

THE EFFECTS OF FATHER
INTERVENTION ON THE SECONDARY
STUDENT'S READING SKILL

A THESIS

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CHAPTER I

INTRODUCTION AND PROBLEM

Since the beginning of time, fathers have generally been considered the most dominant figure in the family unit. Traditionally, the father has been the bread winner, disciplinarian and the head of the household. "The father is the most visible and the most significant male figure for his own children."¹ What effects has the father had on his child educationally? Does the father who enjoys learning encourage his children so that they enjoy learning? Specifically, what influence has the father had in the development of his child's reading skills? This study will investigate the effect that fathers may have on their child's reading ability.

Problem

The ability to read and comprehend the material is a major factor contributing to a secondary student's academic achievement in high school for all content areas.² Emphasis is usually placed on the mother in relationship

¹Leonard Benson, Fatherhood, A Sociological Perspective (New York: Random House, Inc. 1968), p. 168.

²Harold L. Herber, Teaching Reading in Content Areas (Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1970), p. v.

to the child's educational progress. According to Dr. Leonard Benson,

...fatherhood is neglected in Social research. We study men's work roles, their political behavior, religious philosophies and leisure habits, and we talk earnestly about their athletic records, but their role as father has exceptionally low priority for methodical inquiry, record keeping, and conjecture. One review of the literature revealed about fifteen times as many publications dealing with the mother-child relationship as with that between father and child (Eron, et al, 1961). Furthermore, information about fathers is usually obtained at second hand, from either their wives or their children. Father himself is rarely consulted.³

Recently, fathers are being called upon to play a larger role and participate more in the rearing of their children.

Cortner showed in a 1974 study that often it is usual to assume that the father-infant relationship is unimportant or alternately, that the father is merely an occasional mother substitute.⁴ A recent article in Psychology Today points out that, "fathers are not a social accident at all."⁵ This article more specifically points out that fathers "contribute significantly to an infant's social and intellectual growth, although in

³Benson, Fatherhood, A Sociological Perspective, p. 6.

⁴Michael E. Lamb, The Role of the Father in Child Development (New York: John Wiley and Sons, 1976) p. 9.

⁵Ross D. Park and Douglas B. Swain, "Fathering: A Major Role," Psychology Today, November 1977, p. 109.

ways that are different from the mother's. The father is not just a poor substitute for the mother; he makes his own unique contribution to the care and development of infants and young children."⁶

Traditionally, the infant child is the mother's responsibility. The mother feeds, bathes, dresses, and is the main caretaker of her infant child. Dr. Fitzhugh Dodson encourages the father to take a more active role in early child rearing. In his book, How to Father, he instructs his readers.

As the father, you play an important role in giving your baby sensory and intellectual stimulation. For example: don't change his diapers or give him a bath in silence. Talk to him! Sing to him! Communicate with him! When he is a very young baby he will not respond overtly to you. Nevertheless, the stimulation is being registered in his brain. When you sing and talk to him and make funny noises for him and rock him and play with him, you are giving him sensory stimulation which will promote his intellectual development.⁷

Fathers are becoming more important during the pregnancy period. They are learning about and aiding in prenatal care. Beginning in the delivery room with the Lamaze birth process, fathers are taking more of the responsibility for their child's growth periods.⁸

⁶Ibid, pp. 109-10.

⁷Fitzhugh Dodson, How to Father (Los Angeles, California: Nash Publishing Corp., 1974), p. 21.

⁸K. McLean, "Great Beginnings: V. H. Elkins Classes in the Lamaze Method of Natural Childbirth," American Home, March 1977, pp. 30-32.

Other research has been done in the areas of reading and fathering as independent topics. One specific study dealt with father identification and the son's achievement.⁹ Jackson's study found that the fathering role does effect the son in relationship to identification, achievement, and occupation.

Is there any relationship between fathering and reading? This rhetorical question is continually repeated by researchers concerned with parenting. Researchers, counselors, ministers, and especially parents wish they knew exactly and to what extent parents influence their child's skill both physically and academically. Benson's research indicates that the father is most important in the child's achievement. Benson's research also borrows findings from the Bing Study.

"Mother's reading habits, for example, do not appear to be correlated with those of her son or her daughter (Bing, 1963), although she may verbally encourage her children to spend more time with books."¹⁰

How does the father affect his children's reading skill, attitude, and success in the secondary schooling process? If the father is a good reader and promotes reading with his children in the home, will the

⁹Robert M. Jackson, "Father Identification, Achievement, and Occupational Behavior of Rural Youth: 5-year Follow Up," Journal of Vocational Behavior (October 1977): 82-91.

¹⁰Benson, Fatherhood, A Sociological Perspective, p. 192.

children be better readers?

Recently, the role of the father is being studied from various points of view. Researchers contend that fathers do have great impact on the psychological and emotional growth of their children. Crites's study of 1962 shows a definite trend in the relationship concerning fathers and sons and found that sons were affected by their father's vocational interests. Crites states that "identification with both parents influences (sic) the son, but in the formation of vocational interest patterns, identification with the father is more important than that of the mother."¹¹ In relationship to the actual secondary reading process, the fathers have already influenced their child's attitude about reading.¹² Positive father influences result from reading to the child, encouraging the child to read, and rewarding the child's reading.

The purpose of this Study is to investigate the relationship between the father's attitudes toward reading and his child's reading achievement. The basic research question is: Do fathers affect their child's achievement in reading? To seek an answer to the ques-

¹¹J. O. Crites, "Parental Identification in Relation to Vocational Interest Development, "Journal of Educational Psychology 53 (1962): p. 269.

¹²John Janeway Conger, Adolescence and Youth: Psychological Development in a Changing World (New York: Harper and Row, 1973), p. 348.

tion, the following nul hypotheses will be tested.

1. There will be no statistically significant difference between the means of the father intervention scores for the high male and female readers combined, and the low male and female readers combined.
2. There will be no statistically significant difference between the means of the father intervention scores for the high male readers and the low male readers.
3. There will be no statistically significant difference between the means of the father intervention scores for the high female readers and the low female readers.

Definition of Terms Used in This Study

1. Father--Any male parent in the home during the student's growth years, birth through age ten. If the natural father is present, he will be used. If not, step-fathers, uncles, and grandfathers are considered surrogate fathers. This is determined by the student's perception of the father figure in the home.
2. High Reader--Any student scoring 84% or above on the Nelson-Denny Standardized Test, Form A.
3. Low Reader--Any student scoring 16% or below on the Nelson-Denny Standardized Test, Form A.
4. High Father Intervention--Any father survey average score of 3 and above will be defined as high intervention.
5. Low Father Intervention--Any father survey average score of 2.9 and below will be defined as low intervention.
6. Basic Classes--These classes at R. L. Turner High School are designed for the below average student who has met with little success in the "average" classroom. These students lack proficiency in reading, writing, and verbal skills. More individualization is used in these classes.
7. Regular Classes--These classes at R. L. Turner High School are designed for the students performing at grade level. These students are

"average" readers with reasonably good writing and verbal skills.

8. Honors Classes--These classes at R. L. Turner High School are designed for the college bound students who are "above average" in reading, writing, verbalization and analytical thinking.
9. Advanced Placement--This course is designed for the highly proficient and motivated students. The course is taught at a college level and students may place out of college courses with the Advance Placement Test.
10. Researcher/Tester/Grader--For the purpose of this study it needs to be established that these three terms are all describing one person. All tests were administered and hand graded by the researcher. All survey scores were tallied by the grader.

CHAPTER II

RELATED RESEARCH

Most people will accept the statement that fathers do affect their children's emotional and educational growth.¹³ To what extent fathers affect their children is still unknown. Researchers are still working to determine some of the answers to this research question.

In her book, Young Girls: A Portrait of Adolescence, Gisela Konopka stated that when girls were close to their fathers, they often saw him as a counselor, as somebody they could look to for help in making decisions, or as the supreme protector. In general, Konopka concludes that the relationship was much more formal than the relationship with the mother. This book concedes

that a father serves as a positive model for girls, not that girls would want to become a man, but that they appreciated the qualities in their fathers that they wished to acquire in themselves also. These young girls recognized that some of their father's characteristics would be assets in their own personality and useful in dealing with life. It was usually the working ability and stamina and 'the quality of survival' that the young girls admired most in their fathers.¹⁴

¹³ Conger, Adolescence and Youth: Psychological Development in a Changing World, pp. 198-230.

¹⁴ (Englewood Cliffs, New Jersey: Prentice-Hall, 1976), pp. 67-68.

Konopka continues by contrasting the father with the mother:

The play activities and recreational outings experienced with the father were considerably different activities than those shared and experienced with the mother. The activities were mostly recreational in nature and consisted of sports, camping, hiking or other outdoor activities.¹⁵

In research entitled "Children's Comparison of Themselves with Fathers," Darryle E. Matter states that the ways in which a child views himself in relation to his father will be in turn the way in which the child views himself. The way in which the child views that father may affect his own self-concept development.¹⁶ Very little research has been conducted in this area.

This study concludes that the "young seem to view themselves as quite inferior to their fathers in many respects, especially in personal and intellectual qualities."¹⁷ This further supports evidence that would suggest that the father is a definite role model and a very important figure in child development.

"A study by Elizabeth Bing (1963) produced an association between father's behavior and his child's achievement that, surprisingly, held only for daughters

¹⁵Ibid.

¹⁶Darryle E. Matter, M.S., "Children's Comparison of Themselves with Fathers," Journal of Mental Hygiene, 51 (April 1967), p. 195.

¹⁷Ibid.

and not for sons."¹⁸ Ironically, Bing surveyed the mothers to gather data concerning the fathers and their children.

David B. Lynn also cites another study dealing with achievement correlation between fathers and their children.

Good reading skills may be associated with preference for the father in boys and with preferences for the mothers (without rejecting the father) in girls. Some researchers (Mutiner, Loughlin, and Powell, 1966) used an ingenious technique to ascertain the relationship between 8-to-12 year old achieving and under-achieving readers and their view of parents.¹⁹

The results show a definite correlation in reading skill and association with parents.

Compared with boys who read poorly, boys who read well tended to place themselves next to father and siblings. Some of the poor readers, but none of the good readers, placed themselves in the least significant positions...This study suggests that girls who read well prefer to be with their mothers but do not reject their fathers...Boys who read well prefer to be with their fathers...²⁰

The Bing study (1963) showed definite correlation between the daughter and father verbal abilities and reading habits.

Curiously, father's reading habits may be more closely related to the verbal abilities of the

¹⁸David B. Lynn, The Father, His Role in Child Development (Belmont, California: Wadsworth Publishing Co., 1974), p. 178.

¹⁹Ibid, p. 179.

²⁰Ibid.

daughter than those of his son, especially if he is an inveterate reader...One might expect father's reading habits to be more highly correlated with the son's verbal ability. But it is likely that the 'intellectual' father will enjoy greater rapport with his daughter than with his son, especially when both children are young, since it usually takes boys longer than girls to discover the pleasures of reading. It also takes boys longer to become articulate. Fathers frequently find it easier to discuss things they have read with daughters than with sons.²¹

Fatherlessness seems to have an influence on children also. Unfortunately, the absence of the father is usually negative in its influence on the child. "Studies of the consequences for sons are most numerous, and fatherlessness does indeed seem to be most damaging to boys."²²

From this background material one can conclude that the father is definitely a significant factor in his child's growth and development. But researchers are still at a loss and are unable to establish to what extent this father intervention affects his child.

In Freudian theory, the parent is largely responsible for formation of the child's superego, serving as a moral control over his behavior (Freud, 1949). In Eric Berne's (1964) transliteration of Freud, the parent is largely responsible for the 'parent ego state' in the child, that is, reproductions within the individual of the ego demands of his parents as perceived by the child. Thus, everyone 'carries his parents around inside him' ...The boy looks up to his father, develops respect and concern for him, is deferential in relations with him, and he judges him sympathetically

²¹Benson, Fatherhood, A Sociological Perspective, pp. 196-7.

²²Ibid., p. 259.

...The child's own actions confirm his similarity to the admired parent, and thus imitative behavior induced by identification becomes intrinsically rewarding (Rau, 1960).²³

Since mothers and fathers are beginning to share the responsibility of rearing their children, beginning with prenatal care, more couples are sharing the actual birth process of their children. With the new emphasis aimed at women in careers and with the need for two incomes, more mothers are working outside the home. Fathers are being called upon to share in all aspects of child rearing and holding the family unit together.

The researcher consulted the Dialogue system at the Texas Woman's University for an Eric search. The descriptors were "fathering," "father influences," "parenting," "reading ability," "reading," "secondary readers," and "readiness." Dissertation Abstracts International, Sociological Abstracts, Psychological Abstracts, Education Abstracts, and The Reader's Guide to Periodicals were also surveyed and consulted in preparation for this study.

The bibliographical search reveals that very little research has been done specifically to study the father/child relationship regarding reading attitudes and skills. The fathering role is a relatively new topic. Psychologists, educators, and mothers are now stressing

²³Benson, Fatherhood, A Sociological Perspective. p. 169.

the importance of the fathering role in the family unit.

The question still remains as to what extent fathers affect their child's reading ability? This research will attempt to answer that question.

CHAPTER III

PROCEDURES

Approval from the Human Research Committee at Texas Woman's University and from the Carrollton-Farmers Branch Independent School District to conduct the study was obtained. Erma Nell White, Assistant Principal for Curriculum at R. L. Turner High School, evaluated the study and approved the use of all the Turner High School English classes in conjunction with this research. Charles Thacker, Director of Instruction for the Carrollton-Farmers Branch Independent School District, gave the final approval for the study to be conducted.

The subjects used in this study were selected from the ninth, tenth, eleventh, and twelfth grade high school students on the R. L. Turner campus in the Carrollton-Farmers Branch School District. In cooperation with the R. L. Turner English Department, the researcher obtained permission to test all students in the second and third period English classes. Morning classes were chosen for the following reasons:

1. Students were more alert, rested, and willing to take a standardized test in the morning.
2. The tester was aware that many students had

work permits at R. L. Turner, meaning that they attended morning classes and left school early to work in the afternoon.

3. The tester had second period as a conference period and had a third period lunch which enabled her to test during this time. Second Period is held from 9:30 to 10:30. Third Period is held from 10:30 to 11:30.

The classes that were tested included Basic, Regular, and Honors sections. One Advanced Placement section also participated in the study. Special Education classes were omitted from this Study.

During the Winter Tri-mester 1979-80, all second and third period English classes were tested. Again, the students involved represented the ninth, tenth, eleventh, and twelfth grades. A three week schedule was constructed to coordinate the testing of each class. Each class was given a two-day block. The first day the tester spent fifteen to twenty minutes with the class to acquaint them with the study. Students were told that these test scores would not be released for any permanent school record, to any teacher without written permission, and would not affect their course grade in any way. Students were told that their reading comprehension score would be released to them. The tester explained that those students participating in the study should relax while taking the test because there were no penalties or pressures involved to the student. Students were asked not to participate if they were merely planning to mark in the answer sheet without reading the test questions. The tester

stressed the importance of having valid answers.

Students were given permission slips to sign (see Appendix B). Students were given the option of non-participation without any penalty. Permission slips were returned to the tester the next day. Students without a signed permission slip were excluded from the study. Students were most cooperative about the test and were interested in learning their current comprehension grade level. A total of 486 students were tested.

The second session with the class lasted approximately thirty-five to forty minutes. The tester returned the next day after the information session and administered the answer sheets and test booklets. The measurement tool used in this study was the Nelson-Denny Standardized Test, Form A, Part II-Comprehension. This is the same test used to establish reading levels in the R. L. Turner Reading Lab. This test was chosen for the following reasons:

1. The Nelson-Denny Standardized Test, Form A, Part II-Comprehension was used because it would provide a valid and reliable measure for the subjects' reading ability.
2. The tester was familiar with the test after using the Nelson-Denny Test in her own classes for the past three years.
3. The Nelson-Denny Test had been approved by the Carrollton-Farmers Branch Independent School District previously.
4. The Test is short and easy to administer.

5. The Test is easy and quick to grade.

Before the actual test taking began, the classroom teacher left the room. This was to avoid or reduce any pressure that the student might feel.

Students were given final instructions by the tester which were also standardized in the instructor's manual. The students took Part II, the Comprehension section of the test. The vocabulary section and rate section were excluded because of the time element involved. (The English teachers decreased the time permitted for testing.) The comprehension test takes twenty minutes. The tester used a Cronus II digital stopwatch to record the actual test time. The tests were then collected and graded the same day. Students who were absent either day were not included in the study. A total of 486 students were tested.

After the tests were graded, the approximate grade level in comprehension was assigned to each student by means of the Nelson-Denny grade level sheets. More importantly to this study, percentages were also assigned by the same method.

Any student reading at the percentile 84 and above was assigned to the high reader group and any student reading at the percentile 16 and below was assigned to the low reader group. The father surveys were passed out to the high and low readers to take home to their fathers. These high and low readers were encouraged to

return these surveys quickly. The subjects were also given explicit instructions that the father and only the father was to answer this survey. (This study depended a great deal on the students, and the researcher was most pleased with the cooperation received from both high and low readers, and especially their fathers.)

The R. L. Turner English teachers were also most helpful in reminding students to return their father survey.

It is interesting to note that out of ninety-eight surveys that were sent home, only eighteen came back to school unanswered. Four of those unanswered surveys were returned by high readers. Interestingly, all four of these high readers had divorced parents and wanted no contact with the father. The remaining fourteen unanswered surveys belonged to low readers. The reasons varied for the blanks on the father intervention survey. Three of these low readers did not know the identify of their "real" father. One father had died recently. One father refused to participate after an earlier agreement to fill out the survey. Six students gave no reason for the returned blank survey.

The Father Survey is available as Appendix D. The first page deals with demographic data. Twenty-three questions were surveyed. The father answered his questions by choosing one of five numbers on a five point scale. One was low input and five was the highest degree

of intervention. To define high or low father intervention, the twenty-three responses were averaged. Any average response of three and above was defined as high father intervention, whereas average response of two point nine and below was defined as low father intervention.

Experimental mortality was recorded. Demographic data was recorded to insure a distribution of other possible influencing variables, such as age, race, parents' income level, and parental working status. This information was included on the Father Survey.

The Father Survey consisted of questions that measured the father's perception of his own reading skills and his role in his child's reading training by self-report. The tester sent the survey home to the father by students participating in the study. The surveys were returned to the R. L. Turner English teachers and collected by the tester.

All data was compiled and transferred to Fortran Coding forms. Column One indicated the student's reading level. Low readers were designated with 1 and high readers were represented by 2. Columns Two and Three showed the percentage reading score of the student. Column Four indicated the sex of the student. One designated male. Two designated female. Column Five indicated income of the father. Column Six indicated the student's ethnic origin. Columns Seven through Twenty-Nine record-

ed the father's responses to the twenty-three survey questions. Columns Thirty and Thirty-One showed the father's age with Columns Thirty-Two and Thirty-Three showing the student's age. Column Thirty-Four recorded the father's average response with One indicating low intervention and Two indicating high intervention.

From the Fortran Coding Form, computer cards were key punched by a professional key punch operator that the researcher employed through the Carrollton-Farmers Branch Independent School District.

The statistical treatment of the data involved a series of analyses by means of analysis of variance. The treatment for hypotheses one, two and three was tested by means of a one-way analysis of variance. In all analyses, the confidence level for the statistical tests of the difference between the means was .05.

Additional data to be reported will be the means, standard deviations, and score ranges for the father intervention scores and the Nelson-Denny Standardized Reading Test comprehension scores.

The statistical analyses were conducted by Paul Kendall, Programmer-Analyst I of the Computer Center at Texas Woman's University. The Digital Equipment Corporation DEC System-2050 online system was used.

CHAPTER IV

RESULTS AND DISCUSSIONS

The purpose of this study was to determine the relationship between father intervention and reading achievement of high school students in the ninth, tenth, eleventh, and twelfth grades. The writer was interested to learn whether sons or daughters responded differently to father intervention in regard to reading achievement. One question considered in this study was "Is father intervention more influential in the reading achievement of either the son or the daughter?"

The following hypotheses were tested:

1. There will be no statistically significant difference between the means of the father intervention scores for the high male and female readers combined, and the low male and female readers combined.
2. There will be no statistically significant difference between the means of the father intervention scores for the high male readers and the low male readers.
3. There will be no statistically significant difference between the means of the father intervention scores for the high female readers and the low female readers.

Data to be reported will be presented in the following order. First, the demographic data will be reviewed. The means, standard deviations and standard

error of measurement for each item on the father intervention survey will be presented in a series of five tables. Three tables showing the F-ratios obtained from sixty-nine analyses of variance summary tables follow. The sixty-nine analyses of variance tables from which the F-ratios were constructed are to be found in the appendix.

The first F-ratio table will include the F-ratios taken from the analysis of variance summary tables for the high male and female readers and the low male and female readers combined. The second F-ratio table will include the F-ratios taken from the analysis of variance tables for the high and low male readers. The third F-ratio table will include the F-ratios taken from the analysis of variance tables for high and low female readers.

The reader's attention is called to Appendix G. Reported in Appendix G are the reading comprehension scores based on the Nelson-Denny Standardized Reading Test, Form A, Part II and the father intervention scores for each item on the Father Intervention Survey for all subjects.

The analyses of variance summary tables are to be found in Appendixes H through DD. The F-ratios reported in the summary tables are the same as those presented in the main body of this thesis in Tables 6, 7, and 8.

DEMOGRAPHIC DATA

The number of students tested for this study totaled 486. From this large group ninety-eight students, forty-two males and fifty-six females, were chosen as sub-

jects for this research on the basis of their Nelson-Denny Test scores. Fifty-five students, designated as high readers, had reading scores at the 84th percentile and higher. Forty-three students, designated as low readers, had reading scores at the 16th percentile and lower. The fifty-five high reading subjects were comprised of twenty-three male readers and thirty-two female readers. Among the forty-three low readers there are nineteen male readers and twenty-four female readers.

The test scores ranged from the eighty-fourth to the ninety-ninth percentile for the high reading group and from the third to the sixteenth percentile for the low reading group. The mean comprehension score on the Nelson-Denny Reading Comprehension Test, Form A, was the fifty-sixth percentile.

The recorded family incomes reported by the father follow:

below \$8,000.00	0
\$8,000.00-\$12,000	1
\$12,000.00-\$15,000.00	1
\$15,000.00-\$20,000.00	4
\$20,000.00-\$40,000.00	50
\$40,000.00-\$60,000.00	14
\$60,000.00-\$80,000.00	3
Above \$80,000.00	4

(21 fathers abstained from reply to this question)

The ethnic origins of the subjects of this study are as follows:

Oriental	1	Indian	0
Black	1	Anglo	94
Mexican American	2	Other	0

The demographic data indicates that the subjects are from a predominately white, middle-to-upper-middle socioeconomic level. R. L. Turner High School is located in Carrollton, which is a North Dallas suburb. All but twenty-four fathers are presently living in the home with the subjects of this study.

MEANS, STANDARD DEVIATIONS, AND STANDARD
ERROR OF MEASUREMENTS

The means, standard deviations and standard error of measurements for the father intervention scores of all male and female readers combined are listed in Table 1. A father intervention score of 4.00 and higher was considered to indicate high father intervention, while a score of 2.00 and lower was considered to indicate low father intervention. The mean scores indicate that several variables appear high on the Father Intervention Survey. These include: "I read at home," "Read work related material," "Read newspaper," "Encourage child to think," "Interest taken in child's academic achievement," "Interest taken in child's continuing education," and "Interest in future plans." The low variables on the Father Intervention Survey were: "Read current paperbacks," "Buy books as gifts for child," "Belong to a book club," and "Use community library."

Table 2 shows that for high male readers seven father intervention survey variables had high mean scores. These include: "I read at home," "Read work related

TABLE 1

MEANS, STANDARD DEVIATIONS, AND STANDARD
ERROR OF MEASUREMENT FOR FATHER INTERVENTION SCORES
OF ALL MALE AND FEMALE READERS COMBINED

Variable	Mean	Standard Deviation	Standard Error
1. I read at home	4.06	1.06	.12
2. Read work related material	4.14	1.11	.12
3. Read newspaper	4.49	.91	.10
4. Read magazines	3.74	1.02	.11
5. Current paperbacks	2.45	1.12	.13
6. Buy books as gifts for my child	2.53	1.11	.12
7. Buy books for home	2.99	1.21	.14
8. Buy books for myself	3.01	1.15	.13
9. Buy magazines for myself	3.29	1.08	.12
10. Belong to book club	1.83	1.29	.15
11. Use community library	2.38	1.06	.12
12. Encourage child to think	4.32	.94	.11
13. Child read before age six	3.32	1.35	.15
14. Read aloud to my child	3.26	1.15	.13
15. Help child with school studies	3.39	.97	.11
16. Interest in child's home reading	3.80	1.02	.11
17. Interest in personal reading at home	3.93	.93	.10
18. Amount of encouragement given	3.72	1.04	.12
19. Improving study habits	3.92	1.00	.12
20. Interest in child's academic achievement	4.50	.73	.08
21. Interest in child continuing education	4.58	.76	.09
22. Self-improvement of reading skills	3.25	.10	.12
23. Interest in future plans	4.60	.76	.09

TABLE 2

MEANS, STANDARD DEVIATIONS, AND STANDARD
ERROR OF MEASUREMENT FOR FATHER INTERVENTION SCORES
OF HIGH MALE READERS

Variable	Mean	Standard Deviation	Standard Error
1. I read at home	4.24	1.04	.23
2. Read work related material	4.38	.80	.18
3. Read newspaper	4.47	1.03	.22
4. Read magazines	3.80	1.03	.22
5. Read current paperbacks	7.26	.93	.20
6. Buy books as gifts for my child	2.80	.87	.19
7. Buy books for home	3.42	1.12	.24
8. Buy books for myself	3.33	1.11	.24
9. Buy magazines for myself	3.14	1.20	.26
10. Belong to a book club	2.24	1.51	.33
11. Use community library	2.57	1.12	.24
12. Encourage child to think	4.29	1.05	.23
13. Child read before age six	3.38	1.28	.28
14. Read aloud to my child	3.14	.85	.19
15. Help child with school studies	3.24	.77	.17
16. Interest in child's home reading	3.85	.96	.21
17. Interest in personal reading in home	3.95	.74	.16
18. Amount of encouragement given	3.67	1.02	.22
19. Improving study habits	4.00	1.00	.22
20. Interest in child's academic achievement	4.62	.50	.11
21. Interest in child's continuing education	4.81	.40	.09
22. Self-improvement of reading skills	3.19	1.27	.25
23. Interest in future plans	4.67	.58	.13

related material," "Read newspaper," "Encourage child to think," "Interest in child's academic achievement," "Interest in child continuing education," "Improving study habits" and "Interest in future plans." "Improving study habits" had a high father intervention score for high male readers; however, for male and female readers combined the mean score was not high.

The three variables having low mean scores include "Read current paperbacks," "Buy books as gifts for child," and "Belong to a book club." Those same three variables were found to be low scored for the male and female groups combined.

Table 3 displays only three high mean scores from the father intervention survey for low male readers. All three variables were listed as high mean scores on both Table 1 and Table 2. These variables are: "Interest in child's achievement," "Interest in child continuing education," and "Interest in future plans." Four variables resulted in low mean scores. These variables are: "Read current paperbacks," "Buy books as gifts for my child," "Belong to a book club," and "Use community library."

The variables with high mean scores from the father intervention survey for high female readers may be identified in Table 4. Twelve of the twenty-three variables had high mean scores. They were: "I read at home," "Read work related material," "Read the newspaper,"

TABLE 3
MEANS, STANDARD DEVIATIONS, AND STANDARD
ERROR OF MEASUREMENT FOR FATHER INTERVENTION SCORES
OF LOW MALE READERS

Variable	Mean	Standard Deviation	Standard Error
1. I read at home	3.50	.94	.25
2. Read work related material	3.92	1.27	.34
3. Read newspaper	3.79	1.12	.30
4. Read magazines	3.14	1.67	.31
5. Read current paperbacks	1.86	.95	.25
6. Buy books as gifts for my child	1.93	.73	.20
7. Buy books for home	2.36	.74	.20
8. Buy books for myself	2.64	1.00	.27
9. Buy magazines for myself	3.07	1.00	.27
10. Belong to a book club	1.14	.36	.20
11. Use community library	1.93	1.00	.27
12. Encourage child to think	3.57	1.22	.33
13. Child read before age six	2.36	1.20	.31
14. Read aloud to my child	2.86	1.30	.35
15. Help child with school studies	2.93	1.27	.34
16. Interest in child's home reading	3.36	1.00	.27
17. Interest in personal reading in home	3.57	.94	.25
18. Amount of encouragement given	3.50	1.02	.27
19. Improving study habits	3.57	.94	.25
20. Interest in child's academic achievement	4.00	.55	.15
21. Interest in child's continuing education	4.14	.77	.21
22. Self-improvement of reading skills	3.21	.80	.21
23. Interest in future plans	4.21	.70	.19

TABLE 4

MEANS, STANDARD DEVIATIONS, AND STANDARD
ERROR OF MEASUREMENT FOR FATHER INTERVENTION SCORES
OF HIGH FEMALE READERS

Variable	Mean	Standard Deviation	Standard Error
1. I read at home	4.55	.57	.11
2. Read work related material	4.34	1.00	.18
3. Read newspaper	4.90	.31	.06
4. Read magazines	4.17	.66	.12
5. Current paperbacks	2.85	1.30	.23
6. Buy books as gifts for my child	2.86	1.20	.21
7. Buy books for home	3.17	1.22	.23
8. Buy books for myself	3.00	1.20	.22
9. Buy magazines for myself	3.59	.91	.17
10. Belong to a book club	1.74	1.20	.23
11. Use community library	2.55	1.06	.20
12. Encourage child to think	4.64	.62	.12
13. Child read before age six	3.75	1.27	.24
14. Read aloud to my child	3.76	1.09	.20
15. Help child with school studies	3.69	.85	.16
16. Interest in child's home reading	4.14	.83	.15
17. Interest in personal reading in home	4.28	.75	.14
18. Amount of encouragement given	4.07	.96	.18
19. Improving study habits	4.13	.83	.15
20. Interest in child's academic achievement	4.76	.44	.08
21. Interest in child's continuing education	4.79	.49	.09
22. Self-improvement of reading skills	3.38	1.01	.19
23. Interest in future plans	4.72	.53	.10

"Read magazines," "Encourage child to think," "Interest in child's home reading," "Interest in personal reading in the home," "Amount of encouragement given," "Improving study habits," "Interest in child's academic achievement," "Interest in child's continuing education," and "Interest in future plans." There was only one low mean score for father intervention for high female readers. This low variable was "Belong to a book club," which has had consistent low mean scores on all previous tables.

Table 5 shows the Means, Standard Deviations, and Standard Error of Measurement for Father Intervention Scores of Low Female Readers. There are five variables with high mean scores which include: "Read the newspaper," "Encourage child to think," "Interest in child's academic achievement," "Interest in child's continuing education," and "Interest in future plans." There were no variables in the range identifying low mean scores.

In summation, the following variables had high mean scores for father intervention regardless of reading achievement group or sex, including "Interest in child's academic achievement," "Interest in child's continuing education," and "Interest in future plans." Eight variables were common to the high male and high female groups. These variables include: "I read at home," "Read work related material," "Read newspaper," "Encourage child to think," "Improving study habits," "Interest in child's

TABLE 5
MEANS, STANDARD DEVIATIONS, AND STANDARD
ERROR OF MEASUREMENT FOR FATHER INTERVENTION SCORES
OF LOW FEMALE READERS

Variable	Mean	Standard Deviation	Standard Error
1. I read at home	3.44	1.36	.34
2. Read work related material	3.63	1.36	.34
3. Read newspaper	4.38	.96	.24
4. Read magazines	3.38	1.09	.27
5. Current paperbacks	2.25	1.06	.27
6. Buy books as gifts for my child	2.06	1.29	.32
7. Buy books for home	2.62	1.36	.34
8. Buy books for myself	2.93	1.24	.31
9. Buy magazines for myself	3.13	1.26	.31
10. Belong to a book club	2.06	1.48	.37
11. Use community library	2.19	.98	.25
12. Encourage child to think	4.44	.63	.16
13. Child read before age six	3.31	1.40	.35
14. Read aloud to my child	2.88	1.20	.30
15. Help child with school studies	3.44	1.03	.26
16. Interest in child's home reading	3.50	1.26	.32
17. Interest in personal reading in home	3.63	1.26	.31
18. Amount of encouragement given	3.38	1.15	.29
19. Improving study habits	3.75	1.29	.32
20. Interest in child's academic achievement	4.31	1.20	.30
21. Interest in child's continuing education	4.25	1.18	.30
22. Self-improvement of reading skills	3.13	1.41	.35
23. Interest in future plans	4.13	1.15	.29

continuing education," "Interest in child's academic achievement," and "Interest in future plans."

There are only three variables with high mean scores common to low male readers and low female readers. They are: "Interest in child's academic achievement," "Interest in child's continuing education," and "Interest in future plans." These same three variables are common to high male and low male readers when the two groups are compared. High female readers and low female readers have the following variables with high mean scores in common, including: "Read newspapers," "Encourage child to think," "Interest in child's academic achievement," "Interest in child's continuing education," and "Interest in future plans."

The F-ratios for each variable included on the Father Intervention Survey between high male and female readers and low male and female readers are reported in Table 6. Presented in Table 7 are the F-ratios for each variable on the Father Intervention Survey between high and low male readers. Shown in Table 8 are the F-ratios for father intervention scores between high and low female readers. The .05 level of significance was used throughout this study.

As shown in Tables 6, 7, and 8, variable one, "I read at home," was significant for all combinations of the high and low reader groups. In each analysis, the

TABLE 6

F-RATIOS OF FATHER INTERVENTION SCORES
BETWEEN HIGH MALE AND FEMALE READERS
AND LOW MALE AND FEMALE READERS

Variable	F-ratio	SIG	N S
1. I read at home	18.55	X	
2. Read work related material	5.67	X	
3. Read newspaper	9.56	X	
4. Read magazines	11.72	X	
5. Read current paperbacks	5.93	X	
6. Buy books as gifts for my child	12.18	X	
7. Buy books for home	8.59	X	
8. Buy books for myself	1.64		X
9. Buy magazines for myself	1.45		X
10. Belong to a book club	1.17		X
11. Use community library	4.22	X	
12. Encourage child to think	4.58	X	
13. Child read before age six	5.74	X	
14. Read aloud to my child	6.11	X	
15. Help child with school studies	1.80		X
16. Interest in child's home reading	6.59	X	
17. Interest in personal reading in home	6.75	X	
18. Amount of encouragement given	3.89		X
19. Improving study habits	3.27		X
20. Interest in child's academic achievement	11.35	X	
21. Interest in child's continuing education	13.57	X	
22. Self-improvement of reading skills	0.28		X
23. Interest in future plans	10.23	X	

.05^F 1,78 = 3.92

SIG = Significant

N S = Not Significant

TABLE 7

F-RATIOS OF FATHER INTERVENTION SCORES
BETWEEN HIGH AND LOW MALE READERS

Variable	F-ratio	SIG	N S
1. I read at home	4.53	X	
2. Read work related material	1.67		X
3. Read newspaper	3.52		X
4. Read magazines	3.16		X
5. Read current paperbacks	4.26	X	
6. Buy books as gifts for my child	9.71	X	
7. Buy books for home	9.83	X	
8. Buy books for myself	3.49		X
9. Buy magazines for myself	0.03		X
10. Belong to a book club	6.99	X	
11. Use community library	3.01		X
12. Encourage child to think	3.39		X
13. Child read before age six	5.79	X	
14. Read aloud to my child	0.62		X
15. Help child with school studies	0.81		X
16. Interest in child's home reading	2.18		X
17. Interest in personal reading in home	1.79		X
18. Amount of encouragement given	0.23		X
19. Improving study habits	1.62		X
20. Interest in child's academic achievement	11.87	X	
21. Interest in child's continuing education	11.25	X	
22. Self-improvement of reading skills	0.00		X
23. Interest in future plans	4.36	X	

.05 $F_{1,33}$ = 4.08

SIG = Significant

N S = Not Significant

TABLE 8
F-RATIOS OF FATHER INTERVENTION SCORES
BETWEEN HIGH AND LOW FEMALE READERS

Variable	F-ratio	SIG	N S
1. I read at home	14.83	X	
2. Read work related material	4.08	X	
3. Read newspaper	7.34	X	
4. Read magazines	9.43	X	
5. Read current paperbacks	2.12		X
6. Buy books as gifts for my child	4.54	X	
7. Buy books for home	1.90		X
8. Buy books for myself	0.03		X
9. Buy magazines for myself	2.02		X
10. Belong to a book club	0.61		X
11. Use community library	1.29		X
12. Encourage child to think	1.10		X
13. Child read before age six	1.13		X
14. Read aloud to my child	6.29	X	
15. Help child with school studies	0.78		X
16. Interest in child's home reading	4.15	X	
17. Interest in personal reading in home	4.75	X	
18. Amount of encouragement given	4.68	X	
19. Improving study habits	1.50		X
20. Interest in child's academic achievement	3.30		X
21. Interest in child's continuing education	4.71	X	
22. Self-improvement of reading skills	0.49		X
23. Interest in future plans	5.79	X	

$.05 F_{1,43} = 4.00$

high reader groups obtained mean scores on variable one which were higher than the mean scores obtained by the low reader groups. (Readers who may be interested in the specific values of the mean intervention scores for individual variables are referred to Tables 1 through 5.) Thus, the act of the father reading in the home had a positive effect on the reading achievement scores of the high reading groups. The effect was more pronounced for the high female readers than for the high male readers. Perhaps by reading at home the father provided a model which promoted an interest in reading for his child. Girls generally have been said to be more inclined toward passive activities, such as reading, than boys. It may be, for that reason, that the act of the father reading in the home had a greater effect on the reading achievement scores of the high female readers than the high male readers. It is entirely possible female readers read more than the male readers and become better readers. "I read at home" was the most prominent variable considered in this study.

Variables two, three, and four are directly related to variable one, as they all represent the father engaged in various specific types of reading in the home, and had similar results shown on the F-ratio tables. "Read work related material," "Read the newspaper," and "Read magazines" were significant for high and low male

and female readers combined and for the high and low female readers. In both analyses the subjects in the high reader groups had higher mean father intervention scores than did the low reader groups. However, in the analysis of father intervention scores between high and low male readers, variables in two, three, and four were not found to be statistically significant. Apparently, the effect of the father reading "Work related material," "the newspaper," and "magazines" had a significant effect on the female readers which accounted for the significant F-ratios observed in Table 6 for high male and female readers combined. As was the case with variable one, the model provided by the father as he read at home created a higher level of interest in reading by the daughter which led the daughters to engage in more reading than the sons. The additional practice of reading by the daughters enabled them to become better readers than the sons and thus score higher on the reading achievement test.

The reciprocal was found to be the case when the F-ratios for variable five, "Read current paperback books," are studied. Father intervention on variable five, "Reading current paperback books" in the home is significant for the high male readers and for the high male and female readers combined. On the analysis for high and low female readers, statistical significance is not observed for the variable, "Read current paperbacks." This

was unexpected in view of the trend observed on variables one, two, three, and four. The main effects of variables two, three and four, all of which represent the father reading specific types of material in the home, were greater for high female readers than for the high male readers. But for variable five, which also represents the father reading a specific type of material, greater effect was shown for high male readers than for high female readers. While different results for the father reading different types of materials at home were obtained between high male and female readers, it does not necessarily follow that the type of reading the father did in the home had a positive effect on the reading achievement of his children. It may well be that the type of material that the father was observed reading in the home was not as important as the fact that the father was actually observed reading in the home.

Variable six, "Buy books for my child as gifts," was significant at the .05 level for all three reading groups. It is interesting to note that the mean scores for variable six for high male and female readers were higher than for the low male and female readers. Perhaps the high readers realized that the father gave them books because he valued reading and reading material. Perhaps they knew that by reading these gift books, approval from the father might be forthcoming. Some children have a

high approval drive especially when parental approval is involved. When the father gave his child the book as a gift, he was reinforcing his idea that reading was an acceptable activity. Fathers who provide their child with books relating to their particular interest areas and encourage their child to read these materials seem to be laying a solid foundation for their children to become high achievers in reading.

Father intervention in "Buying books for the home" was significant for both male and female reader groups combined and for the male reader group on the F-ratio tables. Table 8 shows that this variable is not significant for female readers. The child who observes the father placing books in the home for family use may realize that the father values books and the act of reading. Fathers who place books in the home might also assure the child of availability of reading material, and offer the child an opportunity to be a reader. One of the most important contributions a father may make toward the progress of his child's reading skill is to provide books in the home which are of interest to the child, to encourage his child to read, and to create a pleasant atmosphere for reading. The writer has always been taught that reading does begin in the home.

Variables eight and nine, "Buy books for myself" and "Buy magazines for myself" were similar in that both variables dealt with the father's personal reading without

intervention with the child. The F-ratios for these variables were not significant for any reader group. It seems that less interaction between the child and the father takes place when the father makes purchases of reading material for his own specific reading enjoyment.

Table 7 shows that variable ten, "Belong to a book club" is significant for the high male readers only. This data indicates that it may not be important for a child to subscribe to a book club, but rather that the child should have books readily available to read in the home.

Both variables eleven and twelve, "Use of the community library" and "Encouragement of the child to think," have the same results on Table 6. The variables are reported to be significant for male and female readers combined. Father intervention within the home seems to be more influential than acts of father intervention which occur outside the home. However, in the separate analyses on Tables 7 and 8 for male and female readers considered separately, the F-ratios were not significant.

Variable thirteen, "Child read before age six," shows a significant F-ratio on Table 6 for high male and female readers combined, and on Table 7 for the high male readers. The F-ratio for the high and low female reader groups was not significant. While the father may have some influence which might result in his child reading before age six, it is difficult on the basis of this study to re-

late, in any significant way, any meaningful act of father intervention for the variable. However, as a group, children who learn to read before age six (before going to first grade) tend to be bright children and tend also to be high in reading achievement. This would be true for both males and females.

In contrast to variable thirteen, variable fourteen, "Read aloud to my child," is significant for the high male and female readers combined and for the high female reader group. The father intervention score for variable fourteen was not significant for the male reader group. This study indicates that fathers who intervene with their children by reading aloud to them in the home may have children who will have higher reading achievement in high school than those fathers who did not read to their children in the home. Father intervention by reading aloud to the child may indicate that the father values reading and wishes to transmit that fact to his child, as well as to help his child to become interested in reading and to enjoy reading. In this study, that type of father intervening seemed to be operative in the case of females and not the males. The writer was not able to draw any explanatory inference for this finding.

"Helping the child with school studies" was not found to be significant for any reader group in this study. This may be attributed to the fact that studying may be

viewed as an unpleasant task and some children may not like to study. Perhaps the father must offer to help his child with homework whenever the child has some trouble with a subject. Such an act of father intervention may have negative connotations of studying which do not relate to high reading achievement.

Father intervention of taking an "Interest in the child's home reading" and "Father's interest in personal reading in the home" were significant for the high readers of the male and female reader groups combined and for the high readers of the high and low female reader groups. The F-ratios were not significant for this variable for high and low male readers. Regarding the variable, "Interest in child's home reading," it may be that the father may take more interest in encouraging his daughter's reading habits in the home than he does for his son and it may be that the daughter may find this a more enjoyable activity than the son, or the father may find this to be an activity which is more enjoyable when done with his daughter than with his son. In any event, the activity seemed to have a positive effect on the daughter's reading achievement.

For the variable "Interest in personal reading in the home," the father may be providing a better model for his daughter than for his son, which somehow is also related to later reading achievement.

Variable eighteen, "Amount of encouragement given" to improve the child's reading skills is significant for the high and low female reader group only. "Encouragement" may be seen as a positive factor by the girls and as a negative factor by the boys. The boys may have taken the father's "encouragement" as criticism or feel that the father meant that he was not pleased with his son's reading performance. Perhaps the sons felt a stronger "encouragement" and approval from the father when the son achieved success in other activities. On the other hand, fathers may actually "encourage" their daughters to be better readers and to excel academically more than they "encourage" their sons in this area.

The F-ratios were not significant for any of the reader groups for the variable, "Improving study habits." This variable may be viewed in a negative way by both boys and girls. The father may remember encouraging his son or daughter to improve his study habits as a negative factor himself since pressure to improve study skills may mean poor progress in school or represent the father's displeasure with a grade.

The F-ratios for "Interest in child's academic achievement" and "Interest in child's continuing education" were significant for the high readers of all reader groups. Father intervention as a form of expressed interest in these factors may encourage the high male and female readers to

perform to the best of their ability in school and to set goals for continuing their education. Possibly this intervention was given without any criticism. Again, parental approval may be an important factor. Children may perform to their fullest capabilities when parental approval is the reward.

The father's "Self-improvement of reading skills" was not significant for any reader group. Again, the emphasis is placed on the fact that the father reads in the home and it is not important what material he reads or how well he reads. Nor is it likely that the child might be aware of the father's attempt toward self-improvement in his reading skills.

The last variable considered in this study was "Father interest in child's future plans." The F-ratios for this variable were significant for high readers of all groups. Children whose fathers took an interest in their child's future plans tended to be higher achievers in reading skill, perhaps for the same reasons that were mentioned in connection with variables "Interest in child's academic achievement" and "Interest in child's continuing education." Also, the father's interest in his child's future plans is viewed as positive evidence of the father's confidence in his child's future, thus enabling his child to set goals. It may well be that these future plans are related to the child's interest in favorable academic achievement and

prospects for continuing education. In this way, the father's interest in his child's future plans may possibly be related to later reading achievement.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

First, the writer would like to assure the reader that this research does not intend to discount the importance of the mother in the home and in the academic growth of her child. Volumes of studies have been done to prove the importance of the mother's role and her effectiveness. This study attempted to isolate the father and to determine the effect of his intervention with his child in regard to reading achievement. Ideally, the child will have adequate intervention with both parents. The writer believes that this would be the best situation for the child.

The data in this thesis indicates that fathers are an important factor in their's reading achievement and that fathers who promote reading in the home are more likely to help their child to attain higher reading achievement than those fathers who discount reading.

The following conclusions have been made regarding the data collected and analyzed for this study:

1. It is important that a father read in the home and provide a positive role model for reading for his child.
2. Despite the fact that several types of reading material were considered in this study, including newspapers, magazines, work related material, and current paperbacks, it is not particularly

important what material the father chooses to read as long as he does read in the home under the observation of his child.

3. Buying books as gifts for the child and buying books for the family to use in the home is important. Evidently, the child senses that the father values books when they are given as gifts or bought for the home. The availability of books in the home seems to provide incentive for the children to read and to increase interest in reading.
4. It is not important that the father buy magazines, newspapers, books or any specific type of reading material for himself as this was not found to be related to high reading achievement for his child.
5. Father interest in the child's academic achievement, interest in the child's continuing education, and interest in the child's future plans are important factors which promote high reading achievement for the child.
6. Using the community library and belonging to a book club were not found to be related to high reading achievement.
7. Improving study skills as a type of father intervention does not seem related to high reading achievement.
8. Fathers should read to their child as this does seem to be directly related to high reading achievement, especially with their daughters.
9. The father's attempt to improve his own reading skills does not promote high reading achievement in his child.
10. Father intervention was important to both male and female children and should be promoted in the home for the following variables:
 - a. Father reading in the home
 - b. Father buying books as gifts for his child
 - c. Father interest in child's academic achievement
 - d. Father interest in child's continuing education
 - e. Father interest in child's future plans.

11. Father intervention in the following areas was important for boys but not for girls:
 - a. Father reading current paperbacks
 - b. Father buying books for the home
 - c. Child read before age six.
12. Father intervention in the following areas was important for girls but not for boys:
 - a. Read work related material
 - b. Read newspapers
 - c. Read magazines
 - d. Read aloud to child
 - e. Interest in child's home reading
 - f. Amount of father encouragement given
 - g. Father's interest in personal reading in the home.
13. Father intervention in the following areas showed no significance for boys or girls:
 - a. Father buying books for himself
 - b. Father buying magazines for himself
 - c. Father helping child with school studies
 - d. Improving study habits
 - e. Father's self-improvement of reading skills.

The recommendations to be made as a result of data gathered and analyzed for the purpose of this research follow. It is recommended that:

1. This study be replicated with samples taken from different socio-economic levels and age groups.
2. This study be replicated testing mother intervention and reading achievement in her children using the same variables. The data indicated that father intervention was most effective with daughters. Would mothers have more effect on sons than daughters or would mother intervention be equally effective for both sons and daughters?
3. Further study be investigated to discover why male and female students respond differently to father intervention. The following variables should be tested:
 - a. "Child read before age six"
(if not discarded from future study)

- b. "Read aloud to my child"
 - c. "Interest in child's home reading"
 - d. "Interest in personal reading in the home"
 - e. "Amount of encouragement given."
4. Further study should be investigated in father attitudes in regard to reading achievement for sons and daughters. One question raised in this paper was, "Do fathers place more importance on reading achievement for girls than boys?"
 5. Future research workers who may use this Father Intervention Survey should eliminate variable thirteen, "Child read before age six," as it may not deal with or indicate the extent or type of father intervention.
 6. Fathers should be encouraged to read in the home and serve as a positive role model for their child to encourage reading achievement.
 7. Fathers should buy books as gifts for their child and buy books for the home for ready availability for the child's reading needs.
 8. Fathers should be encouraged to take an active interest in the child's academic achievement, in the child's continuing education, and in helping the child make future plans.

In conclusion, the results of this study indicate that all three of the null hypotheses tested were false. There is a statistically significant difference between the means of the father intervention scores for the high male and female readers and for low male and female readers combined. There is a statistically significant difference between the means of father intervention scores for the high male readers and the low male readers. There is also a statistically significant difference between the means of father intervention scores for the high female and the low female readers. In all cases the

means of the father intervention scores favored the high readers.

Father intervention by reading in the home and encouraging the child to be a reader does affect the child's reading achievement.

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APPENDIXES

NAME	SEX	AGE
CITY	DATE OF TEST	
TEACHER		

	Raw Score	Percentile	Grade Level
Vocabulary			
Comprehension			
Reading Rate			

PART I VOCABULARY TEST

28 A	51 A	78 A
27 A	52 A	77 A
28 A	53 A	78 A
29 A	54 A	79 A
30 A	55 A	80 A
31 A	56 A	81 A
32 A	57 A	82 A
33 A	58 A	83 A
34 A	59 A	84 A
35 A	60 A	85 A
36 A	61 A	86 A
37 A	62 A	87 A
38 A	63 A	88 A
39 A	64 A	89 A
40 A	65 A	90 A
41 A	66 A	91 A
42 A	67 A	92 A
43 A	68 A	93 A
44 A	69 A	94 A
45 A	70 A	95 A
46 A	71 A	96 A
47 A	72 A	97 A
48 A	73 A	98 A
49 A	74 A	99 A
50 A	75 A	100 A

PART II COMPREHENSION TEST

10 A	19 A	28 A
11 A	20 A	29 A
12 A	21 A	30 A
13 A	22 A	31 A
14 A	23 A	32 A
15 A	24 A	33 A
16 A	25 A	34 A
17 A	26 A	35 A
18 A	27 A	36 A

APPENDIX B

R. L. Turner High School
 1600 Josey Lane
 Carrollton, Texas
 Fall, 1979

Dear Parent:

I am conducting a research study concerning the father influence on the student's reading ability. I would like to test your child using the Nelson-Denny Standardized Test, Form A, that I use in the R. L. Turner Reading Lab. This test takes thirty minutes of the child's time. It will be administered in their English Class in cooperation with the English teachers and Mr. J. T. Parish, Principal, R. L. Turner.

The student will also fill out a short survey that will take approximately ten minutes of time.

This study has been approved by Texas Woman's University, The Human Research Committee, The Carrollton-Farmers Branch I.S.D., and R. L. Turner High School.

I appreciate your help and the help of your child in this study, which is to be incorporated into the thesis required by T.W.U. before I am approved for my Masters Degree, All Level Reading Certification.

It is also my sincere hope that the results of this study will help improve our reading program at R. L. Turner High School.

Thank you for your help.

Kathryn Wilkinson
 Reading Teacher - R. L. Turner High School

 Please sign this form in the space provided if your son or daughter may participate in this research study.

_____ has my permission
 to participate in the Reading Study under the supervision
 of Kathryn Wilkinson, Reading Teacher at R. L. Turner High
 School.

 Parent's Signature

 Date

APPENDIX C

Miss Kathryn Wilkinson
Reading Teacher
R. L. Turner High School
1600 Josey Lane
Carrollton, Texas
Fall, 1979

Dear Miss Wilkinson:

I am willing to participate in your research study concerning the father influence on the student's reading ability, and will fill out the short form you have provided for obtaining information for this study.

My participation is based on the information you have given me concerning this study, and I am affirming that it is my understanding that my name will not be used in this research summary, and that information I submit cannot be directly related to my name or circumstance.

It is my sincere hope that this study will help improve the reading program at R. L. Turner High School.

Sincerely,

Parent

By signing this form in the space provided, I am giving you permission to use in your research study the information I have provided concerning my son or daughter.

Date

Signature of father

APPENDIX D

FATHER SURVEY

Student's Name _____

Father's Age _____

Student's Age _____

Please circle one: STUDENT'S SEX

Male

Female

Please circle one: YEARLY FAMILY INCOME

a. below \$8,000

e. \$20,001 - \$40,000

b. \$8,001 - \$12,000

f. \$40,001 - \$60,000

c. \$12,001 - \$15,000

g. \$60,001 - \$80,000

d. \$15,001 - \$20,000

h. above \$80,001

Please circle one: ETHNIC ORIGIN

Oriental

Indian

Black

Anglo

Mexican American

Other

I. Please answer the questions by circling the number which best represents your answer in front of the question.

1. never 2. rarely 3. sometimes 4. often 5. very often

- | | |
|-----------|---|
| 1 2 3 4 5 | 1. I read at home. |
| 1 2 3 4 5 | 2. I read a lot of work related material. |
| 1 2 3 4 5 | 3. I read the newspaper. |
| 1 2 3 4 5 | 4. I read magazines. |
| 1 2 3 4 5 | 5. I read current paperbacks. |
| 1 2 3 4 5 | 6. I buy books as gifts for my child. |
| 1 2 3 4 5 | 7. I buy books for my home. |
| 1 2 3 4 5 | 8. I buy books for myself. |
| 1 2 3 4 5 | 9. I buy magazines for myself. |
| 1 2 3 4 5 | 10. I belong to a book club. |
| 1 2 3 4 5 | 11. I use my community library as a source for reading materials. |
| 1 2 3 4 5 | 12. I encourage my child to think. |
| 1 2 3 4 5 | 13. I remember my child reading before the age of six. |
| 1 2 3 4 5 | 14. I remember reading aloud to my child. |
| 1 2 3 4 5 | 15. I remember helping my child with school studies from age 6 to 10. |

II. Please answer the questions by circling the number which best represents your answer in front of the question.

1. no interest 2. little interest 3. some interest
4. interest 5. a great deal of interest

- | | |
|-----------|---|
| 1 2 3 4 5 | 1. Interest taken in your child's reading activity in the home. |
| 1 2 3 4 5 | 2. Interest taken in your own personal reading in the home. |

- | | | |
|-----------|----|--|
| 1 2 3 4 5 | 3. | Amount of encouragement you give your child to improve his/her reading skills. |
| 1 2 3 4 5 | 4. | Amount of encouragement you give your child to improve his/her study habits. |
| 1 2 3 4 5 | 5. | Interest taken in your child's overall academic achievement. |
| 1 2 3 4 5 | 6. | Interest in your child continuing his/her education after high school. |
| 1 2 3 4 5 | 7. | Interest taken for self-improvement on your own reading skills. |
| 1 2 3 4 5 | 8. | Interest taken in your child's future plans in his/her vocation. |

APPENDIX E

Carrollton
Farmers Branch
Independent
School District



education for liberty

1711½ Walnut Street / P. O. Box 186
Carrollton, Texas 75006

Telephone
Area Code 214/242-5237

January 30, 1980

Dr. Margaret J. Ferrell
Acting Provost of the Graduate School
Texas Woman's University
Denton, Texas 76204

Dear Dr. Ferrell:

The Carrollton-Farmers Branch I. S. D. has approved a research request from Miss Kathryn Anne Wilkinson. The research project, "The Effects of Fathering Influence on the Secondary Student's Reading Skills and Attitudes," was referred to R. L. Turner High School and it was approved by the principal. Miss Wilkinson has the full permission to complete her project within our schools.

Sincerely,

Lyndal R. Hutcherson
Chairman, Research Screening Committee

LRH:bp

APPENDIX F

APPLICATION TO HUMAN RESEARCH COMMITTEE

Subject: Research and Investigation Involving Humans

Statement by Program Director and Approved by Department Chairman

This abbreviated form is designed for describing proposed programs in which the investigators consider there will be justifiable minimal risk to human participants. If any member of the Human Research Review Committee should require additional information, the investigator will be so notified.

Five copies of this Statement and a specimen Statement of Informed consent should be submitted at least two weeks before the planned starting date to the chairman or vice chairmen on the appropriate campus.

Title of Study: The Effects of Fathering Influence on the
Secondary Student's Reading Skills and
Attitudes

Program Director(s): Mario C. DiNello, PhD. - Chairman
Harry T. Kelly, PhD. and William E. Tanner, PhD.

Graduate Student: Kathryn Anne Wilkinson

Estimated beginning date of study: November 1, 1979

Estimated duration: December 22, 1979 (May, 1980 - Graduation)

Address where approval letter is to be sent: _____
Kathryn Anne Wilkinson

5636 Spring Valley Road, Apt. #137

Dallas, Texas 75240

-2-

1. Brief description of the study (use additional pages or attachments, if desired, and include the approximate number and ages of participants, and where they will be obtained).

This study is concerned with the possible correlation between the father's reading ability and attitude about reading and the child's reading ability and attitude. The basic research question is: If the father is a good reader and promotes reading in the home will the son or daughter be a good reader? High School students at R. L. Turner High School will be given a standardized reading test. Approximately 400 student's will be tested. Only the top 84% and the low 16% of the test scores will be used in the study. The students will be in the 9th through 12th grade. Students will be enrolled in the second period English classes. Student's whose test scores fit the research design will take home the Father Survey to be filled out by the father in that family. The researcher estimates that approximately 150 fathers will be surveyed. The father's name is not recored. The student's name appears on the test form and the Father Survey. The Student's name will be matched for reasearch purposes. No names will be used in this study.

2. What are the potential risks to the human subjects involved in this research or investigation? "Risk" includes the possibility of public embarrassment and improper release of data. Even seemingly nonsignificant risks should be stated and the protective procedures described in 3. below.

This study involves minimal risks to all participants. No student's names will be released in the study at any point. The father's name will never even be released to the researcher. All participants will be given the choice of participating in the study or not. The only embarrassment could be that the student would be surprised if the test scores are low. The tests scores will be made available to the student, but no test scores will be given to other teachers, any father, or to anyone without the written consent of the student. Only the student and the researcher will know the test results.

3. Outline the steps to be taken to protect the rights and welfare of the individuals involved.

Again, the risks in this study are minimal. The steps taken to protect the individuals are as follows:

1. no names are published in this study
2. no individuals will be singled out including students and fathers
3. Tests scores will not be published in the school district unless the student consents.
4. All participants are volunteers.

4. Outline the method for obtaining informed consent from the subjects or from the person legally responsible for the subjects. Attach documents, i.e., a specimen informed consent form.

These may be properly executed through completion of either (a) the written description form, or (b) the oral description form. Specimen copies are available from departmental chairmen. Other forms which provide the same information may be acceptable. A written description of what is orally told to the subject must accompany the oral form.

All students will have the option of participating in this study or not. If the student consents to work with the researcher a letter will be sent home to the parents for final approval. The letter is attached.

-3-

5. If the proposed study includes the administration of personality tests, inventories, or questionnaires, indicate how the subjects are given the opportunity to express their willingness to participate. If the subjects are less than the age of legal consent, or mentally incapacitated, indicate how consent of parents, guardians, or other qualified representatives will be obtained.

Again, the letter format will be used to inform the the father about the study and how his co-operation and participation will be greatly appreciated. The father will give written consent to fill out the form and for the results to be used in the research study.

Signature of
Approval

Maria C. O. Webb
Program Director

Date 10-4-79

Signature of
Approval

Kathleen Rose Whiskison
Graduate Student

Date October 1, 1979

Signature of
Approval

Dean, Department Head, Director

Date _____

Date received by committee chairman: _____

TEXAS WOMAN'S UNIVERSITY
Box 22487, TWU STATION
DENTON, TEXAS 76204

HUMAN RESEARCH REVIEW COMMITTEE

Name of Investigator: Kathryn Anne Wilkinson Center: Denton

Address: 5626 Spring Valley Road, Apt. #137 Date: November 27, 1979

Dallas, Texas 75240

Dear Kathryn Anne Wilkinson

Your study entitled The Effects of Fathering Influence on the Secondary
Student's Reading Skills and Attitudes

has been reviewed by a committee of the Human Research Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations require that written consents must be obtained from all human subjects in your studies. These forms must be kept on file by you.

Furthermore, should your project change, another review by the Committee is required, according to DHEW regulations.

Please add the following statement to your Informed Consent Form:
"No medical service or compensation is provided to subjects by the
University as a result of injury from participation in research."

Sincerely,

Marilyn Henson

Chairman, Human Research
Review Committee

at Denton

APPENDIX G

TABLE 9

NELSON-DENNY PERCENTILES AND
FATHER INTERVENTION SCORES FOR ALL SUBJECTS

Student I.D. Number	Nelson-Denny Percentile Score	Father Intervention Average Score
<u>HIGH MALE READERS</u>		
000	93	4.4
001	93	3.8
002	93	3.9
003	84	3.8
004	90	3.6
005	90	3.9
006	89	3.4
007	97	3.8
008	97	3.2
009	88	2.8
010	85	2.9
011	85	3.7
012	99	3.9
013	95	4.0
014	84	0.0
015	85	3.3
016	85	3.4
017	99	3.3
018	97	4.2
019	96	4.1
020	99	0.0
021	84	3.4
022	89	3.6
<u>HIGH FEMALE READERS</u>		
023	85	3.1
024	98	3.8
025	99	4.1
026	93	3.3
027	87	3.8
028	90	3.5
029	96	4.2
030	88	4.5
031	90	3.3
032	96	3.6
033	98	4.1
034	85	3.7
035	93	3.7
036	89	1.4

TABLE 9-Continued

Student I.D. Number	Nelson-Denny Percentile Score	Father Intervention Average Score
<u>HIGH FEMALE READERS-Continued</u>		
037	85	3.6
038	93	4.9
039	88	3.8
040	93	2.5
041	91	3.6
042	91	4.0
043	91	3.3
044	98	4.0
045	97	4.1
046	89	4.2
047	98	4.6
048	91	3.4
049	90	4.0
050	85	4.3
051	95	3.5
052	85	3.8
053	90	0.0
054	90	0.0
<u>LOW MALE READERS</u>		
055	10	3.3
056	10	1.6
057	9	3.7
058	16	3.6
059	9	3.9
060	4	2.3
061	13	3.0
062	5	3.1
063	14	3.2
064	14	3.2
065	4	3.3
066	9	3.2
067	16	2.7
068	16	2.9
069	9	0.0
070	14	0.0
071	5	0.0
072	14	0.0
073	4	0.0

TABLE 9-Continued

Student I.D. Number	Nelson-Denny Percentile Score	Father Intervention Average Score
<u>LOW FEMALE READERS</u>		
074	14	2.5
075	10	3.7
076	16	4.4
077	13	2.8
078	6	4.1
079	13	4.0
080	16	4.0
081	13	4.2
082	8	2.7
083	9	3.7
084	10	2.5
085	16	2.8
086	14	3.3
087	15	3.7
088	16	3.1
089	10	0.0
090	14	0.0
091	13	0.0
092	16	0.0
093	9	0.0
094	8	0.0
095	8	0.0
096	3	0.0
097	4	0.0

APPENDIX H

SUMMARY OF ANALYSIS OF VARIANCE OF FATHER INTERVENTION
SCORES FOR GROUPS INDICATED ABOVE EACH TABLE

TABLE 10

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: I read at home	df	Mean Square	F-ratio
Between Groups	1	17.04	18.55*
Within Groups	78	0.92	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: I read at home	df	Mean Square	F-ratio
Between Groups	1	4.58	4.53*
Within Groups	33	1.01	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: I read at home	df	Mean Square	F-ratio
Between Groups	1	12.80	14.83*
Within Groups	43	0.86	
TOTAL	44		

* Significant at the .05 level.

APPENDIX I

TABLE 11

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Read work related material	df	Mean Square	F-ratio
Between Groups	1	6.60	5.66*
Within Groups	78	1.17	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Read work related material			
Between Groups	1	1.72	1.67
Within Groups	33	1.03	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Between Groups	1	5.34	4.08*
Within Groups	43	1.31	
TOTAL	44		

* Significant at the .05 level.

APPENDIX J

TABLE 12

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Read Newspaper	df	Mean Square	F-ratio
Between Groups	1	7.21	9.564*
Within Groups	78	58.78	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Read Newspaper	df	Mean Square	F-ratio
Between Groups	1	4.00	3.52
Within Groups	33	1.14	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Read Newspaper	df	Mean Square	F-ratio
Between Groups	1	2.80	7.34*
Within Groups	43	0.39	
TOTAL	44		

*Significant at the .05 level.

TABLE 13

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Read magazines	df	Mean Square	F-ratio
Between Groups	1	10.64	11.72*
Within Groups	78	0.91	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Read Magazines	df	Mean Square	F-ratio
Between Groups	1	3.73	3.16
Within Groups	33	1.18	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Read Magazines	df	Mean Square	F-ratio
Between Groups	1	6.56	9.43*
Within Groups	43	0.70	
TOTAL	44		

* Significant at the .05 level.

APPENDIX L

TABLE 14

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Current Paperbacks	df	Mean Square	F-ratio
Between Groups	1	7.05	5.93*
Within Groups	78	1.19	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Current Paperbacks	df	Mean Square	F-ratio
Between Groups	1	3.73	4.26*
Within Groups	33	0.88	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Current Paperbacks	df	Mean Square	F-ratio
Between Groups	1	3.04	2.12
Within Groups	43	1.44	
TOTAL	44		

* Significant at the .05 level.

APPENDIX M

TABLE 15

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Buy books as gifts for child	df	Mean Square	F-ratio
Between Groups	1	13.23	12.181*
Within Groups	78	1.09	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Buy books as gifts for child	df	Mean Square	F-ratio
Between Groups	1	6.52	9.71*
Within Groups	33	0.67	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Buy books as gifts for child	df	Mean Square	F-ratio
Between Groups	1	6.60	4.54*
Within Groups	43	1.45	
TOTAL	44		

*Significant at the .05 level.

APPENDIX N

TABLE 16

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Buy books for home	df	Mean Square	F-ratio
Between Groups	1	11.41	8.59*
Within Groups	78	1.33	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Buy books for home	df	Mean Square	F-ratio
Between Groups	1	9.64	9.83*
Within Groups	33	0.98	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Buy books for home	df	Mean Square	F-ratio
Between Groups	1	3.09	1.90
Within Groups	43	1.63	
TOTAL	44		

* Significant at the .05 level.

APPENDIX O

TABLE 17

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Buy books for myself	df	Mean Square	F-ratio
Between Groups	1	2.17	1.64
Within Groups	78	1.32	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Buy books for myself	df	Mean Square	F-ratio
Between Groups	1	4.00	3.49
Within Groups	33	1.15	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Buy books for myself	df	Mean Square	F-ratio
Between Groups	1	0.04	0.03
Within Groups	43	1.45	
TOTAL	44		

APPENDIX P

TABLE 18

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Buy magazines for myself	df	Mean Square	F-ratio
Between Groups	1	1.69	1.45
Within Groups	78	1.16	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Buy magazines for myself	df	Mean Square	F-ratio
Between Groups	1	0.04	0.03
Within Groups	33	1.26	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Buy magazines for myself	df	Mean Square	F-ratio
Between Groups	1	2.19	2.02
Within Groups	43	1.09	
TOTAL	44		

APPENDIX Q

TABLE 19

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Belong to a book club	df	Mean Square	F-ratio
Between Groups	1	1.95	1.17*
Within Groups	78	1.67	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Belong to a book club	df	Mean Square	F-ratio
Between Groups	1	10.08	6.99*
Within Groups	33	1.44	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Belong to a book club	df	Mean Square	F-ratio
Between Groups	1	1.04	0.61
Within Groups	41	1.71	
TOTAL	42		

* Significant at the .05 level.

APPENDIX R

TABLE 20

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Use community library	df	Mean Square	F-ratio
Between Groups	1	4.56	4.22*
Within Groups	78	1.08	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Use community library	df	Mean Square	F-ratio
Between Groups	1	3.47	3.00
Within Groups	33	1.15	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Use community library	df	Mean Square	F-ratio
Between Groups	1	1.37	1.29
Within Groups	43	1.06	
TOTAL	44		

* Significant at the .05 level.

APPENDIX S

TABLE 21

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Encourage child to think	df	Mean Square	F-ratio
Between Groups	1	3.88	4.58*
Within Groups	77	0.85	
TOTAL	78		

HIGH AND LOW MALE READERS

Source: Encourage child to think	df	Mean Square	F-ratio
Between Groups	1	4.29	3.39
Within Groups	33	1.26	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Encourage child to think	df	Mean Square	F-ratio
Between Groups	1	0.43	1.10
Within Groups	42	0.39	
TOTAL	43		

* Significant at the .05 level.

APPENDIX T

TABLE 22

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Child read before age six	df	Mean Square	F-ratio
Between Groups	1	9.79	5.74*
Within Groups	77	1.71	
TOTAL	78		

HIGH AND LOW MALE READERS

Source: Child read before age six	df	Mean Square	F-ratio
Between Groups	1	8.80	5.79*
Within Groups	33	1.52	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Child read before age six	df	Mean Square	F-ratio
Between Groups	1	1.95	1.13
Within Groups	42	1.73	
TOTAL	43		

*Significant at the .05 level.

APPENDIX U

TABLE 23

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Read aloud to my child	df	Mean Square	F-ratio
Between Groups	1	7.52	6.11*
Within Groups	78	1.23	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Read aloud to my child	df	Mean Square	F-ratio
Between Groups	1	6.69	0.62
Within Groups	33	1.09	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Read aloud to my child	df	Mean Square	F-ratio
Between Groups	1	8.05	6.29*
Within Groups	43	1.28	
TOTAL	44		

*Significant at the .05 level.

APPENDIX V

TABLE 24

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Helped child with studies	df	Mean Square	F-ratio
Between Groups	1	1.6875	1.80
Within Groups	78	0.9397	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Helped child with studies	df	Mean Square	F-ratio
Between Groups	1	0.80	0.81
Within Groups	33	0.99	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Helped child with studies	df	Mean Square	F-ratio
Between Groups	1	0.66	0.78
Within Groups	43	0.84	
TOTAL	44		

APPENDIX W

TABLE 25

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Interest in child's home reading	df	Mean Square	F-ratio
Between Groups	1	6.45	6.59*
Within Groups	78	0.98	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Interest in child's home reading	df	Mean Square	F-ratio
Between Groups	1	2.10	2.19
Within Groups	33	0.96	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Interest in child's home reading	df	Mean Square	F-ratio
Between Groups	1	4.20	4.15*
Within Groups	43	1.10	
TOTAL	44		

* Significant at the .05 level.

APPENDIX X

TABLE 26

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Interest in personal reading in home	df	Mean Square	F-ratio
Between Groups	1	5.47	6.75*
Within Groups	78	0.81	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Interest in personal reading in home	df	Mean Square	F-ratio
Between Groups	1	1.22	1.79
Within Groups	33	0.68	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Interest in personal reading in home	df	Mean Square	F-ratio
Between Groups	1	4.37	4.75*
Within Groups	43	0.92	
TOTAL	44		

* Significant at the .05 level.

APPENDIX Y

TABLE 27

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Amount of encouragement given	df	Mean Square	F-ratio
Between Groups	1	4.08	3.89
Within Groups	78	1.05	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Amount of encouragement given	df	Mean Square	F-ratio
Between Groups	1	0.23	0.23
Within Groups	33	1.04	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Amount of encouragement given	df	Mean Square	F-ratio
Between Groups	1	4.97	4.68*
Within Groups	43	1.06	
TOTAL	44		

* Significant at the .05 level.

APPENDIX Z

TABLE 28

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Improving study habits	df	Mean Square	F-ratio
Between Groups	1	3.20	3.27
Within Groups	78	0.98	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Improving study habits	df	Mean Square	F-ratio
Between Groups	1	1.54	1.62
Within Groups	33	0.95	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Improving study habits	df	Mean Square	F-ratio
Between Groups	1	1.55	1.50
Within Groups	43	1.03	
TOTAL	44		

APPENDIX AA

TABLE 29

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Interest in child's academic achievement	df	Mean Square	F-ratio
Between Groups	1	5.3333	11.35*
Within Groups	78	0.4701	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Interest in child's academic achievement	df	Mean Square	F-ratio
Between Groups	1	3.22	11.87*
Within Groups	33	0.27	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Interest in child's academic achievement	df	Mean Square	F-ratio
Between Groups	1	2.05	3.30
Within Groups	43	0.62	
TOTAL	44		

* Significant at .05 level.

APPENDIX BB

TABLE 30

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Interest in child's continuing education	df	Mean Square	F-ratio
Between Groups	1	6.75	13.57*
Within Groups	78	0.50	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Interest in child's continuing education	df	Mean Square	F-ratio
Between Groups	1	3.73	11.25*
Within Groups	33	0.33	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Interest in child's continuing education	df	Mean Square	F-ratio
Between Groups	1	3.04	4.71*
Within Groups	43	0.65	
TOTAL	44		

* Significant at the .05 level.

APPENDIX CC

TABLE 31

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Self-improvement in reading skills	df	Mean Square	F-ratio
Between Groups	1	0.33	0.28
Within Groups	78	1.21	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Self-improvement in reading skills	df	Mean Square	F-ratio
Between Groups	1	0.00	0.00
Within Groups	33	1.08	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Self-improvement in reading skills	df	Mean Square	F-ratio
Between Groups	1	0.67	0.49
Within Groups	43	1.36	
TOTAL	44		

* Significant at the .05 level.

APPENDIX DD

TABLE 32

HIGH MALE AND FEMALE AND LOW MALE AND
FEMALE READERS COMBINED

Source: Interest in future plans	df	Mean Square	F-ratio
Between Groups	1	5.33	10.23*
Within Groups	78	0.52	
TOTAL	79		

HIGH AND LOW MALE READERS

Source: Interest in future plans	df	Mean Square	F-ratio
Between Groups	1	1.71	4.36*
Within Groups	33	0.39	
TOTAL	34		

HIGH AND LOW FEMALE READERS

Source: Interest in future plans	df	Mean Square	F-ratio
Between Groups	1	3.70	5.78*
Within Groups	43	0.64	
TOTAL	44		

* Significant at the .05 level.