of how parents

TABLE XV

CORRELATIONS BETWEEN PARENTS' PERCEPTION OF HOW THE TEACHER WOULD RATE THE CHILD'S ABILITY AND THE TEACHER'S PERCEPTION OF HOW THE PARENT WOULD RATE THE CHILD'S ABILITY

Parent Perception of How Teachers Would Rate Child's Ability		Teacher Perception of How Parents Would Rate the Child's Ability			
Condition	N	Pretest Condition	Level of Significance	Posttest Condition	Level of Significance
Pretest	30	.21	NS		
Posttest	30			.36	.03

would rate the ability of the child. The coefficients are reported for both the pretest and posttest conditions. The comparison was between the scores obtained by parents on the final four questions on the Michigan State Parent Questionnaire (Appendix C) and the scores obtained by teachers on the final four questions on the Michigan State Teacher Questionnaire (Appendix D). It was clear from Table XV that the pretest comparison was not significant but that the posttest comparison was significant at the .03 level.

The second noteworthy comparison as a result of a posteriori analysis was the correlation coefficient between self-concept of ability and each of reading achievement and total reading scores. The self-concept score was the score obtained by the student on the Piers-Harris Children's Self-Concept Scale. The reading achievement score was the student's score on the five subtests of the Stanford Achievement Test whereas the total reading score was the student's score on three of the five subtests on the Stanford Achievement Test. For further explanation see Chapter I, Section IV: OPERATIONAL DEFINITIONS. Table XVI shows that neither of the pretest comparisons was significant but that both posttest comparisons were significant. The reading achievement correlation of .46 was significant at the .005 level and total reading was significant at the .007 level.

The final set of comparisons was between the child's reading achievement and each of the teacher's perception of the child's ability and the teacher's perception of the child's reading ability. The comparison is between the student's score on the five subtests of the Stanford Achievement Test and the ten questions of the Michigan State

TABLE XVI

CORRELATIONS BETWEEN SELF-CONCEPT OF ABILITY AND READING ACHIEVEMENT AND TOTAL READING SCORES

Condition	N	Reading Achievement	Level of Significance	Total Reading	Level of Significance
Pretest	30	.12	NS	.14	NS
Posttest	30	.46	.005	.44	.007

Teacher Questionnaire concerned with the teacher's impression of the child's ability as well as with the student's score on the four questions of the Michigan State Teacher Questionnaire dealing with the teacher's perception of the child's reading ability. Table XVII shows that in the pretest condition neither of the relationships was significant but in the posttest condition both relationships were significant with the teacher's perception of the child's reading ability significant at the .001 level.

VII. SUMMARY

The first four sections of the chapter dealt with the six minor hypotheses set forth in Chapter II. A statistically significant relationship was found between the child's self-concept of ability and his self-concept of ability held by teachers as significant others. This was the case after the three month treatment period. Statistically significant relationships were found between the child's academic self-concept of ability and the self-concept of the child as held by teachers. This relationship existed before as well as after the treatment period. A statistically significant increase was found in the parent's perception of the child's self-concept of ability from before to after the treatment period. Both the control and experimental groups showed significant improvement in their scores on reading achievement and total reading tests. The control group showed significant improvement in their self-concept of ability. A significant correlation was found in the posttest between the parent's perception of how teachers would rate the child's ability and the teacher's perception of how parents would rate the ability

TABLE XVII

CORRELATIONS BETWEEN READING ACHIEVEMENT AND THE TEACHER'S PERCEPTION OF THE CHILD'S ABILITY AND THE TEACHER'S PERCEPTION OF THE CHILD'S READING ABILITY

Condition	N	Teacher's Perception of Child's Ability	Level of Significance	Teacher's Perception of Child's Reading Ability	Level of Significance
Pretest	30	.23	NS	.23	NS
Posttest	30	.51	.002	.69	.001

of the child. Significant correlations were found between the posttest self-concept of ability and each of reading achievement and total reading scores. Finally, significant relationships existed between the child's posttest reading achievement and the teacher's perception of the child's ability and the teacher's perception of the child's reading ability.

No significant relationship was found in the pretest condition between the child's self-concept of ability and the self-concept of ability held by parents and teachers as significant others. This was also the case in the posttest for the self-concept of ability held by parents. There was no significant increase in the experimental group in the child's self-concept of ability after the treatment period. No significant relationship was found between the child's academic self-concept and the self-concept of ability held by parents before or after the treatment period. There was no significant increase in the experimental group in the child's academic self-concept of ability after the treatment period. There was no significant improvement in the teacher's perception of the child's self-concept of ability.

Analysis of covariance was used to determine the statistical significance of the major hypothesis of the study. Even though the control and experimental groups showed significant improvement on reading achievement and total reading tests and the control group significantly improved their self-concept of ability, analysis of covariance revealed that pretest levels of performance on tests accounted for a major portion of the variance on the posttest scores and that the experimental treatment did not explain the remaining variance in the scores. Therefore it was concluded that the increase in performance on the part of the experimental

group was not statistically greater than the increase in performance by the control group and therefore could not be accounted for by the experimental treatment.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The Problem

To investigate experimentally the relationship between self-concept of ability and reading achievement was the impetus for undertaking this study. The major purpose of the study was to determine whether grade three students in Goulds, Newfoundland, would improve their self-concept of ability and, indirectly, reading achievement as a consequence of the researcher's working closely with parents and teachers.

To determine the specific nature of these relationships, six minor hypotheses and one major hypothesis were formulated. Hypothesis I predicted that there existed a positive relationship between the child's self-concept of ability and the self-concept of ability of the child held by parents and teachers as significant others; while Hypothesis II predicted that after the treatment period of approximately three months there would be a significant positive increase in the child's self-concept of ability. Hypothesis III and IV were concerned with the child's academic self-concept of ability. Hypothesis V and VI predicted that parents and teachers would have a significantly better perception of the child's self-concept of ability after the treatment period. Hypothesis VII predicted that after the treatment period there would be a significant positive change in the child's reading

ability as a result of enhancement of the child's self-concept of ability.

Experimental Design

Careful deliberation went into the selection of the two areas in which the experimental research was carried out. The first consideration was that of similarity in social and economic structure between the two areas. The second criterion was of a more practical nature, reasonable access by road, size of student population, and cost of conducting such a study were considered. Finally, it was necessary to receive the permission, cooperation, and involvement of the various groups of people. The two areas of Goulds and Torbay came closest to meeting these considerations.

School records indicated that the grade III population for both schools was one hundred and twenty. From this group sixty-four students were selected for inclusion in this study. Due to illnesses and absences this number was further reduced to fifty-five. The control group contained twenty-five students while the experimental group included thirty students. The teacher sample included the teachers of the two grade three classes of students included in the experimental group. The parent sample consisted of the parents or the guardians of the thirty students assigned to the experimental group.

Instrumentation

Two questionnaires and two standardized tests were the instruments used to gather data for the study. The Michigan State Teacher Questionnaire and the Michigan State Parent Questionnaire were used to ascertain

the perception of the teacher and parent on matters relating to the child's ability. These questionnaires, which were developed by W.B. Brookover, resulted in the accumulation of four separate scores for each parent and for each teacher on a particular child. The 1973 version of the Stanford Achievement Test, Primary Level II, Form A and B, was used to obtain a measure of the students' reading achievement. Four of the subtests were used to determine achievement: vocabulary, word reading, and reading comprehension, work study skills and spelling. The Piers-Harris Children's Self-Concept Scale was employed to determine the child's self-concept of ability and the child's academic self-concept of ability.

The pretest condition of the experimental research was conducted from February 21, 1977 to March 10, 1977. The posttest condition of the experimental design was carried out between May 25, 1977 and June 3, 1977. All tests and questionnaires were administered and scored by the researcher.

The Procedure

Initial administration of the Stanford Achievement Test to the grade three pupils of both schools indicated the presence of students performing at or below the class average. These students were then administered the Piers-Harris Children's Self-Concept Scale. The students in the control group received no further attention until near the completion of the experiment. The teachers of pupils in the experimental group were asked to complete the Michigan State Teacher Questionnaire for each student in the group. Following this the children's parents were invited to a general meeting where the purpose, duration, and procedure of the experiment were explained. They were then asked to complete the

Michigan State Parent Questionnaire. Upon the completion of the questionnaire the parents received the first of three presentations oriented towards instilling in parents an appreciation and understanding of the child's self-concept of his own ability, the importance of reading in the curriculum and the overwhelming evidence supporting the relationship between the two. The guest speakers, at all times, kept the discussions on a practical level, suggesting possible ways of improving those areas of vital concern. The presentations were spaced approximately one month apart and accommodated the school and community events. In addition to these three general meetings of all parents, three individual conferences, of one-half hour in duration, were organized with the teacher. At these conferences, specific problems, related to reading, were discussed and home activities were suggested to encourage the parent to become more actively involved in the education of the child.

The general and individual conferences were spread over a three month period. The experimental study was terminated with a retesting of students, parents, and teachers. The parents were invited, individually, to an evaluative session with the researcher, where the overall program was scrutinized.

Statistical Analysis

The data relevant to the study were extracted from the questionnaires and test answer sheets, transferred to intermediate sheets, coded and punched on I.B.M. cards. The 1620 computer at Memorial University was programmed to process the data. Mean scores, as well as Pearson product-moment correlation coefficients, were calculated on each of the two groups. The t-test was used to test the significance of the difference

between means. For the major hypothesis, a more stringent form of data processing was employed. To control for the pretest level of performance the analysis of covariance was used.

II. CONCLUSIONS AND IMPLICATIONS

On the basis of the findings of this study a number of conclusions might be drawn and implications noted.

Conclusion 1

No statistically significant relationships were found between the child's self-concept of ability and the self-concept of ability of the child held by parents and teachers as significant others in the pretest condition. Similarly no significant relationship was found for the parents in the posttest condition. There was, however, a significant relationship between the child's self-concept of ability and the self-concept of ability of the child held by teachers as significant others in the posttest condition.

Implication. The results of this analysis indicate that previously teachers were not cognisant of the child's self-concept of ability or at least teachers held a view of the child's self-concept which was not the same as that which the child held of himself. At the conclusion of the experiment and perhaps as a result, the two were more in harmony. The development of this awareness on the part of the teachers places them in the enviable position of being able to enhance the child's self-concept and being able to detect the results of such efforts. This has obvious benefits for the teacher and the student.

The evidence provided by Jones,[1] O'Brien,[2] Singh,[3] and Rosenthal and Jacobson[4] seems to concur with the implication provided here. For further information on the teacher's influence on the child's self-concept of ability, see Chapter II, GENERAL REVIEW OF THE LITERATURE. The parents did not seem to occupy such an advantageous position. The lack of significance could have been due in part to the short duration of the experiment. Further efforts need to be devoted to making parents aware of their child's self-concept of ability and the value of enhancing this self-concept.

Conclusion 2

A significant positive relationship was found to exist between the child's academic self-concept of ability and the self-concept of ability of the child held by teachers. This relationship was not found to hold true for parents.

Implication. The strength of the relationship (significant at the .004 and .03 levels) indicated that teachers were very perceptive of not only the various abilities of students but also how the student's differing academic abilities influenced the manner in which a child viewed himself. The strength of the relationship also indicated that teachers were, in large part, responsible for the child's self-concept.

---

[1] Jones, "The Relationship Between . . .," 1972.

[2] O'Brien, "The Relationship of . . .," 1972.

[3] Singh, "Self-Concept of . . .," 1972.

[4] Rosenthal and Jacobson, "Pygmalion . . .," 1968

The position a teacher occupies could and should be utilized to raise the self-concept levels of underachieving students. The results of the study indicated that the parents involved in this study were not in such a privileged position as the teachers. It seemed that the parent's view of their children was not the same as the children's view of themselves. This situation was unfortunate and it indicated a very strong need for parents to become more involved, on a regular basis, in the academic life of the child. This would place parents in a more direct position to augment the child's academic and general self-concept.

Conclusion 3

Pearson product-moment correlation revealed that there was a significantly positive change in perception by the parents of the child's self-concept of ability. The correlation coefficient was found to be significant at the .009 level.

Implication. From the previous analysis and results indicated in Hypothesis I and Conclusion 1, the parents' view of the child's self-concept of ability did not correspond with the child's own self-concept. Further analysis presented for Hypothesis VI indicated, however, that parents had made significant improvement in their assessment of the child's self-concept, although after this improvement it was not in complete harmony with the child's view of himself. This indicated that once parents were presented with the idea of self-concept and the importance it plays in both the academic and non-academic life of the child, they were quick and accurate in evaluating their own view of their children and significantly improved their perception of the child's self-concept. The duration of the experiment may have precluded the greater concurrence

of views between parents and their children. Experimental investigation needs to be carried out into determining externally perceptable variables that are linked to an enhancement of academic and general self-concept.

Conclusion 4

In spite of the fact that the results of the experiment indicated that both the experimental and the control group exhibited improvement in reading achievement and total reading tests and that the control group showed an improvement on self-concept of ability, four analyses of covariance failed to provide statistical evidence to suggest that as a result of the experimental treatment the improvement in the experimental group was greater than the improvement in the control group.

Implication. Failure of the analysis of covariance to demonstrate statistical significance for the major hypothesis suggests that further refinement was necessary of the experimental procedure employed in this study. Statistical significance in Hypotheses III and VI of this study and the promising results of other related studies, suggest very strongly that the present direction of efforts and expending of energies will lead not only to experimental significance, but also to measurably significant benefit to parents, teachers, students and as well the educational system.

Specific improvements in the form of the scheduling and format of parent-teacher conferences, such as methods of notification of general meetings, inviting guest speakers acquainted with the parents, using two groups of students in the same school, and extending the length of the study to an entire academic year would have a cumulative effect of obtaining a

significant improvement over the efforts of the group lacking the enhancement program.

Conclusion 5

Of the parents of the thirty students in the experimental group 83% or twenty-five parents attended the final individual conferences with the researcher. Questioned as to whether they would again participate in a study of this nature, all twenty-five or 100% of those who attended, said definitely yes.

Implication. One of the measures of the success of this program was to examine the attitude of participants in the program after its termination. The result was encouraging. The parents overwhelmingly supported the program. By far the majority of parents were willing to participate in the study because it provided an organized method by which parents could help their children with their school work. This was the key. Many parents were reluctant to join the program because they thought they could not help their children or did not know of a correct means. Even though the program needed revisions it provided a structured means by which parents could help.

Conclusion 6

Pearson product-moment correlation coefficients indicate that there existed, at the end of the experiment, a strong relationship ($p < .03$) between the parents' perception of how the teacher would rate the child's ability and the teacher's perception of how the parent would rate the child's ability. This was not the case before the experiment began.

Implication. Roe,[1] in a study completed in 1971, spoke of the importance of communication between the home and the school and of its necessity if there was to be any improvement in the child's school work. Similarly, Dave[2] in 1963 addressed the importance of congruence of pressures on the child by the home and the school. Both of these sources point to the importance of parents and teachers being more aware of each other's perception of the child's ability. If both are in agreement as to the present ability level of the child then both groups can work together to try to improve the situation, but if differences exist in the perception of the child's ability, this situation of cross-pressures could create a problem for the child who would perceive it as a double set of standards or expectations. At the end of the treatment period the parent and the teacher were appreciative of each other's beliefs and this is a sound basis on which to build a program of improvement.

Conclusion 7

At the conclusion of the experiment there existed a significant relationship between self-concept of ability and each of reading achievement ($p < .005$) and total reading scores ($p < .007$). There did not exist a significant relationship between these variables before the commencement of the experiment.

Implication. In 1975 Lawrence[3] reported that self-concept was an important link between school and the family in its effect upon student

---

[1] Roe, "Socio-Economic ....," 1971.

[2] Dave, "The Identification ....," 1963.

[3] Lawrence, "Self-Concept ....," 1975.

achievement. The results of this study support this conclusion. The implication is that if parents and teachers want to improve the scholastic performance of a child the most profitable and direct means of achieving this is to direct their efforts toward the enhancement of the child's self-concept of ability. The results point to a need to examine further the exact nature of home and school pressures in an effort to determine the precise means by which self-concept and academic achievement are influenced.

Conclusion 8

Extended analysis of the data indicates that posttest performance by the student on reading tests was significantly related to both teacher's perception of the child's ability ($p < .002$) and the teacher's perception of the child's reading ability ($p < .001$). This was not the case before the experiment.

Implication. Rosenthal and Jacobson[1] reported a study in which a teacher was able to significantly modify the academic ability of a child by changing her own perception of the child's ability. This suggests that if a teacher was of the belief that students possess fixed abilities and would only perform at a level commensurate with their previous years, teachers would be prone to encourage and reinforce the behavior they expected initially. The situation would be different, however, if teachers believed that students' abilities are modifiable directly as a result of self-concept of ability enhancement. For such a belief to exist a teacher

---

[1]Rosenthal and Jacobson, "Pygmalion . . .," 1968.

must truly believe herself that the child is capable of doing better work before she can convince the child of this and enhance the child's self-concept. The important link is, however, that the teachers themselves must believe that children's self-concepts are changeable. This change is not always easy to effect. The results of the experiment were encouraging in that previously no relationship existed between the teacher's perception of the child's reading ability and the child's actual reading ability but that after a three month treatment period a relationship did exist. This suggests, perhaps, that an increase in the teacher's perception of the child's reading ability would effect an increase in the child's reading ability. This seems clear, if one accepts the reasoning of Rosenthal and Jacobson. Further work needs to be carried out on the exact means by which teachers can improve the communication of the idea, to children, that they can improve their own ability.

III. RECOMMENDATIONS FOR FURTHER RESEARCH

Several suggestions can be made concerning further research with regard to self-concept of ability and achievement.

1. Studies employing the use of guest speakers in general meetings should ensure that these individuals work with parents and teachers from the outset of the study. This would remove the alien aspect and heighten credibility.
2. The questionnaire used in the present study to determine parent and teacher attitudes was too ambiguous in its interpretation and in its scoring. Research aimed at producing a more categorical and unequivocal question-

naire would be most beneficial.

3. There is a need to research the preliminary responses of the child to self-concept of ability enhancement. Little is known of the child's responses between the onset of enhancement and measurable indicators such as academic work.
4. An experimental design of a nature similar to the present study should attempt to involve parents, teachers, and students for the duration of at least one academic year to allow sufficient time for the study to develop.
5. A thorough follow-up study should be made of the findings of the present study to determine the effect of time on the achievements made.
6. Experimental research needs to be carried out on various other grades to determine the degree to which these students would benefit from a program of self-concept enhancement.
7. The experimental design should be modified to include groups of students from the same school to ensure that the results of the experimental and control groups are able to be compared with confidence.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Bloom, B. S., Allison Davis, and Robert Hess. Compensatory Education for Cultural Deprivation. New York: Holt Rinehart and Winston, Inc., 1965.

Briggs, Dorothy C. Your Child's Self-Esteem: The Key to His Life. New York: Doubleday and Company Inc., 1970.

Brookover, Wilbur B., and Edsel L. Erickson. Sociology of Education. Illinois: The Dorsey Press, 1975.

Canfield, J., and H. C. Wells. 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, N. J.: Prentice-Hall, 1976.

Coopersmith, S. The Antecedents of Self Esteem. London: W. H. Freeman and Company Inc., 1967.

Crawford, J. J., and D. Easonic. School Achievement: A Preliminary Look at the Effects of the Home. Toronto Board of Education for the city of Toronto Research Department, 1970, No. 83.

Hamachek, Don E. Encounters with the Self. New York: Holt, Rinehart and Winston, Inc., 1971.

Jersild, Arthur. In Search of Self. New York: Bureau of Publication, Teachers College, Columbia University, 1952.

LaBenne, Wallace D., and Bert I. Greene. Educational Implications of Self-Concept Theory. California: Goodyear Publishing Company, Inc., 1969.

Lavin, D. E. The Prediction of Academic Performance. New York: Russel Sage Foundation, 1965.

Lewin, Kurt. A Dynamic Theory of Personality. Translated by D. K. Adams and K. E. Zener. New York: McGraw Hill Publishing Company, Inc., 1935.

McClelland, D. The Achievement Motive. New York: Appleton Century Crofts, Inc., 1953.

Mead, George H. Mind, Self and Society. Chicago: University of Chicago Press, 1934.

Rosenthanl, R., and L. Jacobson. Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, Inc., 1968.

Summers, G.F. Attitude Measurement. Chicago: Rand McNally Publishing Company, Inc., 1970.

Taba, Hilda, and Deborah Elkins. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally Publishing Company, Inc., 1966.

Vitro, Frank T. The Self Concept in Education. New York: M.S.S. Education Publishing Company, Inc., 1971.

Wylie, Ruth. The Self Concept. Lincoln: University of Nebraska Press, 1961.

B. PERIODICALS

Bloom, B.S. "Personality Variables and Classroom Performance." Journal of the National Association of Deans of Women, June 1953, pp. 159-164.

Cochrane, D.S. "Parents: The Answer or the Problem." Corridor, Vol. 2 (February 1973), pp. 5-8.

Coopersmith, S. "A Method for Determining Types of Self-Esteem." Journal of Educational Research, LIX (1959), pp. 87-94).

Criscuolo, N.P. "Meaningful Parental Involvement in the Reading Program." National Elementary Principal, Vol. 51 (April 1972), pp. 64-65.

Davidson, H.H., and G. Land. "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self Perception, School Achievement and Behavior." Journal of Experimental Education, XXIX (December 1960), pp. 107-118.

De Franco, E.B. "Parent Education as an Aid to Improving Children's Reading." Adult Leadership, Vol. 21 (April 1973), pp. 320-323.

Fink, M.B. "Self-Concept as it Relates to Academic Achievement." California Journal of Educational Research, Vol. XIII (April 1962).

Gomberg, A.W. "Can Disadvantaged Parents Motivate Children for Reading." Record, February 1970, pp. 451-454.

Government of Newfoundland and Labrador, Department of Education. "Standards Testing Program." October 1976.

Heisler, F., and F. Crowley. "Parental Participation: Its Effect on the First-Grade Achievement of Children in a Depressed Area." Wyandanch Union Free School Press, District 9, New York, July 1969.

Helper, M.M. "Parental Evaluations of Children and Children's Self-Evaluations." Journal of Abnormal and Social Psychology, LVI (1958).

Herbart, E., D.M. Gelfand, and D.P. Hartman. "Imitation and Self-Esteem as Determinants of Self Critical Behavior." Child Development, Vol. 40 (1969), pp. 421-430.

Koppenhaver, A.H. "Reading and the Home Environment." Claremont Reading Conference Yearbook, Vol. 38 (1974), pp. 122-129.

Newfoundland Department of Education. Newsletter, Vol. 15, No. 2 (December 1963), St. John's.

Newfoundland Department of Education. Newsletter, Vol. 16, No. 2 (October 1964), St. John's.

Newfoundland Department of Education. Newsletter, Vol. 16, No. 4 (October 1964), St. John's.

Newfoundland Department of Education. Newsletter, Vol. 17, No. 2 (October 1965), St. John's.

Piers, E.V., and Harris, D.A. "Age and Other Correlates of Self-Concept in Children." Journal of Educational Psychology, Vol. 55 (1964), pp. 91-95.

Popp, L.A. "Helping Inner City Students Surpass the Norms." Education for the Disadvantaged Child, Vol. 2, No. 2 (Spring 1974), pp. 2-5.

Province of Newfoundland and Labrador. Report of the Royal Commission on Education and Youth. Vol. 1, St. John's: The Queen's Printer, 1967.

Reeder, T.A. "A Study of Some Relationships Between Level of Self Concept, Academic Achievement and Classroom Adjustment." Dissertation Abstracts, XV (December 1955), p. 2472.

Rosenberg, M. "Parental Interest and Children's Self-Conceptions." Sociometry, XXVI (1963), pp. 35-49.

Roth, R.M. "The Self-Concept as a Factor in Over and Under Achievement." Journal of Experimental Education, XXVII (May 1959), p. 281.

Shavelson, R.J., Judith J. Huber, and George C. Stanton. "Self-Concept: Validation of Construct Interpretations." Review of Educational Research, Vol. 46, No. 3 (Summer 1976), pp. 407-441.

Singh, Amarjit. "Self-Concept of Ability and School Achievement: An Alternative to the Fixed Ability Model in Education." In Education Change and Society: A Sociology of Canadian Education. R.A. Carlton, L.A. Colley, N.J. MacKinnon, editors. Toronto: Gage Education Publishing Ltd., 1977.

Thomas, Shailer. "An Experiment to Enhance Self-Concept of Ability and Raise School Achievement Among Low Achieving Ninth Grade Students." Dissertation Abstracts, XXVI (1966), p. 4870.

Ward, E. "A Child's First Reading Teacher: His Parents." Reading Teacher, Vol. 23 (May 1970), pp. 756-760.

Wattenberg, William W., and Clare Clifford. "Relationship to Self-Concepts to Beginning Achievement in Reading." Child Development, XXXV (March-December 1964), pp. 461-467.

Williams, Robert L., and Spurgen Cole. "Self-Concept and School Adjustment." Personnel and Guidance Journal, XXXXVI (January 1968).

Zirkel, P.A. "Enhancing the Self-Concept of Disadvantaged Students." California Journal of Educational Research, Vol. 23 (1972), pp. 125-137.

C. UNPUBLISHED MATERIALS

Bilby, R.W., J.A. Vonk, and E.L. Erickson. "Parental Variables as Predictors of Student Self-Conceptions of Ability." Research paper presented to the American Educational Research Association meeting held in New Orleans, Louisiana, February 26 to March 1, 1973.

Brett, Betty M. "A Survey of Leisure Reading of Grade Nine Students in Central High Schools in Newfoundland." Unpublished Master's thesis, The University of Alberta, Edmonton, 1964.

Brookover, Wilbur B., Edsel L. Erickson, and Lee M. Joiner. Self-Concept of Ability and School Achievement, III. Report of Cooperative Research Project No. 2831. East Lansing, Michigan: Michigan State University Press, 1967.

Brookover, Wilbur B., Ann Paterson, and Shailer Thomas. Self-Concept of Ability and School Achievement. Cooperative Research Project No. 845. East Lansing, Michigan: Michigan State University Press, 1962.

Brookover, Wilbur B., Jean M. Le Pere, Don E. Hamachek, Shailer Thomas, and Edsel Erickson. Self-Concept of Ability and School Achievement. Second Report of the Continuing Study of the Relationships of Self-Concept and Achievement and Final Report on Cooperative Research Project No. 1636. East Lansing, Michigan: Michigan State University, 1964.

Crocker, O.K. "The Leisure Reading of High School Students in Newfoundland." Unpublished Doctoral dissertation, The University of Indiana, 1967.

Dave, R.H. "The Identification and Measurement of Environmental Process Variables that are Related to Educational Achievement." Unpublished Doctoral dissertation, The University of Chicago, 1963.

Davis, H.D. "A Study of Secondary School Reading Achievement in a Selected Area of Newfoundland." Unpublished Master's thesis, Memorial University of Newfoundland, 1973.

Felice, Lawrence G. "Self-Concept: The Linkage Between Family Background, School Context and Educational Success." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., March, 1975.

Hamachek, D.E., and J. Conley. "An Exploratory Study of Students' Perceptions of Schools, Teachers, Skills, Self, and Student Teaching Relationship in Grade Six Through Twelve." Paper presented at the American Educational Research Association Convention, February 10, 1968, Chicago.

Jones, V. "The Relationship Between Academic Self-Concept of Grade VIII Girls in an Urban Setting and Each of the Following Variables: Parent-Child Relationship, Teacher-Child Relationship, Peer Relationship, Intelligence, and Social Class." Unpublished Master's thesis, Memorial University of Newfoundland, 1972.

Lawrence, F. "Self-Concept: The Linkage Between Family Background, School Concept and Educational Success." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., March 1975.

Mayer, C.L. "A Study of the Relationship of Early Special Class Placement and the Self-Concepts of Mentally Handicapped Children." Unpublished D.Ed. dissertation, Syracuse University, 1965.

McDaniel, E.D., et al. "Longitudinal Study of Elementary School Effects: Design Instruments and Specifications for a Field Test, Final Report." Purdue University, Lafayette, Indiana, Educational Research Centre, December 1973.

O'Brien, Catherine. "The Relationship of Self-Concept of Academic Ability to Academic Ability for Grade Eight Students in Six Rural Schools of Ferryland District." Unpublished Master's thesis, Memorial University of Newfoundland, 1972.

O'Gorman, Sister Margaret. "Extent to which Psychological Factors Affect Reading in Grade IV." Unpublished Master's thesis, Memorial University of Newfoundland, St. John's, 1970.

Pollard, W.A. "Socio-Economic Versus Educational Input Variables as Related to Grade VI Reading Achievement in Rural Newfoundland." Unpublished Master's thesis, Memorial University of Newfoundland, St. John's, 1969.

Ralph, Stuart. "Sociological Versus Educational Variables as Related to Grade Six Language Achievement in Rural Newfoundland." Unpublished Master's thesis, Memorial University of Newfoundland, St. John's, 1976.

Roe, G.M. "Socio-Economic Versus Educational Input Variables as Related to Grade IV Reading Achievement Among Boys in St. John's, Newfoundland." Unpublished Master's thesis, Memorial University of Newfoundland, St. John's, 1971.

Shortall, Brian. "The Attitudes and Teaching Practices of Selected Newfoundland Teachers Pertaining to Reading Instruction in the Secondary Schools." Unpublished Master's thesis, Memorial University of Newfoundland, St. John's, 1973.

Singh, Amarjit. "Self-Concept of Ability and School Achievement of Seventh Grade Students in Newfoundland: A Symbolic Interactionist Approach." Unpublished Doctoral dissertation, Michigan State University, 1972.

Tocco, T.S., and C.M. Bridges, Jr. "Mother-Child Self Concept Transmission in Florida Model Follows Through Participants." Paper presented to the Annual Meeting of American Educational Research, New York, February 1977.

Trickett, H. "Stability and Predictability of Children's Self-Concept and Perceptions by Others: A Developmental Study." Unpublished Doctoral dissertation, Stanford University, 1968.

Van Boven, John. "Improving Self Concept: A Possible Aid to Increased Achievement and More Desirable Behavior." Practicum report submitted in partial fulfilment for the requirements for the Ed.D. degree, Nova University, Florida, 1973.

Wing, S.W. "A Study of Children Whose Reported Self-Concept Suffers from Classmates' Evaluation of Them." Unpublished Doctoral dissertation, University of Oregon, 1966.

APPENDICES

APPENDIX A

LETTER TO PARENTS ON FIRST GENERAL MEETING

March 2, 1977

Dear Parents:

I am a graduate student at Memorial University completing a Master's degree in Education, and am very interested in trying to make our educational system the best available for our young people. To do this we need to constantly try out new ideas and new things in our schools. I believe that education not only takes place in the school but also in the home. Therefore parents can be considered as teachers as well. The school needs the help of the parents to make a good job of educating our young people. One of the best ways to do this is to get teachers and parents working together so that it becomes a united effort. With the consent of the parents, we would like to select a group of grade three students from St. Kevin's School and, for a short while, have the parents and teachers of these children work together to give the children the best chance at getting a good education.

I am not alone in how I feel about parents and teachers working together. Dr. Hubert Kitchen and Dr. Phillip Warren, professors at Memorial, support me in all my efforts. Mrs. Geraldine Roe, Assistant-Superintendent with the Board is right behind me and has agreed to lend a hand wherever possible. Sr. Colette Nagle, the Principal of St. Kevin's, and Mrs. Crane and Mrs. Hearn, the grade three teachers, all believe that my efforts are indeed worthwhile and have agreed to let me work at St. Kevin's.

I am hoping that you will help me as well. The principal and the teachers have both assured me that parents would be willing to cooperate because they are very interested in the quality of education that their children receive.

To explain exactly what we shall be doing I would like to meet with you at a general meeting to be held at the school Tuesday, March 8, at 8:30 p.m. at which time I will try to explain what it is exactly we shall be doing. Your cooperation in making this project a success is very important. I hope you will attend.

If you have a problem with transportation, a bus has been arranged to pick you up, bring you to the meeting and return you after. Thank you.

Yours truly,

Hubert G. Smith

APPENDIX B

THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me ..... yes no
2. I am a happy person ..... yes no
3. It is hard for me to make friends ..... yes no
4. I am often sad ..... yes no
*5. I am smart ..... yes no
6. I am shy ..... yes no
*7. I get nervous when the teacher calls on me ..... yes no
8. My looks bother me ..... yes no
*9. When I grow up, I will be an important person ..... yes no
10. I get worried when we have tests in school ..... yes no
*11. I am unpopular ..... yes no
*12. I am well behaved in school ..... yes no
13. It is usually my fault when something goes wrong ..... yes no
14. I cause trouble to my family ..... yes no
15. I am strong ..... yes no
*16. I have good ideas ..... yes no
17. I am an important member of my family ..... yes no
18. I usually want my own way ..... yes no
19. I am good at making things with my hands ..... yes no
20. I give up easily ..... yes no

*Items designated by an asterick specifically contribute to the Academic Self-Concept of Ability variable. For further information see pages eight and fifty-five.

*21.	I am good in my school work	yes	no
22.	I do many bad things	yes	no
23.	I can draw well	yes	no
24.	I am good in music	yes	no
25.	I behave badly at home	yes	no
*26.	I am slow in finishing my school work	yes	no
*27.	I am an important member of my class	yes	no
28.	I am nervous	yes	no
29.	I have pretty eyes	yes	no
*30.	I can give a good report in front of the class	yes	no
31.	In school I am a dreamer	yes	no
32.	I pick on my brother(s) and sister(s)	yes	no
*33.	My friends like my ideas	yes	no
34.	I often get into trouble	yes	no
35.	I am obedient at home	yes	no
36.	I am lucky	yes	no
37.	I worry a lot	yes	no
38.	My parents expect too much of me	yes	no
39.	I like being the way I am	yes	no
40.	I feel left out of things	yes	no
41.	I have nice hair	yes	no
*42.	I often volunteer in school	yes	no
43.	I wish I were different	yes	no
44.	I sleep well at night	yes	no

*Items designated by an asterick specifically contribute to the Academic Self-Concept of Ability variable. For further information see pages eight and fifty-five.

45. I hate school ..... yes no

46. I am among the last to be chosen for games ..... yes no

47. I am sick a lot ..... yes no

48. I am often mean to other people ..... yes no

*49. My classmates in school think I have good ideas ..... yes no

50. I am unhappy ..... yes no

51. I have many friends ..... yes no

52. I am cheerful ..... yes no

*53. I am dumb about most things ..... yes no

54. I am good looking ..... yes no

55. I have lots of pep ..... yes no

56. I get into a lot of fights ..... yes no

*57. I am popular with boys ..... yes no

58. People pick on me ..... yes no

59. My family is disappointed in me ..... yes no

60. I have a pleasant face ..... yes no

61. When I try to make something, everything seems to go wrong.. yes no

62. I am picked on at home ..... yes no

63. I am a leader in games and sports ..... yes no

64. I am clumsy ..... yes no

65. In games and sports, I watch instead of play ..... yes no

*66. I forget what I learn ..... yes no

67. I am easy to get along with ..... yes no

68. I lose my temper easily ..... yes no

69. I am popular with girls ..... yes no

*Items designated by an asterick specifically contribute to the Academic Self-Concept of Ability variable. For further information see pages eight and fifty-five.

*70.	I am a good reader	yes	no
71.	I would rather work alone than with a group	yes	no
72.	I like my brother (sister)	yes	no
73.	I have a good figure	yes	no
74.	I am often afraid	yes	no
75.	I am always dropping or breaking things	yes	no
76.	I can be trusted	yes	no
77.	I am different from other people	yes	no
78.	I think bad thoughts	yes	no
79.	I cry easily	yes	no
80.	I am a good person	yes	no

Score: _____

*Items designated by an asterick specifically contribute to the Academic Self-Concept of Ability variable. For further information see pages eight and fifty-five.

APPENDIX C

MICHIGAN STATE PARENT QUESTIONNAIRE

PARENT QUESTIONNAIRE

BUREAU OF EDUCATIONAL RESEARCH, MICHIGAN STATE UNIVERSITY

INTRODUCTION:

We have developed several questions to determine some of the attitudes of parents towards school work. The information you provide will be very helpful to this study. The answers you give will not be shown to teachers or anyone else except the researcher conducting the study. Please answer all questions. If both parents are answering the questionnaire, please answer without the help of the other. Your help in this study is greatly appreciated.

PLEASE FILL IN THE FOLLOWING INFORMATION

Name: Mr. / Mrs. _____ _____
(Last name) (First name)

Address: _____ Phone: _____

Name of your Child: _____ _____
(First name) (Middle name)

Sex of your Child: M ____ F ____

Circle the letter in front of the statement which best answers each statement.

1. How do you rate your child in school ability compared with his/her close friends?

   a. the best
   b. above average
   c. average
   d. below average
   e. the poorest

2. How do you rate your child in school ability compared with those in his/her class at school?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

3. Forget for a moment how others grade your child's work. In your own opinion how good do think his/her work is?

   a. work is excellent
   b. work is good
   c. work is average
   d. work is below average
   e. work is much below average

4. What kind of grades do you think your child is capable of getting?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

5. How important to you are the grades your child gets in school?

   a. very important
   b. important
   c. not particularly important
   d. doesn't matter to me at all

6. How important is it to you for your child to be high in his/her class in grades?

   a. very important
   b. important
   c. not particularly important
   d. doesn't matter to me at all

7. How do you feel if your child doesn't do as well in school as you know he/she can?

   a. feel very badly
   b. feel badly
   c. don't feel particularly badly
   d. doesn't bother me at all

8. How important is it to you to have your child do better than others in school?

   a. very important
   b. important
   c. not particularly important
   d. doesn't matter to me at all

9. Which statement best describes your child?

   a. likes to get better grades than everyone else
   b. likes to get better grades than almost everyone else
   c. likes to get about the same grades as everyone else
   d. doesn't care about any particular grades

10. In school work does your child try to do better than others?

    a. all the time
    b. most of the time
    c. occasionally
    d. never

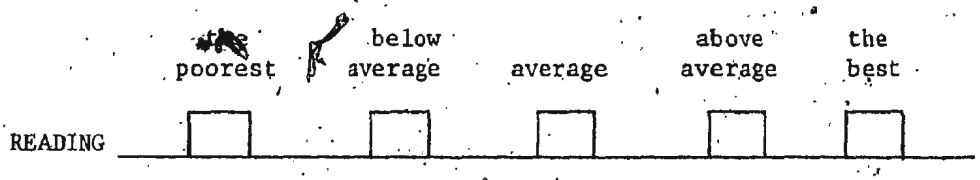
11. How important are <u>good</u> grades compared with other aspects of school?

    a. good grades are the most important thing in school
    b. good grades are among the important things in school
    c. some other things in school are more important
    d. good grades don't matter to me at all

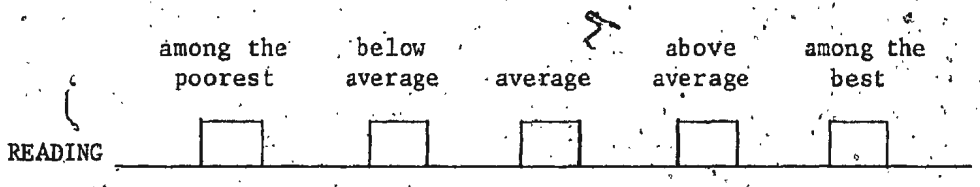
Now you will be asked to answer again some of the questions, but this time about the subject of Reading which your child is now taking in school.

<u>Put an "X" in the box under the heading which best answers the question.</u>

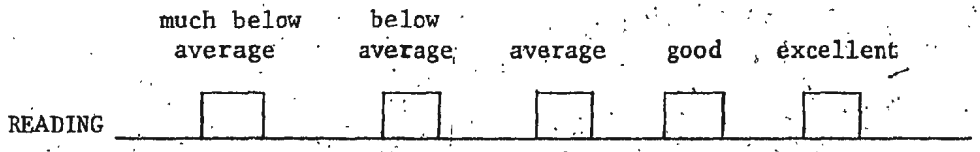
1. How do you rate your child's ability in Reading compared with his/her close friends?



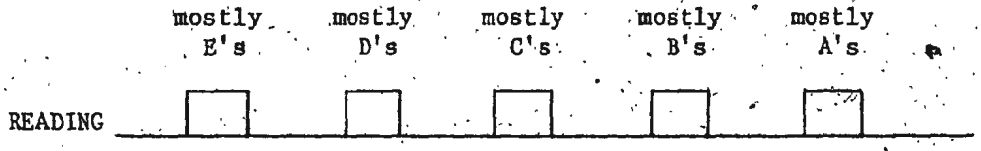
2. How do you rate your child's ability in Reading compared with those in his/her class at school?



3. Forget for a moment how others grade your child's work. In your own opinion how good do <u>you</u> think his/her work is in Reading?



4. What kind of grades do you think your child is capable of getting in reading?



Please answer the following questions as you think your CHILD would answer them.

Circle the letter in front of the statement that best answers each question.

1. How do you think your CHILD would rate his/her school ability compared with other students his/her age?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

2. Where do you think your CHILD would say he/she would rank in his/her class in school?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

3. What kind of grades do you think your CHILD would say he/she is capable of getting in general?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

4. How far do you think your CHILD expects to go in school?

   a. expects to quit as soon as possible
   b. expects to go to high school for awhile
   c. expects to graduate from high school
   d. expects to go to trade school
   e. expects to go to college for awhile
   f. expects to graduate from college
   g. expects to do graduate work beyond college

5. In general, would your CHILD say he/she is doing as well in school as he/she is capable of doing?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. definitely not

6. What grade do you think your CHILD would say he/she is capable of getting in Reading?

   a. A's
   b. B's
   c. C's
   d. D's
   e. E's

Most children have one teacher whom they call their "favorite" teachers. Does your child have one teacher whom he/she seems to like best?

Yes___ No ___ Don't know ___

If so, what is this teacher's name? _____

Now answer the following questions as you think this TEACHER would answer them. If your child does not have a favorite teachers, or if you don't know who it is, simply answer the questions in terms of your reaction to any teacher he might like.

Circle the letter in front of the statement which best answers each question.

1. How do you think this TEACHER would rate your child's school ability compared with other students of the same age?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

2. What kind of grades do you think this TEACHER would say your child is capable of getting in general?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

3. How far do you think this TEACHER expects your child to go in school?

   a. she expects my child to quit as soon as possible
   b. she expects my child to go to high school for awhile
   c. she expects my child to graduate from high school
   d. she expects my child to go to trade school
   e. she expects my child to go to college for awhile
   f. she expects my child to graduate from college
   g. she expects my child to do graduate work beyond college

4. In general, do you think the TEACHER would say your child is doing as well as he/she is capable of doing?

a. yes, definitely
b. yes, probably
c. not sure either way
d. probably not
e. definitely not

APPENDIX D

MICHIGAN STATE TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

BUREAU OF EDUCATIONAL RESEARCH, MICHIGAN STATE UNIVERSITY

INTRODUCTION:

We have developed several questions to determine some of the attitudes of teachers toward their students. The information you provide on each student will be very helpful to this study. The answers you give will not be shown to the principal or any other person except the researcher conducting the study. Please answer all questions and without reference to any documents or composite files. Your help in this study is greatly appreciated.

PLEASE FILL IN THE FOLLOWING INFORMATION

Name: Mrs. _____ _____
(Last name) (First name)

Name of the Student: _____ _____
(Last name) (First name)

Sex of the Student: M ____ F ____

Circle the letter in front of the statement which best answers each statement.

1. How do you rate this child in school ability compared with his/her close friends?

   a. the best
   b. above average
   c. average
   d. below average
   e. the poorest

2. How do you rate this child in school ability compared with those in his/her class at school?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

3. Forget for a moment how others grade this child's work. In your own opinion how good do you think his/her work is?

   a. work is excellent
   b. work is good

c. work is average
d. work is below average
e. work is much below average

4. What kind of grades do you think this child is capable of getting?

a. mostly A's
b. mostly B's
c. mostly C's
d. mostly D's
e. mostly E's

5. How important is it to you that this child be high in his/her class in grades?

a. very important
b. important
c. not particularly important
d. doesn't matter to me at all

6. How do you feel if this child doesn't do as well in school as you know he/she can?

a. feel very badly
b. feel badly
c. don't feel particularly badly
d. doesn't matter to me at all

7. How important is it to you to have this child do better than others in school?

a. very important
b. important
c. not particularly important
d. doesn't matter to me at all

8. Which statement best describes this child?

a. likes to get better grades than everyone else
b. likes to get better grades than almost everyone else
c. likes to get about the same grades as everyone else
d. doesn't care about any particular grades

9. In school work does this child try to do better than others?

a. all the time
b. most of the time
c. occasionally
d. never

10. How important to you are good grades compared with other aspects of school?

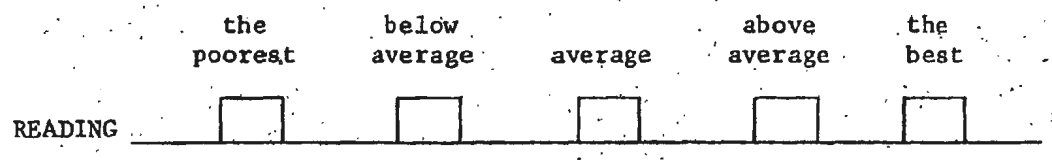
a. good grades are the most important thing in school

b. good grades are among the important things in school
c. some other things in school are more important
d. good grades don't matter to me at all

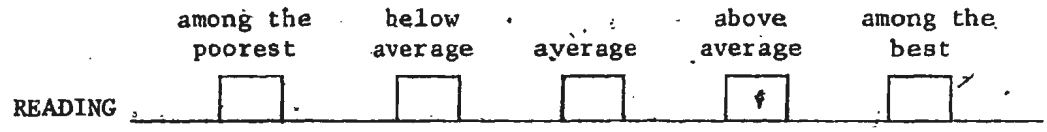
Now you will be asked to answer again some of the questions, but this time about the subject of Reading.

Put an "X" in the box under the heading which best answers the question.

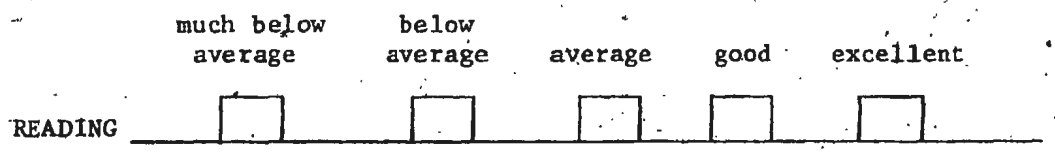
1. How do you rate this child's ability in Reading compared with his/her close friends?



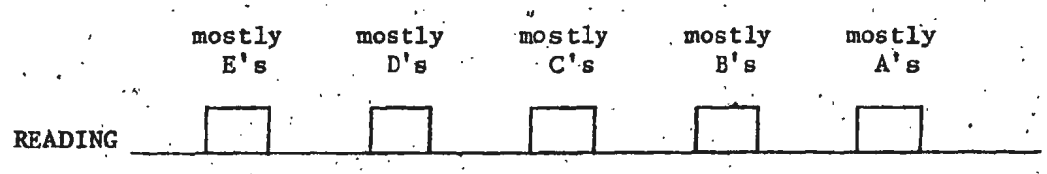
2. How do you rate this child's ability in Reading compared with those in his/her class at school?



3. Forget for a moment how others' grade this child's work. In your own opinion how good do you think his/her work is in Reading?



4. What kind of grades do you think this child is capable of getting in Reading?



Please answer the following questions as you think the CHILD would answer them.

Circle the letter in front of the statement that best answers each question.

1. How do you think this CHILD would rate his/her school ability compared with other students his/her age?

a. among the best
b. above average
c. average
d. below average
e. among the poorest

2. Where do you think this CHILD would say he/she would rank in his/her class in school?

a. among the best
b. above average
c. average
d. below average
e. among the poorest

3. What kind of grades do you think this CHILD would say he/she is capable of getting in general?

a. mostly A's
b. mostly B's
c. mostly C's
d. mostly D's
e. mostly E's

4. How far do you think this CHILD expects to go in school?

a. expects to quit as soon as possible
b. expects to go to high school for awhile
c. expects to graduate from high school
d. expects to go to trade school
e. expects to go to college for awhile
f. expects to graduate from college
g. expects to do graduate work beyond college

5. In general, would this CHILD say he/she is doing as well in school as he/she is capable of doing?

a. yes, definitely
b. yes, probably
c. not sure either way
d. probably not
e. definitely not

6. What grade do you think the CHILD would say he/she is capable of getting in Reading?

a. A's
b. B's
c. C's
d. D's
e. E's

Now answer the following questions as you think this child's parents would answer them.

Circle the letter in front of the statement which best answers each question.

1. How do you think the PARENTS would rate the child's school ability compared with other students of the same age?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

2. What kind of grades do you think the PARENTS would say the child is capable of getting in general?

   a. mostly A's
   b. mostly B's
   c. mostly C's
   d. mostly D's
   e. mostly E's

3. How far do you think the PARENTS expect the child to go in school?

   a. they expect the child to quit as soon as possible
   b. they expect the child to go to high school for awhile
   c. they expect the child to graduate from high school
   d. they expect the child to go to trade school
   e. they expect the child to go to college for awhile
   f. they expect the child to graduate from college
   g. they expect the child to do graduate work beyond college

4. In general, do you think the PARENTS would say the child is doing as well as he/she is capable of doing?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. definitely not

APPENDIX E

SPEECH GIVEN BY BROTHER BRENNAN AT FIRST GENERAL MEETING

TALK DELIVERED TO PARENTS AT ST. KEVEN'S SCHOOL, GOULDS

March 8, 1977

I am pleased to lend my support to this effort on the part of Sister Colette and her staff and Mr. Smith to underscore the important role that parents have in the school success of their children.

In spite of all the efforts expended by the school board and the school on behalf of your child, we are under no illusion as to the actual influence that we have on your child as compared with that of the parents and the home. We come to that conclusion quite naturally but it is interesting to note that in all the educational research that has been done throughout the world, the conclusions have been the same. James Coleman, who is one of the most respected educational researchers in the U.S. completed a very intensive study some years ago and was able to conclude that the school's potential in influencing the child is minimal when compared to the influence of the home. It is true that his study was done in the public schools of the U.S. and we would like to think that in our system here in Newfoundland we have a closer rapport with the home and also a deeper personal concern for each individual student, made possible both by the relatively small enrolments and also by the church affiliation of our schools. Hence, we would like to think that the school's influence is more than minimal even though it is far from playing a major role.

Be that as it may, we do feel convinced that our work can be more effective if there is a genuine awareness on the part of both home and school in their complementary roles in all areas of school life, even in the academic areas which you, as parents, may be inclined to feel as being outside your competence.

This kind of cooperation has increased in importance in recent years. I recall my own school experience which I suspect may be somewhat akin to yours.

1. Brought to school by my sister.
2. Parents never visited the school or talked to the teacher.
3. Never questioned the decisions or action of the teacher.

But we were living in a different atmosphere where the four great sources of influence worked together--home, school, church and community. Such is not the case today. Explain.

The most powerful factor in your child's progress is not native intellectual ability but motivation. The vast majority of our students have the ability to succeed in school if they have the proper motivation.

First of all, a parent must accept and love the child for what he is--not for what they would like him to be. Too often parents direct their love and concern to the child as they want him to be--not to the child as he is. You might never say this to your child--you may never even admit it to yourself. But the child can sense your disappointment even if it is not expressed. Even the smallest child can sense this tone of approval or disappointment.

(Particularly ludicrous in dealing with young people.)

A child needs a periodic pat on the back--just as we all do. Every report card should contain something that can justify a word of encouragement.

I'm not suggesting that you should ignore the failure of your child but failure is rarely turned into success by overt disapproval. It is more likely to result from encouragement but encouragement works only if the child realizes that his or her relationship with the parent does not depend on his school success.

A child should never be put under undue pressure to improve. If he is failing, undue pressure is not going to make him pass; if he is merely passing, undue pressure is not going to make him become an honour student; if he is an honour student, undue pressure is not going to make him come first.

And remember, also, that we put unreasonable pressure on a child sometimes by overemphasizing the fact that he should be doing his best. I've often made the statement which has sometimes shocked my audience that a child has a perfect right not to do his best. We don't expect that of ourselves. We don't always do our best. There are occasions when conditions demand of us our ultimate effort but on most occasions we settle for somewhat less. (Use my own efforts on this paper, e.g.)

Never compare any child with somebody else in the family. Each

one is an individual and must be treated alike. Because one of your older children achieved great success in school is no reason why other members of the family have to measure up to that performance. Each child competes against his own potential and not that of somebody else. If he fails, it is not because he is not as successful as someone else but because he didn't measure up to his own potential.

The subject that is now a matter of concern to you and the teachers in this present project is, without a doubt, the most important subject academically in the curriculum. If he leaves school with an interest in reading, he's educated. However, I think that in the teaching of reading, all of us and I include the teachers, place too much emphasis on teaching a child how to read and too little emphasis on motivating the child to read. If a person doesn't read at all, then it serves little purpose if he knows how to read.

The home can help in this regard particularly in the pre-school children. If a child comes to school without any contact with books, he's not going to be terribly excited when a book is placed in his hands for the first time. It means nothing to him as he quickly learns that there is a frequently unpleasant penalty attached to reading in school. He has to study phonics which is usually not a particularly exciting subject. He has to answer questions on what he reads every time he finishes a lesson.

One of the best ways of preparing your child for reading is to make books a part of his toys as soon as he is old enough to handle a book, even if he holds the book upside down. Likewise every effort should be made to read to the child just as soon as he is old enough to keep his attention, if only for a short time. If a child learns to listen to stories, he'll have an unconscious but never the less real motivation to read because he realizes that knowing how to read will unlock all the wonderful stories that have been read to him.

I realize that establishing such a practice in your home can become quite a burden to you as it was to my brother but you may have several helpers in your house. Older brothers and sisters should be encouraged to read stories to the younger pre-school children. Such a practice would be beneficial both to the reader and the young child. The

effect of this practice can have an amazing influence for the pre-school child and when he does come to school he will be pre-disposed to reading and this pre-disposition will be as useful for success in reading as his native ability.

One final point: Never underestimate your child's ability. Expect a lot of him and he may deliver more than you expect. The same thing is true of the teacher. If you or the teacher expect little from the child, then he'll probably not disappoint you. That's the reason I don't agree with homogeneous groupings of students in a grade. I realize that there are special situations that warrant such a division at times and particularly for short term assistance but one undesirable result of segregating children on ability is to give the impression to those in the lowest stream that not too much is expected of them. If you don't expect too much of them, they definitely won't deliver.

APPENDIX F

LETTER TO PARENTS ON SECOND GENERAL MEETING

April 14, 1977

Dear Parents:

First, let me take this opportunity to thank all you parents for consenting to take part in this program to help your children become better students and for giving me the opportunity of working with students, parents, and teachers on a program that I truly believe will be of benefit not only to your children but also to other students in the schools throughout the province. I thank you for the time and effort you and the teachers are devoting to making the program a worthwhile one and for giving this program every possibility of succeeding.

We have now successfully completed the first segment of this four-month program and are now finalizing plans to begin the second segment. On March 8, I asked you to attend a general meeting of all parents at which time Brother Brennan attended and gave us a very inspiring talk on some of the things that we as parents can do at home to help our children. On Wednesday evening, April 20 at 7:30 we are planning to hold a second general meeting. At this meeting I have asked Dr. Ethel Janes of Memorial University to come and give a short talk to us. After this I hope to show a short ten minute film entitled "Reading is the Family." If you could come to the same room at St. Kevin's on April 20 at 7:30 for this short half-hour meeting I would greatly appreciate it. That same week I shall be contacting you about individual meetings with the teacher as well.

If you have any problems with transportation to the meeting perhaps you could drop a note to the teacher and I will make arrangements. Hoping to see you at the meeting.

Yours truly,

Hubert G. Smith

APPENDIX G

LETTER TO PARENTS ON THIRD GENERAL MEETING

May 9, 1977

Dear Parents:

We are now into the final part of a program that we started back in March. I think we have made great improvements and I am sure that you notice these changes in your child. It could not have been possible but for your cooperation in coming to the general meetings and taking part in the individual conferences with the teacher and for this I thank you.

On Monday, May 16 at 7:30 we are going to hold a final general meeting of all parents in the library at St. Kevin's School. Since this is the last general meeting, it is a very important one and I cannot tell you how important it is for you to come to this short one hour meeting.

I have invited Dr. Amarjit Singh from Memorial University to come to this meeting and talk to us about encouraging and motivating our children in their school work and indeed in all the things they do.

If you have any problem getting to and from this very important meeting perhaps you could drop a note to myself or the teacher with your name and phone number and I will see to it that transportation is arranged.

Hoping that you will take the time to come out for this final and most important general meeting on Monday, May 16 at 7:30.

Yours truly,

Hubert G. Smith

APPENDIX H

SPEECH GIVEN BY DR. AMARJIT SINGH AT THIRD GENERAL MEETING

1. Reading and self-concept.
2. Children's ability is not fixed but can be improved.
3. Linkage between reading and self-concept will be elaborated.
4. Discussion on:
    a) intelligence tests
    b) aspiration levels
    c) expectations of significant other people

Note: Treat reading as achievement or success = grade or learning to dance or sing or becoming a good son or daughter, father or mother.

People do different things (role) and someone teaches them (other significant people).

Self concept:

What a person thinks about him/her self.

- Am I good in reading?
- Am I capable of improving my reading?
- Do I want to improve my reading?
- Is reading important for me?
- Do I realize that reading is a basic skill for getting most jobs in today's society?

An important point here is what a person thinks about him/her self depends upon what others think about him/her. This is why other people, like yourself, i.e., parents and teachers, are important.

If you talk with your children and let them know your feelings (expectations) for them, i.e., if you let them know you think they can improve reading, that they are capable of learning reading, that reading is a basic skill that everyone has to learn to operate effectively in today's world, then this positive thinking will change your children's thinking and thereby they are more likely to do well in reading.

Mere talking with children wouldn't do it. The children must believe you, trust you, and feel convinced; then they decide to try hard, to work at reading (internalization). Try again and again. If they don't learn at first, try, keep trying, second, third, fourth, or fifth time. If they really want to and if their parents, teachers and friends

really want them to be good in reading, they will eventually end up a good reader.

There is a kind of pressure on the children which is not all bad. This pressure is felt in all other jobs such as catching fish, learning to throw a net in the water, learning to fix a boat, etc. You have to do it over and over and believe you can do it.

There are some problems here. What happens is that other people, i.e., parents and teachers, may say, do not push children too hard. They will learn according to their ability and intelligence.

We think intelligence and ability is fixed or limited, and that some people have it and others don't. This does not seem to be the case. Given the opportunity, attention, time, love, confidence, faith--children can become more intelligent.

Intelligence tests have a lot of loop holes. They are biased and not dependable. Therefore, we should not pay too much attention to the IQ score. These scores can be increased. The point is that IQ scores have very little to do with what a person thinks he/she can do. When a person thinks that he can do something, and there are fair opportunities, a person will get things done.

People like parents and teachers can encourage and help children to think positively. When children think positively they can improve their reading skills, which is a basic skill they must learn for their own good and for the good of society.

APPENDIX I

TESTING SCHEDULE FOR ADMINISTRATION OF TEST IN PRETEST AND POSTTEST CONDITIONS

TESTING SCHEDULE PRETEST CONDITION

TIME	TEST	ADMINISTRATION TIME
Morning	STANFORD ACHIEVEMENT	
9:05 to 10:20	TEST	
	Vocabulary	20 minutes
	Reading Part A	20 minutes
10:40 to 12:00	Reading Part B	25 minutes
	Word Study Skills	25 minutes
Afternoon		
1:00 to 1:45	Spelling	25 minutes
Morning	PIERS-HARRIS CHILDREN'S	
9:05 to 9:35	SELF-CONCEPT SCALE	20 minutes

TESTING SCHEDULE POSTTEST CONDITION

TIME	TEST	ADMINISTRATION TIME
Morning	STANFORD ACHIEVEMENT	
9:05 to 10:20	TEST	
	Vocabulary	20 minutes
	Reading Part A	20 minutes
10:40 to 12:00	Reading Part B	25 minutes
	Word Study Skills	25 minutes
Afternoon		
1:00 to 3:00	Spelling	25 minutes
	PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE	20 minutes

APPENDIX J

ORIGINAL DATA FOR ALL STUDENTS:

PRETEST SCORES FOR EXPERIMENTAL GROUP
POSTTEST SCORES FOR EXPERIMENTAL GROUP
PRETEST SCORES FOR CONTROL GROUP
POSTTEST SCORES FOR CONTROL GROUP

PRETEST SCORES IN EXPERIMENTAL GROUP

Pupil	Vocabulary (Test 1)	Word Reading (Test 2)	Reading Comprehension (Test 3)	Word Study Skills (Test 4)	Spelling (Test 5)	Piers-Harris Self-Concept (Test 6)	Academic Self-Concept (Test 7)	Parent Perception of Child's Ability (Test 8)	Parent Perception of Child's Achievement in Reading (Test 9)	Parent Perception of How Child Rates His Own Ability (Test 10)	Parent Perception of How Teachers Rate Child's Ability (Test 11)	Teacher Perception of Child's Ability (Test 12)	Teacher Perception of Child's Achievement in Reading (Test 13)	Teacher Perception of How Child Would Rate His Own Ability (Test 14)	Teacher Perception of How Parents Rate Child's Ability (Test 15)
1	25	34	27	50	36	71	15	34	13	21	11	26	10	19	9
2	22	34	32	61	37	69	15	36	12	20	14	26	10	18	12
3	28	43	41	57	36	52	10	40	16	23	15	26	13	19	12
4	19	29	27	48	32	48	9	37	14	25	16	26	13	19	12
5	29	40	42	47	40	73	17	36	13	23	16	26	13	19	12
6	16	18	18	40	20	51	16	33	11	18	9	22	6	19	12
7	22	23	17	42	35	68	13	38	10	21	15	23	9	19	12
8	25	31	31	51	26	61	13	33	13	23	15	26	10	19	14
9	23	29	24	42	35	50	9	34	13	20	7	26	11	19	13
10	26	37	31	46	34	47	6	29	10	20	12	26	11	19	12
11	23	35	26	46	37	55	11	34	13	24	11	24	11	19	14
12	22	42	38	47	39	56	16	35	15	28	18	27	13	19	14
13	25	31	30	42	35	42	7	28	11	18	13	26	11	19	10
14	27	34	38	51	37	59	11	39	11	22	12	30	13	20	14
15	17	41	38	57	36	52	10	35	13	22	10	26	12	20	12
16	23	34	37	58	32	57	10	34	14	23	17	30	15	23	15
17	29	32	43	50	34	49	12	34	13	26	15	32	13	22	13
18	30	35	38	52	36	57	15	36	13	20	12	26	11	19	12
19	30	33	32	42	34	45	8	36	13	24	15	26	13	20	14
20	29	35	40	38	32	48	13	40	13	21	12	26	13	19	12
21	28	23	36	47	38	54	8	37	13	22	14	26	13	19	11
22	27	37	39	41	37	57	14	35	13	20	13	30	15	22	14
23	23	26	21	37	32	61	15	31	13	23	11	23	10	18	12
24	26	36	37	50	32	58	12	33	13	18	11	26	15	19	12
25	27	42	40	54	35	63	13	33	12	22	16	31	16	23	15
26	19	32	28	47	36	62	15	34	12	19	14	27	13	21	14
27	21	33	21	42	31	58	17	33	13	20	11	24	9	20	13
28	28	28	16	40	30	35	3	33	10	27	12	22	8	19	11
29	21	46	41	59	39	57	14	37	12	27	9	31	14	21	15
30	32	32	27	50	38	54	9	27	14	25	14	26	10	19	12

POSTTEST SCORES IN EXPERIMENTAL GROUP

Pupil	Vocabulary (Test 1)	Word Reading (Test 2)	Reading Comprehension (Test 3)	Word Study Skills (Test 4)	Spelling (Test 5)	Piers-Harris Self-Concept (Test 6)	Academic Self-Concept (Test 7)	Parent Perception of Child's Ability (Test 8)	Parent Perception of Child's Achievement in Reading (Test 9)	Parent Perception of How Child Rates His Own Ability (Test 10)	Parent Perception of How Teachers Rate Child's Ability (Test 11)	Teacher Perception of Child's Ability (Test 12)	Teacher Perception of Child's Achievement in Reading (Test 13)	Teacher Perception of How Child Would Rate His Own Ability (Test 14)	Teacher Perception of How Parents Rate Child's Ability (Test 15)
1	22	30	23	49	38	73	16	35	13	21	14	26	9	20	12
2	25	37	39	59	39	53	7	37	13	20	15	26	13	19	12
3	23	42	39	56	39	46	12	16	12	20	15	26	14	22	12
4	11	38	25	43	39	57	14	42	16	28	16	26	13	19	12
5	30	41	44	50	37	67	15	36	14	24	16	28	13	19	15
6	20	23	10	32	25	48	12	30	10	14	3	22	8	16	10
7	16	17	17	33	31	47	11	40	13	21	14	27	9	19	12
8	24	34	40	52	38	62	17	36	13	21	14	26	11	19	12
9	25	31	25	41	36	47	8	31	13	21	14	26	10	19	12
10	29	33	40	45	37	55	8	30	10	18	15	22	10	19	12
11	19	39	32	42	38	50	10	34	13	21	18	28	13	21	14
12	19	39	43	48	42	66	16	35	12	20	14	26	13	23	14
13	27	36	31	41	36	49	13	29	10	17	10	28	13	19	12
14	25	41	38	56	41	64	15	41	13	19	13	29	13	21	14
15	24	43	39	60	40	53	11	38	15	20	16	26	13	21	14
16	21	39	40	58	40	70	15	39	13	23	15	29	14	23	15
17	30	41	43	57	37	61	13	33	13	25	15	29	14	22	14
18	29	38	41	54	38	72	17	38	14	22	13	28	15	19	12
19	22	39	36	37	36	52	11	35	17	28	18	28	13	21	13
20	17	39	41	56	39	53	11	39	17	22	17	28	14	19	11
21	25	39	38	37	33	47	7	39	13	28	14	28	13	19	12
22	28	40	41	52	41	59	12	32	13	22	14	29	16	21	13
23	25	23	19	40	34	51	11	36	14	25	15	24	10	18	11
24	28	40	43	52	35	62	11	35	18	20	12	27	14	19	12
25	25	43	42	49	40	78	18	38	14	26	19	30	16	22	14
26	18	37	28	54	37	62	14	35	12	20	13	27	13	21	14
27	17	30	25	47	30	59	16	37	15	24	16	23	10	17	11
28	27	27	19	40	29	53	8	36	15	25	16	23	13	17	10
29	21	43	43	60	41	65	16	37	14	29	17	28	16	23	16
30	27	29	18	38	33	59	18	36	15	24	15	27	15	19	12

PRETEST SCORES IN CONTROL GROUP

Pupil	Vocabulary (Test 1)	Word Reading (Test 2)	Reading Comprehension (Test 3)	Word Study Skills (Test 4)	Spelling (Test 5)	Piers-Harris Self-Concept (Test 6)	Academic Self-Concept (Test 7)
1	30	38	40	59	30	57	13
2	31	39	36	58	36	58	15
3	29	39	37	52	40	45	5
4	27	42	36	50	41	30	6
5	18	41	35	61	40	68	15
6	23	41	33	54	41	69	16
7	23	35	36	62	36	63	15
8	20	37	25	43	34	62	17
9	26	41	40	51	37	52	13
10	30	43	43	41	38	48	8
11	27	31	40	58	36	73	17
12	23	34	45	51	37	58	12
13	30	38	46	45	30	54	12
14	20	38	27	56	38	54	14
15	24	35	38	42	36	52	12
16	26	30	36	44	34	59	13
17	27	29	36	45	31	22	1
18	24	28	21	53	33	61	13
19	19	30	26	48	34	51	14
20	21	32	27	37	34	67	15
21	25	23	29	36	24	65	14
22	30	21	12	34	27	54	9
23	17	28	17	26	20	41	10
24	21	33	38	40	38	65	15
25	27	29	29	36	29	64	14

POSTTEST SCORES IN CONTROL GROUP

Pupil	Vocabulary (Test 1)	Word Reading (Test 2)	Reading Comprehension (Test 3)	Word Study Skills (Test 4)	Spelling (Test 5)	Piers-Harris Self-Concept (Test 6)	Academic Self-Concept (Test 7)
1	28	42	41	59	40	61	12
2	31	40	41	55	42	60	14
3	27	42	46	59	41	46	5
4	29	44	45	49	40	57	14
5	28	43	41	61	41	72	15
6	23	40	42	57	41	50	8
7	25	41	42	64	39	71	15
8	20	27	37	37	34	65	13
9	25	40	44	40	38	57	13
10	26	39	41	46	37	47	7
11	25	41	40	50	36	72	16
12	27	43	42	51	38	75	17
13	32	42	47	52	38	62	13
14	19	35	40	55	39	57	15
15	26	42	38	40	40	65	16
16	25	40	38	49	36	55	14
17	24	33	38	36	40	27	5
18	21	27	25	45	36	49	11
19	17	30	34	51	36	46	15
20	20	36	30	43	37	75	17
21	22	32	27	34	33	71	17
22	28	21	8	39	30	55	7
23	15	20	13	28	25	56	15
24	22	34	35	56	38	59	16
25	30	38	35	40	34	66	15