

**SOME RELATIONSHIPS BETWEEN A CHILD'S SENSE
OF RESPONSIBILITY AND HIS
SUCCESS IN READING**

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The purpose of this thesis was the determination of some of the relationships between a child's sense of responsibility and his success in reading in school.

Three correlation studies were carried out; interviews with parents were conducted; results of questionnaires distributed to teachers were analyzed and pertinent research was read in order to arrive at some conclusions about these relationships.

In the execution of the correlation study the problem of measuring the factors, success in reading and a sense of responsibility, arose. The problem of measuring success in reading was solved by using the reading comprehension scores from the Iowa Test of Basic Skills. The investigator, believing that there was a relationship between a child's sense of responsibility and the number of duties given him at home, devised an inventory measuring the number and performance frequency of duties done by the child. The investigator used a modified version of a teacher's check list of responsibility developed by R. G. Havighurst to discover what relationship exists between home duties and a sense of responsibility and also what relationship there is between responsibility and reading.

Results of the studies which were done with the cooperation of fifty fourth grade students and their teachers showed that there is no relationship between the number of duties given a child and a subsequent sense of responsibility. The studies also indicated that there is no relationship

between the amount of home duties and success in reading. However, there is a small positive relationship between success in reading and a child's sense of responsibility.

The questions asked of the parents were designed to probe their attitude toward the relationship between home duties and responsibility and the relationship between a child's sense of responsibility and his success in school. Results of these interviews indicate that parents feel that giving a child duties to do around the home will result in his being responsible. Furthermore, parents feel that there is a relationship between a child's sense of responsibility and his general success in school but that it is stretching the point to say that there was a relationship between success in reading and whether or not a child was given duties.

Twenty elementary school teachers were asked by the investigator to describe the least and the most responsible child in their class. They were also asked to rate these two children in relation to their reading achievement. Seventeen teachers responded.

Responsible children were most often described by their teachers as being good to excellent readers, and happy, bright, well-adjusted children. The same was not true of the least responsible members of the class.

Both success in reading and a child's sense of responsibility, rather than having a cause and effect relationship, would seem to have a common one. Both are created in atmospheres which foster happy well-adjusted children--a home

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where love and understanding prevail while the direct opposite could be noted about irresponsibility and poor reading.