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A STUDY TO COMPARE PARENTAL AND STUDENT ATTITUDES WITH REGARD TO SELECTED SCHOOL VARIABLES AND THEIR RELATIONSHIP TO STUDENT SELF-ESTEEM

The Ohio State University

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A Study to Compare Parental and Student Attitudes with Regard to Selected School Variables and Their Relationship to Student Self-Esteem

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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1986

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TO MY FATHER

SELDON WEBSTER RINEHART
ACKNOWLEDGEMENT

I express sincere appreciation to Dr. Donald L. Haefele for his guidance and insight throughout the preparation of this dissertation. Thanks go to the other members of my advisory committee, Drs. Dwayne Gardner and Roger Cunningham for their support, encouragement, comments and suggestions during the conduct of this research and throughout my doctoral program.

To my wife, Joyce, I offer sincere thanks for your unshakable faith in me which has sustained me throughout this endeavor. To my children, Jay Douglas and Julie Beth, I thank you for your love and for your understanding during my frequent absences.

To my mother, Mary Rinehart, and to Dr. George R. Wilson and Lounell Wilson, my father-in-law and mother-in-law, I offer sincere appreciation for their support throughout my graduate studies.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgments</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vita</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>x</td>
</tr>
</tbody>
</table>

**Chapter**

- **I. Introduction**
  - Purpose of the Study                  1
  - Background of the Study               2
  - Statement of the Problem              4
  - Variables - Self-Esteem               6
    - Selected School Variables           7
      - Approval                           7
      - School Performance                  8
      - Grades                              9
      - Self-Directedness                   10
      - Misbehavior                         11
      - Self-Image                          12
      - Equality                            13
  - Significance of the Study            14
  - Procedures                           19
  - Definition of Terms                  21
  - Limitations of the Study             23
  - Assumptions                           24

- **II. Review of the Literature**
  - Attitude                             26
  - Definition of Attitude                27
  - Features of Attitude                  27
  - Theories of Attitude                  29
  - Home Environment                      31
  - Variables                            32
    - Self-Esteem                         33
    - Approval                            35
    - School Performance                   36
    - Grades                               38
    - Self-Directedness                    39
    - Misbehavior                          40
    - Self-Image                           41
    - Equality                             43
  - Statement of Hypotheses               45
### III. Methodology

- Demographic Information ........................................ 48
- Sample Description ................................................ 50
- Measures
  - Reliability ................................................................ 51
  - Validity ..................................................................... 52
- Interview Form ............................................................ 54
- Validity ....................................................................... 55
- Procedures ................................................................... 56
- Research Design .......................................................... 57
- Statistical Treatment .................................................... 57

### IV. Analysis of the Results

- Presentation of the Findings ........................................... 59
- Hypothesis 1 \((H_1)\) ..................................................... 59
- Hypothesis 2 \((H_2)\) ..................................................... 69
- Hypothesis 3 \((H_3)\) ..................................................... 74
- Summary ..................................................................... 77

### V. Conclusions and Recommendations

- Summary ..................................................................... 79
- Review of the Findings .................................................. 80
- Conclusions ................................................................ 80
  - Hypothesis 1 ............................................................ 80
    - Approval ................................................................ 81
    - School Performance ............................................... 84
    - Self-Image ................................................................ 87
    - Equality .................................................................. 90
  - Hypothesis 2 ............................................................ 91
    - Grades ................................................................... 91
    - School Performance ............................................... 93
    - Equality .................................................................. 94
  - Hypothesis 3 ............................................................ 96
    - Misbehavior .......................................................... 96
    - School Performance ............................................... 98
- Recommendations for Future Research .......................... 100

### Bibliography

- ................................................................................. 106

### Appendices

- ................................................................................. 114
  - Coopersmith Self-Esteem Inventory .............................. 114
  - Interview Form ......................................................... 117
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public perceptions of frequency of school related problems and misbehavior</td>
<td>41</td>
</tr>
<tr>
<td>2. Sample student distribution by grade level</td>
<td>56</td>
</tr>
<tr>
<td>3. Two-way analysis of variance of parent and student attitudes with regard to the variable, Approval</td>
<td>60</td>
</tr>
<tr>
<td>4. Means and standard deviations for parent and student attitudes with regard to the variable, Approval</td>
<td>61</td>
</tr>
<tr>
<td>5. Two-way analysis of variance of parent and student attitudes with regard to the variable, School Performance</td>
<td>62</td>
</tr>
<tr>
<td>6. Means and standard deviations for parent and student attitudes with regard to the variable, School Performance</td>
<td>62</td>
</tr>
<tr>
<td>7. Two-way analysis of variance of parent and student attitudes with regard to the variable, Grades</td>
<td>63</td>
</tr>
<tr>
<td>8. Means and standard deviation for parent and student attitudes with regard to the variable, Grades</td>
<td>63</td>
</tr>
<tr>
<td>9. Two-way analysis of variance of parent and student attitudes with regard to the variable, Self-Directedness</td>
<td>64</td>
</tr>
<tr>
<td>10. Means and standard deviations for parent and student attitudes with regard to the variable, Self-Directedness</td>
<td>64</td>
</tr>
<tr>
<td>11. Two-way analysis of variance of parent and student attitudes with regard to the variable, Misbehavior</td>
<td>65</td>
</tr>
<tr>
<td>12. Means and standard deviations for parent and student attitudes with regard to the variable, Misbehavior</td>
<td>66</td>
</tr>
<tr>
<td>13. Two-way analysis of variance of parent and student attitudes with regard to the variable, Self-Image</td>
<td>66</td>
</tr>
<tr>
<td>14. Means and standard deviations for parent and student attitudes with regard to Self-Image</td>
<td>67</td>
</tr>
<tr>
<td>15. Two-way analysis of variance of parent and student attitudes with regard to the variable, Equality</td>
<td>67</td>
</tr>
<tr>
<td>16. Means and standard deviations for parent and student attitudes with regard to the variable, Equality</td>
<td>68</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>17. Matrix table for correlation coefficients - Parents</td>
<td>69</td>
</tr>
<tr>
<td>18. Matrix table for correlation coefficients - Students</td>
<td>70</td>
</tr>
<tr>
<td>19. Summary table - Parents: multiple correlation regression model for dependent variable, Self-Esteem</td>
<td>72</td>
</tr>
<tr>
<td>20. Summary table - Students: multiple correlation regression model for dependent variable, Self-Esteem</td>
<td>73</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>1. Numerical cell designation of parent and student by school level</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter will be composed of the following major subsections:

1. Purpose of the study
2. Background of the study
3. Statement of the problem
4. Variables - Self-Esteem
   Selected school variables:
   Approval
   School performance
   Grades
   Self-directedness
   Misbehavior
   Self-image
   Equality
5. Significance of the study
6. Procedures
7. Definition of terms
8. Limitations of the study
9. Assumptions
Purpose of the Study

The purpose of this study was to examine the relationship between the attitudes of students and their parents regarding a selected set of seven variables that directly or indirectly relate to school performance. Parental and student attitudes toward the seven selected school variables were also examined to determine their relationship to the student's self-esteem. A secondary research objective was to determine if parent or student attitudes differed toward the seven selected school variables among or within levels of schooling (elementary, middle, high school). The variables included in the study were: Self-Esteem, Approval, School Performance, Grades, Self-Directedness, Misbehavior, Self-Image and Equality.

This study attempted to establish the following: 1) there is a significant relationship between the attitudes of parents and the attitudes of students concerning the selected set of seven school variables that directly or indirectly relate to school performance, 2) the attitudes of both parents and students toward the selected set of seven school variables do not differ among or within levels of schooling (elementary, middle and high school), and 3) the attitudes of both parents and students with regard to the selected set of seven school variables are significantly related to student self-esteem.

It has been established that the school has an impact on the development of the child and that the most significant influence on the development of the individual is the parent. For example, Brookover (1964) found that practically all students in grades seven through
twelve identified their parents as persons who were significant or important to them. Furthermore, when asked to indicate who was concerned about how well they did in school, Brookover reported that parents were again named by over 90 percent of all students. Brookover concluded that the perception that students held regarding the evaluation of themselves by their parents had a significant impact upon their self-esteem.

This parental impact on student self-perceptions manifests itself in positive and negative ways. Helper (1958), for example, found a positive relationship between the way parents saw their children and the way the children saw themselves. These findings were corroborated in a study by Hamachek (1978) who found that children who evaluated themselves highly were likely to have parents who evaluated them highly. The converse of this association has also been documented (Kimball, 1953).

These perceptions regarding self, which grow out of the experiences the individual has with his parents and significant others, develop into attitudes which result ultimately in behavior. This attitude relationship between parent and child and the effect this attitude relationship has on the child as a student and the development of the child's self-esteem must be studied if educators are to deal effectively with students as they progress through school. Dolan (1981) asserts that, "Research on the interplay and reciprocity within different configurations of education such as in the home and the school is basic if we are to understand the development of affect." With this statement,
Dolan underscores the importance of knowing the relationship between the parent's attitudes and student's attitudes.

**Background of the Study**

Dolan (1981) notes that one of the more significant results of the past two decades of educational research is that the most critical educational institution is more likely to be the home than the school. Hamachek (1978) reports that it is within the emotional context of some kind of family unit that a growing youngster feels either loved or unloved, wanted or unwanted, capable or incapable, worthy or unworthy. Parents influence their children in areas of development such as behavior, identification and sex-typing, self-concept, dependence-independence, aggression, attitude and conscience development (Hamachek, 1978).

Recent findings in the study of attitudes as reported by Cooper-smith (1981) suggest that parents exert a strong influence over the development of attitudes in their child. This influence encompasses a child's attitudes toward himself and external objects such as the variables examined in this study. Importantly, these attitudes influence subsequent behavior.

Dolan corroborates the importance of the parent in relation to the child's attitude, noting that "Attitudes children bring to school are shaped in large part by the home environment and those attitudes determine to a great extent the student's motivation, behavior and success in school." This process begins in infancy and continues well through adolescence (Brookover, 1964). Parents influence the attitudes and shape the self-regard of their children by giving or withholding love
and affection, rewards and punishments, and by serving as models and examples (Purkey, 1970).

These observations are important to this study because they serve to underscore the importance of the parent with regard to the child's attitudes toward himself and other variables. For the most part, the child's attitudes toward other variables such as the seven selected school variables examined in this study are shaped by the attitudes of the parent toward those variables. Additionally, the parent's attitudes toward the child help shape the child's self-esteem. Specifically, this study attempts to determine the relationship between parent and student attitudes toward seven selected school variables as mentioned above, whether these parent and student attitudes remain constant or change between or within levels of schooling, and the degree to which these parent and student attitudes toward the seven variables impact upon the child's self-esteem.

Statement of the Problem

The purpose of this study was to determine if parents' attitudes were significantly related to students' attitudes toward seven selected school variables. Additionally, this study sought to determine if parent and student attitudes toward those school variables were significantly related to student self-esteem. Another objective of the study was to determine if the attitudes of parents or students toward the seven school variables differed among or within school levels (elementary, middle and high school).
**Variables - Self-Esteem**

Self-esteem is the criterion variable examined in this study. That is, self-esteem was the variable used to measure the influence of the seven school variables selected for this study. It is crucial to the learning process (Purkey, 1970). Self-esteem has been shown to be important in determining an individual's belief about himself and determining if the individual is capable of addressing and successfully accomplishing life's tasks. Purkey notes that self-esteem has two sources: an inner source which is based on one's history of success and failure in dealing with his environment, and an outer source based on approval from significant others, including an individual's parents.

The influence a parent exerts over the child's self-esteem is illustrated in a study where a child's level of self-regard was shown to be closely associated with his parent's reported level of regard for him (Purkey, 1970). Parents can enhance a child's self-regard by providing a home environment which includes parental warmth and caring, respectful treatment, clearly defined limits, encouragement, high expectations and firm discipline (Coopersmith, 1981).

A positive relationship is therefore evident between the parent's attitudes and the child's attitudes and self-esteem. The associations between the parent's attitudes and the child's attitudes and the parent's attitudes and the child's self-esteem constitute the direction of this study.
Selected School Variables

Elder's (1968) definition of self-esteem includes four main components: performance, abilities, appearance and judgments of significant others. Elder's definition encompasses several variables which occur within the home and school setting. The comprehensive nature of Elder's definition of self-esteem proved useful for identification of school related variables associated with its four main themes. Elder's definition of self-esteem was utilized as a source for the selection of school-related variables in this study.

The variables selected for this study were an attempt to capture the essence of the schooling experience. It was believed that a thorough examination of parent and student attitudes toward these seven variables would yield important information that would be directly or indirectly related to the child's performance in school.

A brief discussion of the selected school variables will serve to provide a greater understanding of the nature of this study. For purposes of clarification, the discussion of each variable is approached in three ways. First, the variable is operationally defined, second, a brief rationale is provided which highlights the importance of the variable and, third, information is provided as to how this study attempted to examine the variable.

Approval

Approval includes how and to what extent a student seeks approval from his/her peers or others significant to him/her. Previous studies
have revealed that parental attitudes toward social accommodation (seeking approval by others) and achievement vary according to the parent's perception of the self-esteem level of their child (Coopersmith, 1981). The values that a child believes his parents favor apparently serve as a guide to the child (Coopersmith, 1981). Rather than striving for self-competence, some children rely on pleasing others for their feelings of success. This effort toward pleasing others may result in a child's self-esteem being overly dependent on external rewards and may result in a lowered regard for his/her ability to perform tasks (Coopersmith, 1981).

Questions from the interview form regarding the variable, Approval, were asked to determine if parents and children believed that the child received the approval (recognition and support) that the child wanted and whether or not the child required or needed more approval than other children. Additionally, questions were asked to determine if parents and children believed that the kind and amount of approval the child received affected how the child felt about himself.

School Performance

The school performance variable dealt with the perception or belief by the child that he was doing the best that he could in school. As a result of both successful and unsuccessful experiences in school, a child will form a belief about his ability to do school work. This belief can vary depending upon a specific subject. In instances of failure, the belief that he could not do the work and he did the best he could shields the child from embarrassment (Coopersmith, 1981). This
belief becomes a stable perception of ability and serves to guide future efforts. School performance is often used synonymously with academic achievement. Numerous studies have shown a significant correlation between self-esteem of school age children and academic achievement (Trowbridge, 1972).

Questions from the interview form regarding the variable, School Performance, were asked which sought to determine if parents and students believed the child did as well as he could at school and if he perceived this effort. Also, questions were posed to determine if parents and students perceived the teachers as doing all they could to help the child perform well and if the child's perception of himself affected his performance.

Grades

Grades are the yardstick by which the child's efforts at school are measured. Often, grades are the first objective means of comparing and evaluating a child's performance and abilities both with the content and skills to be mastered and with regard to other children. Oftentimes, a great deal of emphasis is placed by the parent upon the child to achieve good grades in school. This pressure to perform (i.e., earn good grades) can have a deleterious effect upon the child's performance and self-esteem (Hamachek, 1978).

The attitudes that a student possesses which are directed toward performance in school are shaped by the parent and establish a mind set for performance in the child (Bronfenbrenner, 1979). Early positive achievement in school reinforces the attitudes which are directed toward
enhanced performance and result in an increased desire in the child to succeed in future educational endeavors (Coopersmith, 1978).

Questions from the interview form regarding the variable, Grades, were asked to determine if parents and children were concerned with the child getting better grades and the frequency with which this concern occurred. Additionally, questions were posed to determine if parents or students thought the reason for obtaining better grades was the student's fault.

Self-Directedness

Self-directedness is the individual's capacity to initiate action which is taken in an effort to maintain control of the activities in which he/she is engaged. In most instances, an individual has the capacity to influence (in varying amounts), the outcome of activities in which he/she is engaged. How one feels about his ability as a student is an indication of self-directedness. Coopersmith notes that early experiences of control lead the individual to believe he has an amount of influence over his environment, so that he believes in his capacity to obtain desired results by his own efforts. Self-directedness is acquired quite early by the child with high esteem; learned helplessness is the pattern established for those with low self-esteem. Indications of self-directedness are whether or not a child perceives himself to be in control of his learning and his ability to initiate actions which are directed toward achieving success in school.
Questions from the interview form regarding the variable, Self-Directedness, were posed which sought to determine how confident the parent and student were of the student's abilities, whether or not the student gave up easily, if the student had difficulty starting something new, and whether the parent perceived the child as being self-directing or dependent.

**Misbehavior**

Dinkmeyer, et al. (1980) define misbehavior as the behavior of an individual which violates the rights of others or jeopardizes their and others safety. It is self-defeating or self-damaging, and is contrary to the requirements of the situation. For purposes of this study, misbehavior was interpreted as behavior which was off task and inappropriate to the school setting.

In many classrooms, teachers spend significant amounts of time controlling students' behavior which could more effectively be used for instruction. Additionally, student achievement increases as instructional time increases (Wiley and Harnischfeger, 1974). Clearly, with the amount of time spent in controlling the behavior of students and the clear indication that reduced misbehavior results in increased performance, there is a manifest need to examine the issue of student misbehavior (Jones, 1978). Questions from the interview form regarding the variable, Misbehavior, were posed to students and parents which sought to determine if attitudes toward student misbehavior were associated with a student's self esteem, how frequently students engaged in misbehavior and what might cause students to misbehave.
Self-Image

Rogers (1951) has stated that all persons develop a self-image of themselves which serves to guide and maintain their adjustment to the external world. It is "composed of such elements as the perceptions of one's characteristics and abilities; the precepts and concepts of the self in relation to others and the environment; the value qualities which are perceived and associated with experiences and qualities; and goals and ideals which are perceived as having positive or negative valence." For purposes of this study, self-image was interpreted as the picture the child has of himself. It is affected by significant others, particularly the parents, and impacts upon his/her performance (Cooper-Smith, 1981).

Parental attitudes and actions influence the self-image of the child (Cooper-Smith, 1981). Rogers observes that the self-image of the child develops out of interaction with the environment and reflects the judgments, preferences and shortcomings of the particular familial and social setting.

Questions from the interview form regarding the variable, Self-Image, were asked of the parent and the child which sought to determine the influence of others on the self-image of the child, aspects of the self-image with which the child was concerned, and whether or not the child's self-image was perceived as affecting his/her school work.
Equality

Equality is an individual's perception or belief that he is the equivalent of others in skills and/or abilities and that he is accepted and respected by others in interpersonal relationships. Feelings of equality result from an individual's evaluation of his/her characteristics, capacities and performance in relation to others (particularly peers). This self-evaluation affects his attitudes and behavior.

It is difficult to determine if favorable self-appraisal influences performance or successful performance leads to favorable self-appraisal and feelings of equality. However, there is no question that there is a persistent relationship between the self and academic achievement (Purkey, 1970). Purkey notes that there is a strong reciprocal relationship and that enhancing the self-image is a vital influence on improving academic performance. Parents can enhance their children's self-image and promote feelings of equality in their children by practicing behaviors which promote acceptance and responsibility.

Parents and students were asked questions from the interview form regarding the variable, Equality, which sought to determine if the child felt equal to other students, if all students should be treated equally, if students were treated unfairly, if the child was treated unfairly, and if some students were treated more equally than others.
Significance of the Study

The significance of this study lies in its potential to provide needed information to the presently limited existing body of knowledge in the area of parent and child attitude comparison. There are three sources of support for this study. The first source is the need for research that assesses and links parent and student attitudes.

Most previous efforts in theory and research on parent and child relationships regarding out of school factors have focused on static measures of the home environment such as: family size (Nuttall and Nuttall, 1971; Coopersmith, 1981), socio-economic status (Coopersmith, 1981; Bronfenbrenner, 1961), and birth order (Rothbart, 1971; Taylor and Kogan, 1973). However, these studies explain little about how parents are effective or ineffective in supporting the child in the school environment (Dolan, 1981). These studies examined what parents are and not what they do. Dolan notes that within a given socio-economic level the range of home environment is likely to be wide and varied.

The study of home support and concern is subsumed under the label of process research. Several investigators (Bloom, 1964; Keeves, 1972; and Majoribanks, 1976) have provided research evidence which concludes that measures of various process characteristics of the home environment contribute more strongly to the prediction of children's abilities than do indices of social status or family structure. Process research focuses on such features as parental concern for achievement, social pressure from the home, rewards, parental knowledge of student progress and the use of correct language. These variables have been shown to
relate closely to intellectual development and school achievement (Dave, 1984).

Process research studies are a valuable addition to the existing research on the effect of the home. More research needs to be undertaken which probes more deeply into the influence of the home. This study is a part of that effort. It is an attempt to examine the association between the parent’s and the child’s attitudes and self-esteem. Process research attempts to measure what parents do and the effect these actions have on the child. This study is designed to measure the relationship of particular parental and student attitudes and the effects these attitudes have on the child’s self-esteem.

A valuable extension of this research is an examination of the formation of children’s attitudes. The degree to which children’s attitudes coincide with the parent’s attitudes is a major area of focus in this study.

The interaction between parent and child and the support given to a child by the parents for the child’s efforts at school are key ingredients in the attitude development of the child. This is based upon the belief that when there is a lack of conflict between the home and the school the child will experience optimal conditions for learning (Dolan, 1981). Investigation of the congruence or noncongruence of parent and student attitudes toward important school related variables is one approach to indirectly studying the existence or absence of that conflict. The degree of conflict or lack of conflict can be determined by investigating parent attitudes toward specific significant variables.
that relate to school performance and comparing the child's attitudes toward those same variables. In his review of previous research in this area, Dolan has observed that investigations of the effects of fit between home and school are lacking regarding how home environment supports the school environment.

The second source of support for this study is theory, research and national reports and polls that have consistently identified the role of the parent as significant in shaping the educational welfare of the child.

As indicated above, additional support for this study is derived from national reports and polls. Recently, the Presidential Commission on Excellence in Education (1984) and the Gallup (1984) organization sought to determine people's attitudes regarding specific issues related to our nation's public schools. Within the findings and recommendations of both the Presidential Commission's report and the Gallup Poll is an issue which has been identified but received little attention, discussion, and analysis compared to the role of the public schools in our society. These reports have failed to examine the impact of parent's attitudes on the educational welfare of the child. The effect of the parent's attitudes toward school variables is critical in terms of establishing an appropriate frame of mind in the child for success. Dolan affirms this by stating that the efforts and achievement of the individual in the school is affected by the parents' attitudes. If the parents are concerned and involved in the child's schooling and they convey the importance of schooling to their child by their attitudes and
behavior, then the child will more likely approach schooling with appropriate attitudes that will enhance his/her performance. It is therefore important that we examine and understand attitudes toward school that emanate from and remain largely under control of the home and are directly or indirectly related to the child's performance at school.

The third source of support for this study emerged from a Teacher Corps project conducted within a local school district. Surveys were conducted within the school district attendance boundaries in order to identify topics of mutual concern between school district personnel, parents and residents. Factors affecting student performance was a concern which was identified by all three groups.

The results of these local surveys corresponded to the concern generated as a result of published national reports (e.g., A Nation at Risk). The national reports highlighted the performance decline over the last two decades of American public school students on national tests. Questions were raised by the authors of the reports as to whether America could effectively compete in the future in a world in which its competitive edge was lost due to declining educational performance.

The results of these community surveys provided an impetus and focus for this study. The general concern regarding the performance of American public school students as expressed by the authors of the national reports was stated in more specific terms by the respondents to the Teacher Corps survey. Specifically, respondents believed it important to know to what extent parental attitudes toward specific school
variables affected the child's attitudes toward those same school variables and subsequently directly or indirectly influenced the child's school performance. Those concerned perceived the variables as directly related to school performance.

As a result of the findings of local surveys and a review of pertinent literature, the following areas were identified for study:

1) a comparison of parent and student attitudes with regard to seven selected school variables, 2) the relationship of these parent and student attitudes toward the school variables to the student's self-esteem, and 3) a determination of whether these parent and student attitudes differed within or among levels of schooling (elementary, middle and high school).

The study reported here was an attempt to determine:

1. If the attitudes of parents toward seven selected school variables that directly or indirectly relate to school performance are significantly related to student attitudes toward the same seven variables.

2. To what extent the attitudes of parents and students with regard to each of the seven school selected variables are related to student self-esteem.

3. If the attitudes of parents and students with regard to the seven school selected variables differ within or among levels of public schooling (elementary, middle and high school).

In summary, this study is supported by the following points:

1) needed research that assesses and links parent and student attitudes, 2) theory, research, national reports and polls that identify the role of the parent as significant in shaping the educational welfare of the child, and 3) local parent and educational groups that identified
the relationship between parent and student attitudes and self-esteem as being an area of significant concern.

**Procedures**

To achieve the purposes set forth in the Purpose of the Study section above, the following procedures were established. One elementary, one middle and one high school were selected as site schools for participation in this study. Orientation activities were conducted to familiarize administrators, teachers, parents and students with the nature of the study which included purposes, goals and procedures. Cooperation and participation were solicited at this time.

Pertinent literature was reviewed and a preliminary interview form was developed which included questions concerning the seven selected school variables which were to be studied. Pilot studies were conducted and a final interview form was developed which elicited attitudinal responses toward the seven selected school variables. This final form was used to gather information from those parent-student pairs (dyads) which were selected to participate in the final phase of the study.

This research study encompassed sixteen weeks during which all phases of the research study were completed. Phase one of the study which was three weeks in duration included: definition of the purpose and objectives of the study, preparation of introductory information, the review of literature, and the selection and development of research variables. Phase two was four weeks in duration and included: selection of the Coopersmith self-esteem inventory, construction of the interview form, field test of the interview form, evaluation of responses
and revision of the instrument where necessary. Phase three was five weeks in duration and included: selection of subjects, distribution, administration and collection of data from the self-esteem inventory and interview forms. Phase four was four weeks in length and included the analysis of results and the preparation of the report. A more thorough and detailed description of this research study is contained in Chapter 3.

Random selection of the classroom teachers and students was conducted to allow generalization of the results to a wider population. Finally, parent and student dyads were identified and included in the final phase of the research study by their willingness to participate. A more complete description of the procedure is incorporated in Chapter 3.

This study was conducted to assess the extent, if any, parent and student attitudes toward the seven selected school variables were similar or disparate and to what degree, if any, they impacted upon student self-esteem. A secondary research objective was to determine if parent or student attitudes toward the school selected variables differed among or within levels of schooling.

Analysis of variance was used as a statistical tool to determine whether or not parent and student attitudes differed among or within three levels of schooling (elementary, middle and high school). Multiple correlation (regression analysis) was performed to determine the interaction effect of the parent and student attitudes toward the seven selected school variables on student self-esteem.
Definition of Terms

Terms and concepts which are central to the stated purposes of this research include:

Approval. Seeking/receiving approval of others.

Attitude. A predisposition to perceive, feel or behave towards specific objects or certain people in a particular manner. Attitudes are thought to be derived from experience, rather than innate characteristics.

Ecological Approach to Education. Cremin (1976) defined an ecological approach as, "one that views educational institutions and configurations in relation to one another and to the larger society that sustains them and is in turn affected by them ... Relationships among institutions that constitute a configuration of education may be political, pedagogical, or personal." In this study, the two institutions examined are the family and the school.

Education. Cremin (1976) defined education as "The deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcomes of that effort."

Elementary School. A school for pupils of 6 to 11 years of age.

Equality. Equality of Opportunity: A political belief that in an ideal educational system, all children should have equal chances to develop their abilities and aptitudes to the fullest extent regardless of family background and social class.

Family. Classification representing parents and students used in the statistical analysis of data.
Grades. A mark used to indicate the level of achievement in an examination or course assessment. For example, grades A, B, C, D, E, where 'A' indicates superior work and 'E' indicates failure, with the intervening grades marking gradations between.

High School. In current usage it usually means grades 9 to 12, for pupils 14 to 18 years of age (secondary school).

Middle School. A school which covers grades 5 to 8 inclusive, from approximately 11 to 14 years of age, thus coming between the first four years of elementary school and the four years of senior high school (intermediate school).

Misbehavior. Behavior that is off task, against rules, and counter-productive to achievement. Misbehave: 1) to behave badly or improperly, 2) to conduct (oneself) without regard for good manners or accepted moral standards. Improper, inappropriate, or bad behavior (Webster, 1980).

School Age. Any age within the compulsory school age range.

School Performance. Page (1980) defines performance as "actions of a person or group when given a learning task." When used in education it often is presented as being synonymous with achievement or attainment, though such usage is not strictly correct as achievement, etc., arises from performance during task behavior.

Self-Concept. The term used in studies of personality to describe the picture or image a person has of himself/herself. Most writers stress its social nature. Zahran defines it as, "an organized, learned, cognitive, and unitary configuration of conscious perceptions, conceptions and evaluations by the individual, of his self as he actually is.
(Perceived Self), as others are supposed to see him (Other Self), and as he would most like to be (Ideal Self)." Self-concept is important in learning and achievement.

**Self-Directedness.** An individual attempting to deal directly with a problem (or situation), defining his own course of action and setting his own goals. Other terms used synonymously include initiative and internal locus on control.

**Self-Esteem.** A person's judgment of the self-concept he/she has formed. It is an estimate of whether his/her self-concept reaches his/her standards and values. Self-esteem has a value connotation ranging from high to low.

**Self-Image.** The term used to describe the picture or image a person has of himself/herself (self-concept).

**Limitations of the Study**

This study is limited by the number of schools. Schools were not randomly selected, but in the design were treated as random variables. Therefore, generalizations must be limited to, at best, like schools.

This study is limited by the modest size of the sample (parents and students). Parent/student dyads were limited in number by the intensive nature of the follow-up procedures and their willingness to participate. Therefore, generalizations must be limited to like pairs.

This study is limited by the number of variables studied. The research study was selective in identifying the specific variables (Approval, School Performance, Grades, Self-Directedness, Misbehavior,
Self-Image, and Equality), to be examined. Therefore, generalizations must be limited to like studies.

This study is limited by the instrument itself and the means by which the data were collected (interview form, face to face and telephone). Therefore, generalizations must be limited to like studies.

Assumptions

The following assumptions provided the basis for this research, they were derived from the following writers in the fields of education and human development: (Bronfenbrenner, 1979; Brookover, Paterson and Thomas, 1964; Hamachek, 1978; Purkey, 1970, 1978). It was assumed that:

* The mother and father are critical in molding and maintaining the child's self-image.
* Parental influence continues through the adolescent years. Parents are consistently ranked high as significant others in contradiction to the common belief that the influence of parents declines during adolescence. Parents have a more vital and continuing role in the attitudinal stance of their children than is generally recognized.
* Due to the self-report nature of the instruments, parents and students were assumed to be candid and honest in responding to the questionnaire items.
* Questions on the interview form were appropriate to address the selected school variables.
* Data gathering procedures were adequate and employed appropriately to gather information from the subjects.
CHAPTER II
REVIEW OF THE LITERATURE

This chapter will be composed of the following major subsections:

1. Attitude
   Features of Attitudes
   Theories of Attitudes

2. Home Environment

3. Variables - Criterion Variable - Self-Esteem
   Selected School Variables
   Approval
   School Performance
   Grades
   Self-Directedness
   Misbehavior
   Self-Image
   Equality

4. Hypotheses that direct this investigation.

There is ample evidence, as presented in Chapter I, that parents assume a significant role in the formation of their child's attitudes (Brookover, 1964; Helper, 1958; Hamachek, 1978, and Kimbal, 1953). This chapter will look at the various features of an attitude and examine
theories of attitude formation. The theories will be looked at with the purpose of explaining possible sources of attitude formation. Those features of attitudes which are critical to the direction of this study will be discussed. The remainder of this chapter is organized into four areas: a discussion of the role of parents in influencing the attitudes of the child, the significance of self-esteem to the individual, literature examining the selected set of seven school variables, and finally, a presentation of hypotheses.

**Attitude**

Parent and student attitudes toward school related variables are examined in this study because attitudes guide, direct and influence behavior. Although we are concerned ultimately with the behavior of the student, behavior is not examined in this study. By understanding the child's attitudes toward school related variables, we may come to know what it is that motivates the child's behavior in school. For instance, if a child is misbehaving, we as educators need to know and understand the underlying attitudes of the child which influence the child to misbehave. If the problem emanates from a negative attitude, a change in attitude would be sought that would result in the child exhibiting behavior which is acceptable, appropriate and directed toward successful school performance.

A brief and selective review of the literature on attitudes is presented below. This review focuses on the features of attitudes.
Definition of Attitudes

DeJong (1978) notes that even though much has been written on the
subject of attitudes the term has eluded precise definition. For exam­
ple, DeJong cites twenty-five writers since 1918 who have attempted to
define the term "attitude." A common definition which is acceptable to
all has been difficult to attain. However, there does seem to be a con­
sensus regarding how attitudes are formed and how they affect behavior.

Fishbein and Ajzen (1975) define attitude as " ... a learned pre­
disposition to respond in a consistently favorable or unfavorable manner
with respect to a given object." The authors note that an attitude has
three basic features. The three features are: 1) an attitude is
learned, 2) an attitude predisposes action, and 3) an attitude predis­
poses actions which are consistently favorable or unfavorable toward an
object.

Features of Attitudes

This section will provide a background for an examination of atti­
tude. Important to this study is how parent and student attitudes are
associated with respect to selected school variables and student self­
estem. As the writer has consistently emphasized, there is a hypothe­
sized link between parents' and children's attitudes toward a number of
school variables.

As children grow, parents directly affect their attitude formation
with regard to a myriad of things, such as objects, behaviors, and
ideas. The attitudes children have are for the most part the result of
parental influence. Therefore, it is anticipated that the attitudes children exhibit toward the variables in this study will be positively related to parent attitudes toward these same variables.

Significant to the learning process are past experiences. The ingredients of these past experiences serve to form a degree of attitude (favorable, neutral, or unfavorable) toward an object which subsequently directs an individual's behavior. School experiences lead to the formation of a student's attitudes toward the school and school related variables (e.g., school performance, misbehavior and grades). The attitudes children have regarding school variables, such as those selected for this study, are considered important for school performance and are assumed to be the result of the past experiences.

The second feature of an attitude is a predisposition to action (behavior). Fishbein and Ajzen state that "attitude" is typically viewed as a latent or underlying variable that is assumed to guide or influence behavior. Attitudes cannot be observed directly but have to be inferred from some observable activity.

The third feature of an attitude is consistency of response or behavior toward a given object. Although response consistency is not examined in this study, it is related to an examination of attitude structure. If an individual possesses an attitude toward some object, that individual will behave in a consistent manner over time toward that object. Response consistency is directed by an individual's attitudes.
Theories of Attitudes

Several theorists have attempted to explain how attitudes are formed. The basic theories of attitude formation and attitude change presented in this study can be divided into three broad categories: 1) learning theory, 2) expectancy-value theory, and 3) consistency theory.

Learning theory (Staats & Staats, 1958; Lott & Lott, 1968; and Doob, 1947) is primarily concerned with the processes in which a given evaluative response (attitude) becomes associated with (or conditioned by) a given stimulus. Doob (1947) states that a person first learns an attitude and then learns a response to the attitude. Thus, according to his theory of attitude formation, an action or behavior is accounted for by what are called behavioral intentions, and any particular action or behavior will be performed only to the extent that it has been positively reinforced, for example, student behavior in school. A student will behave in an educational situation in a manner that has been positively reinforced and, therefore, directs his attitudes toward that given situation (e.g., a mathematics lesson). On task performance or off task performance will be displayed based upon attitudes which have been formed and behavior which has been reinforced by the parent and/or the teacher.

In this study, it is hypothesized that parents convey their attitudes regarding the school to their children and positively reinforce behaviors in their children which reflect attitudes similar to their own. For example, most parents convey a positive attitude toward school
performance to the child and reinforce positive behavior in that
direction. To the extent that his behavior is positively reinforced,
the child will repeat it.

Expectancy-value theory (Fishbein, 1963; Edwards, 1954; and Rosen-
berg, 1956) purports that people learn "expectations" (i.e., beliefs)
that a given response will be followed by some event. These "events"
can be either positive or negative "reinforcers," i.e., could have posi­
tive or negative value. Children learn to perform (or increase their
probability of performing) behavior they "expect" will lead to positive­
ly valued consequences, for example, grades or approval. The more a
given attitude and behavior are instrumental in obtaining positively
valued consequences, the more the person's attitude is strengthened
regarding this behavior (Fishbein and Ajzen).

Consistency theory (Heider, 1946; Osgood & Tannenbaum, 1955; and
Festinger, 1957) implies that an attitude is developed as a result of
balance, congruity and dissonance and that an attitude tends to organize
itself in a meaningful and sensible way. A basic principle is that an
individual strives to achieve a balanced state. That is, he attempts to
reduce the negative or unfavorable aspects of a situation and increase
the positive or favorable aspects of a situation. An integral aspect of
consistency theory is that a change of attitude occurs in order to
relieve tensions or amend personal conflicts. The consistency theory
implies that when imbalance, incongruity, and dissonance exist, there is
a greater probability that an attitude will change or relations will
change through action or through cognitive reorganization (Fishbein and
Ajzen).
Imbalance, incongruity and dissonance can originate from either the school or the home. If there are conflicting messages regarding important school variables, the child will resolve them by adopting those attitudes which are similar to the source of greatest stress or pressure, the parents. Thus, since the parents exert the strongest force on the child with regard to attitude formation, consistency theory suggests the child will adopt attitudes toward important school variables which are similar to his parents.

Expectancy and consistency theories of attitude formation extend support for the purposes of this study. With respect to the expectancy theory of attitude formation, children would learn to perform successfully at school if parents have conveyed positive attitudes (i.e., expectations) toward school variables and reinforced appropriate behavior. With regard to the consistency theory of attitude formation, and given the close emotional relationship between parent and child, the child would be expected to adopt attitudes toward school variables consistent with those of the parent in order to reduce conflict and stress at home. These attitudes would then guide future behavior toward successful performance at school.

Home Environment

As indicated previously, Dolan (1981) offers a cogent argument for the study of the effect of the interaction of the home and the school on the child. His stated concern is whether the home and the school are in support of each other in terms of goals and purposes and the impact of this support on the child. The efforts and achievement of the child in
school are affected by the support network which is available to the student from the parents (Dolan). Support for the child's efforts in school emanates from the home and consists of, in large part, the attitudes parents hold toward important school variables. Since parents exert a strong influence over the child in terms of attitude development, the degree to which the parents' attitudes are similar to and supportive of the goals and purposes of the school will determine to a great extent the child's attitudes toward school and, subsequently, the child's performance in school.

**Variables**

As noted earlier, this study is an attempt to investigate the existence of a significant relationship between parent and student attitudes with regard to seven specific school related variables and, in addition, an attempt to determine if those attitudes are associated with the self-esteem of the child. Related literature and discussion presented above asserted the strength of the parent/child relationship and affirmed the significant influence of the parents upon the formation of attitudes in the child.

Presented below are definitions and descriptions of seven specific school associated variables selected for investigation in this study. These variables include: Approval, School Performance, Grades, Self-Directedness, Misbehavior, Self-Image and Equality. In this study, self-esteem is only measured on the child and is examined as a criterion variable. Self-esteem was selected as a dependent variable against which the other seven variables will be compared. Self-esteem is one of
the most critically important variables in determining how children
perform in school (Purkey, 1970). This study will examine the relation­
ship of parent and student attitudes with regard to the seven school
variables, determine the degree to which parent and student attitudes
relate to student self-esteem, and determine if parent and student atti­
tudes differ among or within levels of schooling.

Self-Esteem

Self-esteem is viewed as an individual's assessment of his worth.
One’s self-esteem is a result of attitudes which are formed from pre­
nvious behavior. It is influenced by how significant people in our lives
perceive us and react to us. In our young years, the most significant
'others' in our lives are our parents. One's self-esteem influences
subsequent attitudes and predisposes a person to behave in ways which
are consistently appropriate to the self-esteem (Purkey, 1970; Hamachek,
1978). Not only is self-esteem the result of attitudes, but it also
influences future attitudes and behavior.

An individual's self-esteem is a central concept in determining the
manner in which that person will function in the various roles he occu­
pies in society throughout his life span. The development of a person's
self-esteem begins at an early age when an individual receives internal­
ized feedback from significant others. A perception of self takes the
form of an individual believing he is basically capable or incapable of
dealing adequately with life's demands and attaching a value or worth to
his self perception (self-esteem). This perception of self, in turn,
influences the manner in which the individual behaves and manages future tasks. The self-esteem of the child influences his ability to successfully meet and manage the tasks of school.

The development of self-esteem seems to follow a fairly established pattern. A person has usually established a perception of self by age five. A person is generally unwilling to accept evidence which is contrary to the way in which he perceives himself. The self has a tendency to remain stable throughout one's life span despite some abrupt changes from time to time. The self is resistant to change to a surprising degree. Consistency is important and comforting. There is greater resistance to change in the positive direction than in the negative direction (Hamachek, 1978).

Important for this study is the work of Wells (1976) who notes that self-esteem "has generally been defined in terms of reflexive attitudes or sets of attitudes." Further, he notes that the term self-esteem "... refers to a more or less phenomenal process in which the person perceives characteristics of himself and reacts to those characteristics emotionally or behaviorally."

This study examines several points as raised by Wells. By the examination of the relationship between parent and student attitudes toward school variables, we attempt to determine whether or not student attitudes are related to or "reflexive" of parent attitudes. By examining the relationship of parent and student attitudes to student self-esteem, we attempt to determine if the student has perceived characteristics of himself (self-esteem), in response to those attitudes.
Approval

The amount of approval a child needs in order for him to feel or believe his efforts are worthwhile and appreciated varies with the individual and his life history. Approval is a product of parental influences as the child is growing up. Significant others exert influence over an individual's sense of approval through the use of feedback, expectations, rewards and punishment. The amount of parental influence exerted on the child is determined by the nature of the relationship, the developmental level of the child, and the level of his self-esteem. As these three factors vary, so too does the amount of influence. For example, if parents have fostered a very close relationship with their child, the amount of influence they would exert on the child by giving or withholding approval would be greater than the parent who was distant and aloof.

The self-esteem of the child often determines the amount of approval he needs and will seek from parents, peers and others. Those who possess positive self-esteem accept their own personal judgments as guides for behavior and self-evaluation. They do not appear to be concerned or threatened by the value declarations of their peer group. They are not high in approval seeking. Persons with a low self-esteem more readily accept the peer group definitions of what is important than those who have a high self-esteem. They can be classified as situation-al in terms of seeking approval from the group. Children with low self-esteem most often accept peer group standards except when those standards result in being classified as failing. Interestingly, children with a medium self-esteem have a greater need to seek approval from
their group. Evidently, their self-worth is not clearly and definitely defined, thus their ambiguous self-esteem produces a greater need to structure their personal world. They turn to the peer group for affirmation of identity and approval/worth (Coopersmith, 1967).

Approval need is an important variable for study because it provides insight into how a child might be influenced in ways that may be counter-productive to the efforts of the school. High approval need can detract from the child's school performance and effect grades and behavior. A parent is the primary source of approval during most of the child's developing years. By supporting the efforts and actions of the teacher, while maintaining an encouraging attitude toward the child, the parents can enhance the child's chances of successful school performance.

School Performance

Several studies have concluded that self-esteem and related concepts stand in a causal relationship to school performance. According to Bloom (1976), there is a linear relationship between self-esteem and school performance. Zimmerman and Allebrand (1965), in a study of fourth and fifth grades, reported that poor readers lacked sufficient sense of personal worth, freedom, stability, and adequacy - to the extent that they avoided achievement. Brookover (1962, 1965) concluded that self-concept is associated with academic achievement. Purkey concluded that certain attitudes a student possesses about himself and his abilities significantly influence school performance.
Purkey reports that there is a tendency by individuals to acquire a lower general self-evaluation following failure. This is true for achievers and underachievers. He indicates that success or failure in school significantly influences the ways in which students view themselves. Students who experience repeated success in school are more likely to develop positive feelings regarding their abilities while those who encounter failure tend to develop negative views of themselves.

Parents influence the self-esteem and subsequent school performance of their children. Early positive reinforcement and encouragement from the home help the child feel more positive about himself and in his ability to accomplish tasks. Positive self-esteem results in increased probability for success in early school performance. Increased success in school in the early years subsequently results in increased affective responses to future school tasks (Hamachek). The causal relationship proceeds from positive reinforcement and perceptions of adequacy of self to positive attitudes toward school performance. This relationship is supported by Coopersmith (1967), who reported a statistically significant relationship between self-esteem and academic performance (grades). Work by Hamachek (1978) verified this significant effect of parents' attitudes toward school and school performance and the child's motivation for achievement.
Grades

Grades are the predominant indicator of a child's efforts and successful performance in school. Grades not only reflect the child's performance, they often determine parents' reactions toward the child. The effect grades have on how parents react to the child is part of a linear relationship. For example, how a child feels about himself and his ability to perform will to a great degree determine his effort relative to school and this effort will subsequently determine the grades he receives. How well or how poorly a child does, in turn, determines how people act toward him. This consequently affects the way he feels about himself and his ability to perform.

As children progress upwards from the elementary school to the middle school, and finally to the high school, grades become an increasingly important standard by which students are measured. The accumulation of knowledge is typically equated with grades. High grades are equated with high performance. Post-secondary education plans (college, work, etc.) are frequently dependent upon grades earned in high school.

The pressure on the student to obtain good grades in school can have results directly opposite to parental intentions. For example, if the child's lack of satisfactory performance in school seriously interferes with the parent-child relationship, a perjorative level of debilitating anxiety may be induced in the child. Hamachek notes that:
...excessive pressure for achievement in the absence of a satisfactory relationship with parents leads to a high level of anxiety and resentment in the child or adolescent. The anxiety interferes with the ability to concentrate on school work and the resentment motivates some students to disappoint their parents by not meeting their expectations (pp. 209).

Self-Directedness

Self-directedness is the belief that an individual possesses regarding his ability to manage events or activities in which he is involved. Self-directedness is a fundamental characteristic a child needs to possess in some degree to manage the many demands placed on him as he progresses through school. Self-directedness has been called by many different names. A review of the literature reveals that several terms, such as control, capacity and cope (Coopersmith, 1967); and locus of control and causal role (Dolan 1981), are used when describing self-directedness.

Coopersmith (1981) notes that early efforts at self-directedness lead the individual to believe he may have some influence over his environment, that is, a belief in his capacity to manage events through his own efforts. Quite early in life a child will have either learned to cope with adversity or have acquired a behavioral pattern of learned helplessness. The key agents who influence the child in the development of self-directedness are the parents (Coopersmith). As noted earlier in this chapter, the environment parents create and the ways in which they interact with the child in that environment establish attitudes in the
child which influence the way the child feels about himself. These attitudes serve to establish patterns of behavior.

Self-directedness is critically related to other variables in this study as suggested by Purkey. He notes that for students to learn in school, they need sufficient confidence in themselves and their abilities in order to make an effort to succeed. Self-esteem and efforts to control one's destiny are seen as correlating directly with each other. Without a sufficient level of self-confidence, students can become apathetic, dependent and develop a feeling of loss of control. In the classroom, this may cause some students to expect the worst in every situation and to fear they may do the wrong thing or say the wrong thing. These students will fail to interact or even approach the teacher. They withdraw. They fall between the cracks and are rarely retrieved by the school system.

Misbehavior

As the most recent Gallup poll on the public's attitudes toward schools discloses, "The American public continues to regard discipline as the most important problem facing the public schools (Phi Delta Kappa, 1984). About one-fourth (27%) of Americans cite discipline as the predominant problem, as they have done for the last decade." A direct relationship exists between the general problem of discipline and specific misbehaviors. (A lack of discipline leads to increased misbehavior of students.) As reported by Gallup, examples of problems and misbehaviors and their perceived frequency of occurrence are:
TABLE 1
PUBLIC PERCEPTION OF FREQUENCY OF SCHOOL RELATED PROBLEMS AND MISBEHAVIOR

<table>
<thead>
<tr>
<th>Behavior That Disrupts Class</th>
<th>Most of the Time or Fairly Often %</th>
<th>Not Very Often or Almost Never/ Never %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>29</td>
</tr>
<tr>
<td>Talking Back to/ Disobeying Teachers</td>
<td>56</td>
<td>32</td>
</tr>
<tr>
<td>Cheating on Tests</td>
<td>46</td>
<td>38</td>
</tr>
</tbody>
</table>

The variable misbehavior has direct implications for this study. It is hypothesized that the attitudes a child possesses regarding misbehavior are directly attributable to the influence of the parent's attitudes in that area. Parents exert control over a child's behavior through a developmental socialization learning process and impart attitudes and skills to the child for appropriate behavior. The child responds via his socialization learning process to his/her environment with behavior that reflects the skills and attitudes he has learned. Part of this study is designed to determine the degree to which the parent's attitudes influence the child's attitudes toward misbehavior.

Self-Image

The terms self-image and self-concept are often used interchangeably. The International Dictionary of Education (1980) provides the same definition for both terms. It is defined, in simple terms, as the picture or image a person has of him/herself. The image consists of an organized, learned, cognitive and unitary configuration of conscious
perceptions of one's self. The self-image has three dimensions: 1) the self as it actually is (perceived self), 2) the self as others are supposed to see (other self), and 3) the self as it would most like to be (ideal self). Self-concept (self-image) is important in learning and achievement.

The strength of one's self-image is manifested in classroom behavior and performance. A positive image of one's self as a person positively influences scholastic performance. This relationship exists even when intelligence is factored out (Brookover, et. al., 1964). Achievement in school is therefore limited by the student's image of his ability. A student who possesses a low self-image rarely performs at his ability level. Those who exhibit major negative self-images usually demonstrate less mature behavior. They perceive themselves as less adequate and less acceptable than others. They tend to be withdrawn, lack self-reliance, lack a sense of personal worth and possess a feeling that they don't belong.

The effect that certain parental practices have on a student's self-concept and motivation for achievement are considerable (Hamachek, 1978). These effects include the emotional relationship between the parent and child, attitudes that parents hold toward school and school achievement, and parental concern in the child's performance. Case studies by Kimball (1953), have corroborated Hamachek's findings. Kimball reports that lack of sufficient acceptance of the child by the parent is a fundamental antecedent condition for the development of a low concept of self, low self-esteem, and a low-level feeling of personal security. Lack of parental acceptance usually leads to low
security and high dependency in the child, both of which limit the child from reaching his potential.

Equality

The manner in which individuals perceive themselves in relation to their self-expectations and the expectations of their peers, with regard to effectiveness of their actions within various social contexts, has been identified as equality (Hamachek, 1978). Feelings of equality have a profound effect upon self-esteem and subsequent behavior.

In a study by Coopersmith, it was found that persons who perceive themselves as having difficulties in social situations are likely to evaluate themselves as being unequal, no matter how poised they appear in their overt behaviors. He concluded it is the person's perception of his social success rather than his peers' appraisal of his competence and success that determines one's feelings of equality.

Feelings of equality are developed out of personal interaction with the environment and are not confined to or determined by a specific socio-economic level. Coopersmith found that broad social contexts and prestige hierarchies (social class and status), "do not have as pervasive and significant an effect upon self-esteem as is generally assumed," but suggested instead, "that conditions in the effective interpersonal environment are employed to judge whether one is appreciated and respected."

An essential framework for understanding the thrust of this research study is the parent/child relationship. Not only are parent and child biologically related (in most instances), more importantly
they are inextricably interwoven into a lifelong relationship that involves such things as feelings, emotions, values and attitudes. As the child is biologically dependent on the parent for survival, so, too, is he dependent on the parent for guidance and direction as he grows and develops and explores his environment and society. Schooling is an integral aspect of the child's environment. From the earliest stages of understanding, he is exposed to schools. First, by seeing others go to school, and then by himself entering school. As parents provide for their child in terms of nourishment, so, too, do they provide in terms of attitudes and expectations which guide their child's behavior at school. The attitudes that a parent conveys to their child, and reinforces by various means, serve to establish the foundation for the child's performance in school.

By obtaining and studying parents' and children's attitudes toward variables representative of the schooling experience, important understanding will be gained regarding the extent to which parents' attitudes are similar or disparate to the students' attitudes and how these attitudes impact upon student self-esteem and directly or indirectly relate to school performance.

This research, involving the seven selected school variables discussed above, will provide important information about the student, his self-esteem and the parent/child relationship. Attitudes toward approval will indicate to what extent the child is influenced by significant others. The measurement of attitudes toward school performance will provide information as to whether the child is oriented to achieve in school. The study of attitudes toward grades has implications for
performance in school and parent/child relations in the home. Self-directedness has implications not only for the child’s current performance at school, but for the way in which the child approaches future educational tasks. Information from the study of attitudes toward misbehavior will provide insight into the student's inclination toward accomplishing educationally related tasks. Attitudes regarding self-image have implications for not only the child’s current performance in school, but for the way in which the child is able to perform on future educational tasks. Equality not only influences the way in which the child performs on school tasks in the present, but also has implications for the ways in which he is treated by significant others and performs on future educational tasks.

These variables are closely related to the child’s performance in school, his self-esteem, and the parent/child relationship. Data from the analysis of parent and student attitudes toward the seven variables may be used to design more effective school programs and parent education programs. This study has implications for increasing the levels of school performance by the child, enhancing the self-esteem of the child and facilitating development of positive parent/child relationships within the context of the home environment.

Statement of Hypotheses

As stated previously, the major purposes of this dissertation are, 1) to investigate the relationship between parent and child attitudes toward seven school related variables, 2) to determine if the parent’s
and the child's attitudes toward the school selected variables are related to the child's self-esteem, and 3) to ascertain whether or not parent and child attitudes toward the seven school variables differ among or within levels of schooling.

The study has been designed to test three hypotheses.

$H_1$: The attitudes of parents are significantly related to the attitudes of students with regard to the seven selected school variables.

Research literature cited earlier supports the premise that parents are influential in the attitude formation of their children. Family members share emotional attachments to each other. This is especially true of the parents and their children. This lengthy, close emotional relationship provides enormous opportunity for the parent to influence the attitudes of the child (Bronfenbrenner).

Given the close emotional relationship that exists between the parent and the child, given the support network the home provides for the efforts and goals of the school and given the fact that parents play a key role in the attitude development of their children, we would expect to find that there are no significant differences between parents' and children's attitudes toward selected school variables.

$H_2$: The attitudes of parents and students toward the seven selected school variables are significantly related to student self-esteem.

Research literature clearly shows that parents influence the self-esteem of their children. Purkey asserts that the mother and father are the most critical forces who mold and maintain the child's self-esteem.
Additionally, Hamachek states that there is a strong link between students' achievement and behavior in school and the way they feel about themselves. Children's attitudes regarding themselves and their ability to do school work relate, to a great extent, on how they perceive the seven variables that are embedded in the school experience.

Given the influence that a mother and father have on the self-esteem of their child and the child's attitudes toward school, we would expect to find that parents and students attitudes toward the selected school variables are significantly related to student self-esteem.

H3: The attitudes of parents and students with regard to the seven school variables will not differ within or among levels of schooling.

Fishbein and Ajzen have noted that one feature of an attitude is consistency. Brookover asserts that parents significantly influence their children's attitudes and that this influence continues through early adolescence. Parent attitudes are not easily changed. Because parents influence their children's attitudes, and these attitudes remain so stable, differences among or within school levels are not anticipated. Given these considerations, we would expect to find consistent attitudes toward the seven school related variables by parents and students at the three levels of schooling.
Chapter III will describe the methodology employed in the conduct of this investigation. This chapter includes the following major subsections:

1. Demographic information
2. Sample description
3. Measures
4. Procedures
5. Statistical treatment

Demographic Information

The population of this study consisted of all students and parents of students residing within the attendance boundaries of a high school feeder system (elementary, middle, high school) in Franklin County, Ohio. Large numbers of disadvantaged families (as characterized by socio-economic level, educational level and occupation status) live in the area encompassed by the feeder system attendance boundaries. The total attendance area population is 35,073. There is a mixture of rural, suburban and urban living areas. The feeder system proves educational
services for families residing in four small towns and villages and a portion of the city of Columbus. The total area encompasses portions of three townships in southwestern Franklin County, Ohio.

Some indication of the general population is provided by Census Bureau statistics. The preponderance of the general population of the school district attendance area is White (96.8 percent), 2.3 percent are Black and the remaining portion of the population is distributed among various other minority classifications (e.g., Spanish speaking, Oriental, American Indian).

Of those 25 years of age and older within the school district attendance boundaries, 70.15 percent are high school graduates. This is the lowest percentage figure in all of the Franklin County census tracts. When compared to the balance of Franklin County, the residents of the school district are heavily represented in blue collar and related occupations and lightly represented in white collar supervisory managerial and related professions.

When family income is examined for those 15 years of age and older in Columbus and suburban areas of Franklin County, residents of the school district rank eleventh of fourteen reporting areas. The attendance area statistics rank slightly above the figures reported for the school district as a whole, but low when compared to other suburban areas in Franklin County, Ohio.

The general population characteristics with regard to educational level, family income and occupation are reflected in the make-up of the student body and the services offered by the schools. Significant numbers of students are classified as residing below the poverty level.
Title I remedial services are offered in all elementary schools in the attendance area in which this research was conducted. Elementary schools are classified as Title I schools because they have high incidences of low income families residing in their attendance area with children attending school.

A total of nine schools comprise the feeder system attendance area examined in this study. There are six elementary schools, two middle schools, and one high school. Student enrollment for all nine schools is 4,384. It was believed that one school representing each of the three levels of schooling (elementary, middle and high school) would provide a representative sample from which the subjects could be selected for the study. Therefore, reliable information could be gathered from a wide age range of children and their parents.

One elementary school, one middle school, and the high school were identified as site schools for the study. To insure a sufficient number of participants, the Superintendent of schools communicated by letter to all teachers and parents in the site schools, requesting their participation. This insured a sufficiently large sample and facilitated the identification and selection process. The selection procedure described in this chapter assured that the sample was representative of the population.

**Sample Description**

Students were selected for inclusion into the sample by the following criteria: completion of the student form of the interview,
willingness of parent and student to participate in the follow-up pro-
gram of the study, and students were representative of classroom and
grade level.

Thirty-six subjects (eleven boys and twenty-three girls) ranging in
age from 7 to 15 years were randomly selected from regular classrooms in
a school district in Franklin County, Ohio. There were twelve subjects
from each of three school levels - elementary, middle and high school.
In addition, the parents of the children were paired with their son or
daughter to form a dyad or two-person pair. Dyads were formed to ful-
fill the primary goal of this study, to enable the researcher to compare
parent and student attitudes toward important school variables and to
determine the relationship of those parent and student attitudes toward
student self-esteem. A brief written description of the study was given
to parents of all the children soliciting their participation and per-
mission for their children to participate in the study. Data were col-
lected from the children and their parents.

Measures

The Coopersmith Self-Esteem Inventory (CSEI) was used to measure
student self-esteem, which is the criterion variable in this study. That
is, self-esteem was the variable used to measure the influence of the
seven school variables selected for this study. It is a fifty-eight
item questionnaire. Subjects respond to each item by indicating whether
it is like them or unlike them. Sample items are: "I'm proud of my
school work," and, "Most people are better liked than I am." Scores are
obtained in the following areas: School-Achievement, Home-Parents,
General Self, and Social Self-Peers. There is a total possible score of one hundred points. High scores correspond to high self-esteem and low scores correspond to low self-esteem. Mean scores generally range from 70 to 80 with a standard deviation range of 11 to 13. The CSEI was selected for this study based upon the following considerations. First, it is a valid measure of self-esteem. Second, the simplified scoring procedure furnishes immediate results on each participant so that follow-up activities can proceed. Finally, the Coopersmith Self-Esteem Inventory has been adequately tested in a variety of situations with known reference groups similar in characteristics to the sample selected for this study.

The Mental Measurement Yearbook (1985) reports that the CSEI is a good measure of self-esteem. In addition to being brief and easily scored, there exists an impressive amount of information based on its construct validity (Peterson and Austin). Additionally, Sewell (1985) reports impressive reliability data based on a number of studies. He concludes that the theoretical rationale and purposes of the CSEI are based on sound reasoning and the applicability for research purposes seems virtually limitless.

RELIABILITY

Coopersmith cites a study by Spats and Johnson (1973) where the CSEI was administered to over 600 students in grades 5, 9, and 12. 100 self-esteem inventories were selected from each grade and Kuder-Richardson reliability estimates (KR20s) were then calculated. Obtained coefficients were .81 for grade 5, .86 for grade 9, and .80 for grade 12. The
coefficients indicated adequate internal consistency for students in all three grades.

In another study, Kimball (1972) administered the CSEI to approximately 7600 public school children in grades 4 through 8. The sample consisted of students of all socio-economic ranges and included Black and Spanish-surnamed students. KR20s were generated for each grade level. Obtained coefficients ranged from .87 to .92.

VALIDITY
Construct Validity: Coopersmith cites a study of the CSEI construct validity by Kokenes (1974, 1978). Her investigations included over 7600 school children in grades 4 though 8. The study was designed to measure the comparative importance of the home, peers, and school to the global self-esteem of preadolescents and adolescents. The results of her study "confirmed the construct validity of the subscales proposed by Coopersmith as measuring sources of self-esteem."

Concurrent Validity: In a study by Simon and Simon (1975), Coopersmith reports that the CSEI scores were correlated with SRA Achievement Series scores of eighty-seven children in grade 4. A model coefficient of .33 was obtained. The children's CSEI scores were also correlated with their scores on the Lorge-Thorndike Intelligence Test. The obtained coefficient was .30. Squaring these coefficients indicates that only about 11 percent of the variance in achievement and 9 percent of the variance in intelligence are explained by performance on the Coopersmith. That is, the coefficients are statistically significant, but not significantly important. The authors suggested that the results of the
latter study may reasonably be interpreted as providing concurrent validity for the Coopersmith Self-Esteem Inventory. The variance explained fails to support their claim. On the basis of studies which were conducted or reviewed by Coopersmith, it was concluded that CSEI scores are significantly related to such variables as academic achievement and resistance to group pressures (Coopersmith, 1967), perceived reciprocal liking (Simon and Bernstein, 1971), popularity (Simon, 1972), selection or difficult tasks (Goodstadt and Kipness, 1971), and effective communication between parents and youth (Matteson, 1974).

INTERVIEW FORM

The second measure employed in this study is an interview form which consisted of twenty-eight items. It is made up of questions that assess attitudes toward the school variables selected for this study. Attitude scores are obtained in the following areas: approval, school performance, grades, self-directedness, misbehavior, self-image and equality. There are seven sets of items that furnish measures of the seven variables. That is, for each variable, there are questions to which the parents and students respond. Each question set provides a measure of their attitude toward each respective variable.

A pilot test of the interview form was carried out with randomly selected students in four classrooms (grades two, five, eight and ten), and a group of ten randomly selected parents. All children were students of the attendance area. The mean age for the student sample was 11.25, and the age range was from 7 to 15 years. The mean age for the parent sample was 33.6, and the age range was from 25 to 38 years.
The pilot test of the interview form was conducted to assure the quality of the questions. This insures that students and parents from the two respective age ranges would be able to understand the questions and be able to respond appropriately. Following the pilot test, the interview form was refined and then it was administered to the sample in the study. Next, the CSEI was administered. The study data generated from the interview form were used as final data by which parent and student attitudes toward the school variables could be measured and compared and the relationship between parent and student attitudes toward the school variables and student self-esteem could be determined.

VALIDITY

Evidence for content validity was derived through a logical process of examining items that correlated directly with the seven school variables. The author systematically and logically selected questions that would elicit attitudes toward each particular variable. A group of independent judges consisting of a university professor, a school administrator, parents and teachers reviewed the items and concurred that they do indeed support the content validity of the interview form. Examples of items are as follows:

<table>
<thead>
<tr>
<th>School Variable</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval</td>
<td>Do you think the kind and amount of approval your child gets affects how s/he feels about her/himself?</td>
</tr>
<tr>
<td>School Performance</td>
<td>Do you feel your child does as well as s/he can at school?</td>
</tr>
<tr>
<td>Grades</td>
<td>Does your child wish s/he could get better grades?</td>
</tr>
</tbody>
</table>
Self-Directedness: Does your child need much help in interpreting and following directions?

Misbehavior: Does your child misbehave when she is feeling badly about him/herself?

Self-Image: Do you think your child is concerned about what others think of him/her?

Equality: Does your child feel equal to others students?

**Procedures**

All students in grades two through nine and eleven were administered the interview form (student form). All parents of the students in grades two through nine and eleven were given the parent form of the interview. A stratified random sampling procedure was employed to insure selected students were representative of their grade level. A table representing the selection of the sample is as follows:

**TABLE 2**

SAMPLE STUDENT DISTRIBUTION BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

At the elementary and middle school level, parent forms were sent home with the children and were to be returned to the homeroom teacher. At the high school level, parent forms were mailed and included a self-addressed stamped envelope which would ensure a higher rate of return.
All students in the randomly selected sample were given the Cooper-smith Self-Esteem Inventory. Parents of the students were then contacted for participation in the study. Criteria for parent and student participation in the project were (1) their willingness to participate, and (2) the availability of complete information from both.

The final sample, from which the data would be used to test the hypotheses, consisted of 36 parent-child dyads. Twelve dyads represented each of the three school levels. The data were then collected by mail, telephone and face-to-face interviews. Data were collected on interview forms and tape recordings by graduate students, teachers and parents.

Research Design

The research design that was used in this study is shown below.

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(G₁)</td>
<td>(X₁)</td>
<td>0</td>
</tr>
<tr>
<td>(G₂)</td>
<td>(X₂)</td>
<td>0</td>
</tr>
</tbody>
</table>

Where:

(G₁) = experimental group (students); () indicates no manipulation
(G₂) = control group (parents)
(X) = independent variable
0 = dependent variable

Statistical Treatment.

Analysis of Variance and Multiple Correlation (Regression Analysis) were used to test for the existence of significant relationships posed in the hypotheses.
The criterion with which to judge the responses was total raw score. In this study, total yes responses for the parent and student interview form were considered as post-test scores. Yes scores were converted to ones and no scores were converted to zeros. A two-way ANOVA was conducted to determine if there was a significant difference within and among the means of the combined parent and student responses at all levels of schooling (elementary, middle, high school). The .05 level of significance was used. The consequences of rejecting a true null hypothesis were such that it did not warrant a more stringent confidence level.

The multiple regression of analysis was conducted to determine those school variables which explained the variance in student self-esteem scores.
CHAPTER IV

ANALYSIS OF THE RESULTS

This chapter will be composed of the following major subsections:

1. Presentation of the Findings

Hypothesis 1 \((H_1)\)

Hypothesis 2 \((H_2)\)

Hypothesis 3 \((H_3)\)

2. Summary

This study was conducted to determine if the attitudes of parents toward seven selected school factors were significantly related to the attitudes of their children regarding those same seven factors. Additionally, this study attempted to determine if those parent and student attitudes toward the seven school factors were significantly related to student self-esteem. A third research objective was to assess if parent or student attitudes differ toward the seven school variables within or among different levels of schooling (elementary, middle, high school).
Presentation of the hypotheses that were tested and a report of the related findings are included in this chapter. Discussion of the findings are reserved for Chapter V.

Presentation of the Findings

Data were obtained regarding student self-esteem and parent and student attitudes with respect to the seven selected school variables at all levels of schooling. Analysis of variance and multiple correlation (regression analysis), were the statistical procedures selected to test the hypotheses. Relationships were measured between parent and student attitudes with regard to the school variables, parent and student attitudes with regard to the school variables within and among levels of schooling (elementary, middle and high school), and between parent and student attitudes toward school variables and student self-esteem.

Results derived from these analyses are reported below beneath each of the respective three hypotheses. Hypothesis (H3) employs the results of the data analysis conducted under the statistical procedures employed under Hypotheses (H1).

H1: The attitudes of parents are significantly related to the attitudes of students with regard to seven selected school variables.

A two-way analysis of variance (ANOVA) was conducted to investigate the relationship between parent and student attitudes with regard to the seven school variables. Additionally, the means and standard deviations were computed for the parents and students for each of the school variables. Results from the tests of Hypothesis 1 (H1) are presented in Tables 3 through 16.
Each of the following tables reports information from the two-way ANOVA that was used to determine if parent and student attitudes are similar or statistically significantly different with regard to the seven school variables. A report of the findings follows each table. The discussion is limited for each variable to the data analysis of family (parent and student). This is because these analyses are the tests for Hypothesis 1 ($H_1$).

Table 3 includes summary information from the two-way analysis of variance. Approval was the variable analyzed. Mean scores and standard deviations are reported in Table 4.

**TABLE 3**

TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE APPROVAL

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>8.68</td>
<td>8.68</td>
<td>8.94</td>
<td>.004*</td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>2.25</td>
<td>1.12</td>
<td>1.15</td>
<td>.323</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>.36</td>
<td>.18</td>
<td>.18</td>
<td>.831</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>64.58</td>
<td>.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>75.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* indicates significance - .05 level
TABLE 4

MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE APPROVAL

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>36</td>
<td>2.52</td>
<td>1.05</td>
</tr>
<tr>
<td>Student</td>
<td>36</td>
<td>3.22</td>
<td>0.89</td>
</tr>
</tbody>
</table>

The results of the ANOVA to measure parent and student attitudes with regard to the variable, approval, disclosed that there was a significant difference for the main effect, family ($F=8.94$, df. 1/2, $p < .004$). As Table 4 shows, the mean attitude score for approval was significantly higher for students than for parents. That is, the parents were less likely than students to believe their child was receiving appropriate amounts of approval. These findings do not support Hypothesis 1 ($H_1$).

Table 5 includes summary information from the two-way analysis of variance (ANOVA). School performance was the variable analyzed. Mean scores and standard deviations are reported in Table 6.
TABLE 5
TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE SCHOOL PERFORMANCE

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>15.12</td>
<td>15.12</td>
<td>12.29</td>
<td>.0008*</td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>11.86</td>
<td>5.93</td>
<td>4.82</td>
<td>.0112*</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>1.58</td>
<td>.79</td>
<td>.64</td>
<td>.5296</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>81.41</td>
<td>1.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td></td>
<td></td>
<td>109.97</td>
<td></td>
</tr>
</tbody>
</table>

* indicates significance - .05 level

TABLE 6
MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO APPROVAL

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>36</td>
<td>2.27</td>
<td>1.23</td>
</tr>
<tr>
<td>Student</td>
<td>36</td>
<td>3.19</td>
<td>1.09</td>
</tr>
</tbody>
</table>

A discussion of the school level effects and the existence of any interactions, where noted in Hypothesis 1 (H1), are reported later in this chapter under Hypothesis 3 (H3).

The results of the ANOVA to measure parent and student attitudes with regard to the variable, school performance, disclosed that there was a significant difference for the main effect family (F=12.29, df 1/2, p < .0008). As Table 6 demonstrates, the mean attitude score for school performance was significantly higher for students than for...
parents. That is, the parents express higher expectations regarding performance than students. These findings do not support Hypothesis 1 ($H_1$).

Table 7 includes summary information from the two-way analysis of variance (ANOVA). Grades was the variable analyzed. Mean scores and standard deviations are reported in Table 8.

### TABLE 7

**TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE GRADES**

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>.68</td>
<td>.68</td>
<td>.35</td>
<td>.5563</td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>5.52</td>
<td>2.76</td>
<td>1.42</td>
<td>.2489</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>13.36</td>
<td>6.68</td>
<td>3.44</td>
<td>.0381</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>128.41</td>
<td>1.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>147.94</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 8

**MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE GRADES**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>36</td>
<td>3.16</td>
<td>1.59</td>
</tr>
<tr>
<td>Student</td>
<td>36</td>
<td>3.36</td>
<td>1.29</td>
</tr>
</tbody>
</table>
The results of the ANOVA to measure parent and student attitudes with regard to the variable, grades, disclosed that there was no significant difference for the main effect family. Table 6 reveals the similarity of the two mean scores. These findings partially support Hypothesis 1 ($H_1$).

Table 9 includes summary information from the two-way analysis of variance (ANOVA). Self-directedness was the variable analyzed. Mean scores and standard deviations are reported in Table 10.

### TABLE 9

**TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE SELF-DIRECTEDNESS**

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>.50</td>
<td>.5</td>
<td>2.63</td>
<td>.113</td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>.08</td>
<td>.04</td>
<td>.21</td>
<td>.807</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>.08</td>
<td>.04</td>
<td>.21</td>
<td>.807</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>12.83</td>
<td>.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 71 13.49

### TABLE 10

**MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE SELF-DIRECTEDNESS**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>36</td>
<td>2.16</td>
<td>0.60</td>
</tr>
<tr>
<td>Students</td>
<td>36</td>
<td>2.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
The results of the ANOVA to measure parent and student attitudes with regard to the variable, self-directedness, disclosed that there was no significant difference for the main effect, family. Table 8 reveals the similarity of the two mean scores. These findings partially support Hypothesis 1 ($H_1$).

Table 11 includes summary information from the two-way analysis of variance (ANOVA). Misbehavior was the variable analyzed. Mean scores and standard deviations are reported in Table 12.

**TABLE 11**

**TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE MISBEHAVIOR**

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>.34</td>
<td>.34</td>
<td>5.55</td>
<td>.45</td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>4.52</td>
<td>2.26</td>
<td>3.70</td>
<td>.03*</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>4.19</td>
<td>2.09</td>
<td>3.42</td>
<td>.03*</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>40.58</td>
<td>.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>71</td>
<td>49.63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* indicates significance - .05 level
TABLE 12
MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE MISBEHAVIOR

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>36</td>
<td>1.36</td>
<td>0.79</td>
</tr>
<tr>
<td>Students</td>
<td>36</td>
<td>1.50</td>
<td>0.87</td>
</tr>
</tbody>
</table>

The results of the ANOVA to measure parent and student attitudes with regard to the variable, Misbehavior, disclosed that there was no significant difference for the main effect, family. Table 12 reveals the similarity of the two mean scores. These findings partially support Hypothesis 1 (H1).

Table 13 includes summary information from the two-way analysis of variance (ANOVA). Self-image was the variable analyzed. Mean scores and standard deviations are reported in Table 14.

TABLE 13
TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE SELF-IMAGE

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F</th>
<th>TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>5.01</td>
<td>5.01</td>
<td>8.21</td>
<td>.005*</td>
<td></td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>1.08</td>
<td>.54</td>
<td>.88</td>
<td>.417</td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>1.36</td>
<td>.68</td>
<td>1.11</td>
<td>.335</td>
<td></td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>40.41</td>
<td>.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>47.86</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* indicates significance - .05 level
TABLE 14

MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE SELF-IMAGE

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>36</td>
<td>2.72</td>
<td>0.74</td>
</tr>
<tr>
<td>Student</td>
<td>36</td>
<td>2.19</td>
<td>0.82</td>
</tr>
</tbody>
</table>

The results of the ANOVA to measure parent and student attitudes with regard to the variable self-image, disclosed that there was a significant difference for the main effect, family ($F = 8.21$, df. 1/2, $p < .005$). As Table 14 shows, the mean attitude score for self-image was significantly higher for parents than for students. That is, parents were less likely than students to be aware of the influence of peer pressure. These findings do not support Hypothesis 1 ($H_1$).

Table 15 includes summary information from the two-way analysis of variance (ANOVA). Equality was the variable analyzed. Mean scores and standard deviations are reported in Table 16.

TABLE 15

TWO-WAY ANALYSIS OF VARIANCE OF PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE EQUALITY

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>PR&gt;F TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>7.92</td>
<td>.006 *</td>
</tr>
<tr>
<td>School Level</td>
<td>2</td>
<td>5.58</td>
<td>2.79</td>
<td>2.76</td>
<td>.070</td>
</tr>
<tr>
<td>Interaction</td>
<td>2</td>
<td>1.08</td>
<td>.84</td>
<td>.83</td>
<td>.588</td>
</tr>
<tr>
<td>Within (Error)</td>
<td>66</td>
<td>66.83</td>
<td>1.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>81.49</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* indicates significance - .05 level
TABLE 16
MEANS AND STANDARD DEVIATIONS FOR PARENT AND STUDENT ATTITUDES WITH REGARD TO THE VARIABLE EQUALITY

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>36</td>
<td>2.25</td>
<td>0.87</td>
</tr>
<tr>
<td>Student</td>
<td>36</td>
<td>2.91</td>
<td>1.15</td>
</tr>
</tbody>
</table>

The results of the ANOVA to measure parent and student attitudes with regard to the variable, equality, disclosed that there was a significant difference for the main effect, family ($F = 792$, df. $1/2$, $p < .006$). As Table 16 indicates, the mean attitude score for equality was significantly higher for students than for parents. That is, students were more likely than parents to believe occurrences of unequal treatment were present. These findings do not support Hypothesis 1 ($H_1$).

$H_2$: The attitudes of parents and students with regard to seven selected school variables are significantly related to student self-esteem.

A multiple correlation analysis was performed to assess the degree to which of parents and student attitudes toward each selected school variable related to the criterion variable, student self-esteem. A summary of the results are presented in Tables 17 through 20. Tables 17 and 18 are correlation matrix tables. Table 19 is the correlation table for parents and Table 20 is the correlation table for students.

With regard to the matrix tables, each table represents a summary of results when attitudes toward one school variable are correlated with
attitudes toward another school variable. The top numbers are the
correlation coefficients. The bottom numbers represent the probability
of obtaining that large a correlation coefficient by chance if the hy­
pothesis is true. A discussion of the results follows the presentation
of each table.

<table>
<thead>
<tr>
<th>Variable</th>
<th>1 AP</th>
<th>2 SP</th>
<th>3 GR</th>
<th>4 SD</th>
<th>5 Mi</th>
<th>6 SI</th>
<th>7 EQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AP</td>
<td>1.00</td>
<td>-0.24</td>
<td>0.45*</td>
<td>-0.09</td>
<td>0.17</td>
<td>0.04</td>
<td>-0.08</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.14</td>
<td>0.00</td>
<td>0.57</td>
<td>0.30</td>
<td>0.78</td>
<td>0.62</td>
</tr>
<tr>
<td>2 SP</td>
<td>1.00</td>
<td>-0.25</td>
<td>0.20</td>
<td>-0.22</td>
<td>0.24</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.13</td>
<td>0.23</td>
<td>0.19</td>
<td>0.15</td>
<td>0.93</td>
<td></td>
</tr>
<tr>
<td>3 GR</td>
<td></td>
<td></td>
<td>0.10</td>
<td>0.20</td>
<td>-0.02</td>
<td>0.04</td>
<td>-0.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.22</td>
<td>0.87</td>
<td>0.81</td>
<td>0.30</td>
</tr>
<tr>
<td>4 SD</td>
<td>1.00</td>
<td></td>
<td></td>
<td>0.40*</td>
<td>0.04</td>
<td>-0.08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td></td>
<td></td>
<td>0.01</td>
<td>0.80</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>5 Mi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>6 SI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 EQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlation Coefficients / Prob > |R| under HO:RHO = 0 / N = 36
* indicates significance = .05 level

A significant correlation was disclosed between approval and grades
(r = 0.45) with a chance probability of 0.00, and between self­
directedness and misbehavior (r = 0.40) with a chance probability of
0.01.
The relationships between approval and grades and between self-directedness and misbehavior were positive. That is, as attitudes toward approval and self-directedness increased, so, too, did the attitudes toward grades and misbehavior, respectively.

TABLE 18

MATRIX TABLE FOR CORRELATION COEFFICIENTS - STUDENTS

<table>
<thead>
<tr>
<th>Variable 1</th>
<th>AP</th>
<th>2 SP</th>
<th>3 GR</th>
<th>4 SD</th>
<th>5 Mi</th>
<th>6 SI</th>
<th>7 EQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AP</td>
<td>1.00</td>
<td>-0.16</td>
<td>0.32*</td>
<td>0.00</td>
<td>0.28</td>
<td>0.32*</td>
<td>0.10</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.34</td>
<td>0.05</td>
<td>1.00</td>
<td>0.08</td>
<td>0.05</td>
<td>0.55</td>
</tr>
<tr>
<td>2 SP</td>
<td>1.00</td>
<td>-0.11</td>
<td>0.00</td>
<td>-0.37*</td>
<td>-0.07</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.51</td>
<td>1.00</td>
<td>0.02</td>
<td>0.66</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>3 GR</td>
<td>1.00</td>
<td>0.00</td>
<td>-0.18</td>
<td>0.28</td>
<td>0.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>1.00</td>
<td>0.26</td>
<td>0.09</td>
<td>0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 SD</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Mi</td>
<td>1.00</td>
<td>-0.01</td>
<td>-0.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.90</td>
<td>0.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 SI</td>
<td>1.00</td>
<td>0.28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 EQ</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlation Coefficients / Prob > |R| under HO:RHO = 0 / N = 36

* indicates significance - .05 level

Three significant correlations occurred between 1) approval and grades ($r = 0.32$) with a chance probability of 0.05, 2) approval and self-image ($r = 0.32$) with a chance probability of 0.05, 3) and school performance and misbehavior ($r = -0.37$) with a chance probability of 0.02.
The correlations between approval and grades and between approval and self-image were positive. That is, as attitudes toward approval increased, so, too, did attitudes toward grades and self-image. The relationship between school performance and misbehavior was significantly negative. That is, as attitudes toward school performance increased, attitudes toward misbehavior decreased.

Tables 19 and 20 are regression analysis summary tables. The data from the tables indicates to what extent attitudes toward each of the school variables impacts upon student self-esteem. Table 17 represents how parent attitudes toward the school variables impacted upon student self-esteem. Table 18 represents how student attitudes toward the school variables impacted upon student self-esteem. The R-square value indicates the amount of variance each variable contributed to the student self-esteem score. The variables are ranked in order from least to most in terms of magnitude of influence. That is, the variable at the top of this column contributes less strongly to the dependent variable, self-esteem, than the variable listed immediately below it. This follows in turn for all of the remaining variables. A discussion of the results follows the presentation of each table.
TABLE 19

SUMMARY TABLE - PARENTS:
MULTIPLE CORRELATION REGRESSION MODEL FOR DEPENDENT VARIABLE SELF-ESTEEM

<table>
<thead>
<tr>
<th>Variable</th>
<th>R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 5-Misbehavior</td>
<td>0.0020</td>
</tr>
<tr>
<td>Variable 7-Equality</td>
<td>0.0026</td>
</tr>
<tr>
<td>Variable 4-Self-Directedness</td>
<td>0.0216</td>
</tr>
<tr>
<td>Variable 2-School Performance</td>
<td>0.0447</td>
</tr>
<tr>
<td>Variable 6-Self-Image</td>
<td>0.0587</td>
</tr>
<tr>
<td>Variable 1-Approval</td>
<td>0.0720</td>
</tr>
<tr>
<td>Variable 3-Grades</td>
<td>0.1230*</td>
</tr>
<tr>
<td>Total</td>
<td>0.3246*</td>
</tr>
</tbody>
</table>

* indicates significance - .05 level

Results from parental data as summarized in Table 19 indicate that parents' attitudes toward all seven variables, when considered collectively, account for 32 percent of the variance of the student self-esteem score. The variable grades accounted for most of the variance of all seven variables (12.3%). It was followed in turn by Approval (7.2%), Self-Image (5.87%), School Performance (4.47%), Self-Directedness (2.16%), Equality (0.26%), and Misbehavior (0.20%).

Each variable was entered into the model separately. The $R^2$ for the total of all variables was significant. However, only one variable achieved significance independently. That is, only one variable explained a significant portion of the variance with regard to the dependent variable student self-esteem. Variable 3, Grades, with an $R^2$
statistic of 4.77 with 2 and 33 degrees of freedom was significant at the .05 level, accounting for nearly 13 percent of the variance of the dependent variable by itself. Although statistical significance was achieved, practical significance was not.

**TABLE 20**

**SUMMARY TABLE - STUDENTS**

**MULTIPLE CORRELATION REGRESSION MODELS FOR DEPENDENT VARIABLE**

**SELF-ESTEEM**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Deleted*</th>
<th>R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 6-Self-Image</td>
<td>.0022</td>
<td></td>
</tr>
<tr>
<td>Variable 1-Approval</td>
<td>.0345</td>
<td></td>
</tr>
<tr>
<td>Variable 5-Misbehavior</td>
<td>.0705</td>
<td></td>
</tr>
<tr>
<td>Variable 3-Grades</td>
<td>.0829 *</td>
<td></td>
</tr>
<tr>
<td>Variable 7-Equality</td>
<td>.0921 *</td>
<td></td>
</tr>
<tr>
<td>Variable 2-School Performance</td>
<td>.3453 *</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>.6275 *</td>
</tr>
</tbody>
</table>

* indicates significance - .05 level

**Variable 4 (Self-Directedness) was not incorporated into the multiple correlation as there was no variance among the student scores.**

Results from student data as summarized in Table 20 indicate that student attitudes toward the variables, when considered collectively, account for nearly 63 percent of the variance of the student self-esteem score. The variable School Performance accounted for 34% of the variance (34.5%) in self-esteem score. It was followed in turn by Equality (9.2%), Grades (8.2%), Misbehavior (7%), Approval (3.45%), and Self-Image (0.22%).
Each variable was entered into the model separately. The $R^2$ for the total of all variables was significant. Three variables achieved significance. That is, three variables explained a significant portion of the variance with regard to the dependent variable, student self-esteem. Variable 2, School Performance ($F=17.94$, df $2/33$, $p < .05$), variable 7, Equality ($F=10.79$, df $2/33$, $p < .05$), and variable 3, Grades ($F=9.88$, df $2/33$, $p < .05$), collectively accounted for 62 percent of the variance of the dependent variable. As a comparison of Tables 19 and 20 indicates, student attitudes toward the seven research variables explained more of the variance in self-esteem than parent attitudes toward these variables.

$H_3$: The attitudes of parents and students with regard to the seven school variables will not differ among or within levels of schooling.

As stated earlier, data from the two-way analysis of variance disclosed instances of significance for school level and interaction when parents' and students' scores were combined. The data analysis as conducted in Hypothesis 3 ($H_3$) explains differences within and among school levels.

Parents and students were arranged by school level. This procedure is portrayed graphically in Figure 1.

FIGURE 1
Numerical Cell Designation of Parent and Student by School Level

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
The discussion is limited, for each variable, to the data analysis of school level and interaction.

Results of the ANOVA to measure parent and student attitudes with regard to the variable, Approval, as shown in Table 3, page 60, disclosed that there were no significant differences for school level and there was no significant interaction between family and school level. The lack of a finding of significance for school level and interaction indicates that there were no overall differences when parents' and students' attitudes were compared among and within school levels. These findings partially support Hypotheses (H3).

Results of the ANOVA to measure parent and student attitudes with regard to the variable, School Performance, as shown in Table 5, page 62, disclosed that there was a significant difference for school level. There was no significant interaction between family and school level. When students' and parents' scores were compared between school levels, significant differences were observed with the mean scores of high school students. That is, results of the post hoc test revealed that the mean scores for high school students were significantly lower than the mean scores for students at other levels of schooling. These findings do not support the hypothesis.

Results of the ANOVA to measure parent and student attitudes with regard to the variable, Grades, as shown in Table 7, page 63, disclosed that there were no significant differences for school level and there was no significant interaction between family and school level. The lack of a finding of significance for school level and interaction indicates that there were no overall differences when parents' and students'
attitudes were compared among and within school levels. These findings partially support Hypothesis ($H_3$).

Results of the ANOVA to measure parent and student attitudes with regard to the variable, Self-Directedness, as shown in Table 9, page 64, disclosed that there were no significant differences for school level and there was no significant interaction between family and school level. The lack of a finding of significance for school level and interaction indicates that there were no overall differences when parents' and students' attitudes were compared among or within school levels. These findings partially support Hypothesis ($H_3$).

Results of the ANOVA to measure parent and student attitudes with regard to the variable, Misbehavior, as shown in Table 11, page 65, disclosed a significant difference for school level and a significant interaction. The post hoc test for school level significance revealed that there was no significant difference among the scores of parents and students when subjected to a more strenuous test. When students' and parents' scores were compared between school levels, significant differences were observed with the mean scores of elementary students. That is, results of the post hoc test revealed that the mean scores for elementary students were significantly lower than the mean scores for students at other levels of schooling. These findings do not support the hypothesis.

Results of the ANOVA to measure parent and student attitudes with regard to the variable, Self-Image, as shown in Table 13, page 66, disclosed that there were no significant differences for school level and there was no significant interaction between family and school level.
The lack of a finding of significance for school level and interaction indicates that there were no overall differences when parents' and students' attitudes were compared among and within school levels. These findings partially support Hypothesis (H3).

Results of the ANOVA to measure parent and student attitudes with regard to the variable, Equality, as shown in Table 15, page 67, disclosed that there were no significant differences for school level and there was no significant interaction between family and school level. The lack of a finding of significance for school level and interaction indicates that there were no overall differences when parents' and students' attitudes were compared among and within school levels. These findings partially support Hypothesis (H3).

Summary

The results of the ANOVA to compare parent and student attitudes with regard to the seven school variables (Hypothesis 1), disclosed the following: parent and student attitudes were significantly different on four variables (Approval, School Performance, Self-Image and Equality), and similar on three variables (Grades, Self-Directedness and Misbehavior). Based upon these results, Hypothesis 1 (H1) was partially supported.

The results of the multiple correlation (regression analysis) to measure the impact of parent and student attitudes toward the school variables upon student self-esteem (Hypothesis 2), disclosed one parent variable (Grades), and three student variables (School Performance,
Equality, and Grades) accounted for most of the variance of the dependent variable (student self-esteem). Based upon these results, Hypothesis 2 ($H_2$) was not supported for parents and partially supported for students.

The results of the measurement of whether parent and student attitudes toward the school variables differed within or among levels of schooling (Hypothesis 3), disclosed the following: parents' and students' attitudes were significantly different among school levels with regard to two variables (School Performance and Misbehavior), and significantly different between family and school level (interaction), with regard to one variable, Misbehavior. Based upon these results, Hypothesis 3 ($H_3$) was partially supported.

Secondary analyses affording further insight will be reported in Chapter V.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine if parents' attitudes were significantly related to students' attitudes toward seven selected school variables. Additionally, this study sought to determine if parent and student attitudes toward those school variables were significantly related to student self-esteem. Another objective of the study was to determine if the attitudes of parents or students toward the seven school variables differed among or within school levels (elementary, middle and high school).

Thirty-six parents and children from three schools in central Ohio comprised the sample for this study. The study extended over sixteen weeks. During the first three weeks of the study, the following activities were completed: definition of the purpose and objectives of the study, the selection and development of research variables, preparation of the introductory information, and review of the literature.

The fourth through the seventh week comprised the second phase of the study. During this period, the following activities were completed: selection of the Coopersmith Self-Esteem Inventory, construction of the interview form, field test of the interview form, evaluation of field test responses and the revision of the instrument where necessary.
The eighth through the twelfth week comprised the third phase of the study. During this period, the following activities were completed: selection of subjects, and the administration and collection of self-esteem inventory and interview forms. The thirteenth through the sixteenth week included the fourth and final phase of the study during which the analysis of results was completed.

REVIEW OF THE FINDINGS

Results of the analyses of the three hypotheses indicated that significant relationships were found to exist in the following instances. Significant differences were disclosed between the attitudes of parents and students regarding the variables, Approval, School Performance, Self-Image and Equality. Additionally, two variables, School Performance and Misbehavior, elicited significant differences in attitudes among levels of schooling for students. Parent attitudes with regard to the variable, Grades, and student attitudes with regard to the variables School Performance, Equality, and Grades were found to relate significantly to student self-esteem scores. Following each hypothesis below is a report of the specific findings.

CONCLUSIONS

H₁: The attitudes of parents are significantly related to the attitudes of students with regard to the seven selected school variables.

Parent and student attitudes were significantly different toward the four school variables, Approval, School Performance, Self-Image and
Equality. These findings did not support the hypothesis, $H_1$. Parent and student attitudes were not significantly different with regard to the three school variables, Grades, Self-Directedness and Misbehavior. In general, the findings only partially supported the hypothesis.

The four variables in which significant differences were detected between the responses of parents and students will be discussed below. Each variable will be discussed individually. Questions related to the variable will be presented along with the responses by parents and students. The discussion will focus on questions where parent and student responses differed. Responses will be analyzed with respect to pertinent literature as presented in Chapters I and II. Finally, plausible explanations will be proposed.

**Approval**

Typical of the questions on the interview form as noted in Appendix B concerning the variable, Approval, asked parents and students: Do you think your child gets the approval (recognition and support) that s/he wants? All students responded affirmatively to this question. The majority of the parents responded affirmatively. The mean response of parents was lower than the mean response of students. Another disclosure was that the mean response of parents of boys was lower than the mean response of parents of girls. Further, the mean response of parents of boys at the middle school level was lower than the mean response of any other group of parents.

The second example of a question concerning the variable, Approval, asked parents and students: Does your child require/need more approval
than others? All students responded that they did not believe they required or needed more approval than other students. The majority of the parents responded that they did not believe their child required more approval than other children. That is, a minority of parents believed their children needed more approval. Further analysis disclosed that two groups, parents of elementary girls and parents of middle school boys, responded in a manner which indicated that they believed their child required more approval than other students. The mean response of parents was higher than the mean response of students.

In this study, the majority of students expressed that they were receiving the amount of approval they wanted. The mean of parental responses was lower, thus indicating their belief that their child was not receiving the appropriate amounts of approval. Secondly, students responded that they did not believe they required more approval than other students. Again, parental responses were lower than student response, indicating that many parents believed their children required more approval than other children. Taken together, parental responses to these two questions indicated that parents were generally more dissatisfied with the amount of approval afforded their child.

One possible explanation regarding parental concerns over amounts of approval may stem from the expectations which are placed on the school by the parent. With respect to elementary parents, prior to entry into a school setting, the parent has very little third party feedback regarding the performance of the child. In a home setting, the child's behavior and development are often looked on by the parent as being novel and interesting. The parent typically provides immediate
feedback and approval to the child. The child thus becomes-conditioned to a close personal relationship. Teachers often-times cannot provide the immediate feedback and reinforcement that a parent can due to the class size and/or organizational and management constraints. Teachers, when dealing with a classroom full of children, may sometimes be perceived by the parent as uncaring and unable to provide adequate amounts of individual attention and approval with respect to their child.

The strong need for approval expressed by the parents of middle school boys may be due to the developmental changes boys are experiencing at this time of their lives. The transition from elementary to middle school often coincides with this developmental passage in the life of the student. Increasing academic expectations are placed on the child. The amount and kinds of information which the child is called on to master expands. Peer expectations dramatically increase in importance and the parent may experience a challenge for predominance in influence. It is, therefore, quite reasonable to explain this observed differential parent response as a reaction to the profound physiological and sociological changes the middle school boy has to attempt to manage.

The differences between the responses of students and parents with regard to the variable, Approval, as noted, are important to this study. The results were unanticipated. Based upon attitude literature previously cited, we would not anticipate finding significant differences between the attitudes of parents and children.
School Performance

An example of the questions on the interview form addressing the variable, School Performance, asked parents and students: Do you feel your child does as well as s/he can at school? The majority of students responded affirmatively to this question. The majority of parents also responded affirmatively to this question. However, the total number of parental affirmative responses was lower than the total number of student affirmative responses. Further, the total number of yes responses of parents of girls was lower than the total number of yes responses of parents of boys.

Parents of high school girls made up the only group of parents where a majority responded that they did not believe their children were doing as well as they could at school. Thus, we find parents were lower in their mean response than students with regard to the question that asked if their children (the students) were doing as well as they could at school.

A second example of a question on school performance asked parents and children: Do you think the school/teachers are doing all they can to help your child perform well? The majority of students responded affirmatively to this question. High school boys constituted the only group of students where a majority responded that teachers were not doing all they could to help them in their school work. The majority of parents responded affirmatively to this question. The mean of student responses to this question was lower than the mean of the parents.
In summary, question analysis has disclosed discrepant responses between parents and students on the questions concerning the variable, School Performance. Data from question one disclosed that the mean of parental responses were lower (less positive) than the mean of student responses when both groups were asked if they believe the child was doing as well as he could at school. On the second question, it was disclosed that the mean of student responses were lower (less positive) than the mean of parent responses when asked if the teachers were doing all they could to help the student at school. On the third question, it was disclosed that the mean of parental responses was lower (less positive) than the mean of student responses with regard to accepting the child's belief that the reason the student did not perform better at school was because the child felt he couldn't do more.

Possible explanations for these findings may best be understood within the context of the schooling experience. As noted previously, there is considerable emphasis placed on successful school performance in our society. Perhaps it is at the high school level, when graduation requirements and future life considerations are strongest and most pressing on adolescents, that high school boys most clearly express their disappointment with themselves in relation to standards they, and others, have set and with how they believe or perceive they should be performing. This, combined with persistent societal expectations for adult male performance may combine to force high school males to objectively confront themselves with realistic appraisals of performance.

This pressure to perform may account for the critical responses by high school boys when they perceive their teachers as not doing all they
can to help them with regard to school performance (question two). Perhaps they are not ready to shoulder the entire responsibility for their performance and wish to shift the blame/focus to those most intimately involved with their educational experiences, the teachers. This reaction is in contrast to responses to questions one and three where the majority of student responses indicated that the students believed they were doing as well as they could.

The responses of the parents of high school girls, who were less accepting of the performance of their daughters in school, may be partially explained by the increasing societal expectations being placed on women. Equal opportunity legislation and societal practices have combined to afford women many more educational and vocational opportunities. With opportunity comes responsibility, responsibility that previous generations of women may not have had to shoulder.

Finally, the consistent overall difference between the responses of parents and students regarding whether or not the student can perform better in school may be partially explained by parental awareness regarding the importance of school performance. This awareness may translate itself into higher levels of expectations regarding school performance than are possessed by the students. This awareness may have resulted from the parent recognizing how education has or could have helped them in achieving their own goals in life. Perhaps it is a wish by parents that their children have a good life or a better life than they had that is reflected in parental responses to these questions, and parents see school performance as the critical variable in achieving this goal. Another side of this issue is the realization by the student
that he is doing the best he can as the responses to question three imply. The responses to the questions in this study highlight a not uncommon situation where the parents want more and the students say: I can't give any more.

The differences between the responses of students and parents with regard to the variable, School Performance, as noted, are important for two reasons. First, the results do not conform to expectations that emerge from the literature. Based upon attitude literature previously cited, we would not anticipate finding significant differences between the attitudes of parents and children regarding this variable. Secondly, parental responses to the questions on school performance may lead to a conclusion of parental dissatisfaction with the efforts of the child. The actual magnitude of difference between individual parent and child should be interpreted with respect to their meaning for each particular child. One child may be receiving failing or near failing grades and not meeting the parent's expectations for average grades whereas another child may be receiving above average grades and not meet his parent's expectations for excellent or superior performance. This is a critical concern that is not often dealt with, but should be examined in more detail.

Self Image

Typical of the questions on the interview form addressing the variable, Self-Image, asked parents and students: Do you think your child is concerned about what others think of him/her? The majority of students responded affirmatively, thus indicating that they were concerned
with what others thought about them. The elementary girls comprised the only group of students in which a majority responded that they were not concerned with what others thought of them. The majority of parents responded affirmatively to this question. The students' mean response level was lower than that of the parents. That is, the parents believed the children were more concerned with what others thought of them than the children were.

The second example of a question concerning the variable, Self-Image, asked parents and students: Do you think your child is overly concerned about this? This question attempted to determine if concern with what others thought of them as expressed in question one was perceived as being excessive. The majority of students responded that they were not overly concerned with what others thought of them. The majority of parents responded that they did not believe their children were overly concerned about what others thought of them. The mean response of parents was lower than the mean response level of students. These results are contradictory to the responses to question one. The apparent cause for this finding is that the responses of parents and children were closer on question one with no extremely variant group, whereas the responses to question two were influenced by variant groups which caused a reversal in the mean scores of parents and children. The affirmative responses for parents of elementary girls and parents of middle school girls were the only groups of parents where a majority responded that they believed their children were overly concerned with what others thought of them. Further exploration into the response relationship between question one and question two is worthwhile.
With regard to the variable, Self-Image, student responses indicated that the majority of them were concerned with what others thought of them and that this concern affected their school work. Parental responses indicated that they were aware that their children were concerned with what others thought of them. However, the mean of parent responses was lower than the mean of student responses with regard to the belief that student school work was deleteriously affected by this concern.

One possible explanation for the differences between the responses of parents and students is the increased exposure of the child to others of a similar age as a result of chronological maturation and interaction with others in school and other social settings. Ericson (1950) has identified normal stages that an individual passes through in his lifetime. During the period of adolescence, the child is struggling with developing a sense of identity and autonomy. Because of psychological and physiological changes, the child may experience mood swings of an intensity and duration that are often difficult to cope with by the parent. The intense preoccupation with the self by the adolescent, and a developing need to assert oneself and exhibit independence and competence, may account for the difference in responses between parent and child. With regard to the influence of peer groups, a study by Curtis (1975) revealed that the value of friends' opinions and advice remains stable across ages while the value of parents' opinions become somewhat less important with increasing age.

The differences between the responses of students and parents with regard to the variable, Self-Image, are important to this study. The
results were unanticipated. Based upon attitude literature previously cited, we would not anticipate finding the disclosed significant differences between the attitudes of parents and their children.

Equality

An example of a question from the interview form about the variable, Equality, asked parents and students: Does your child feel equal to other students? The majority of students responded affirmatively to this question. The high school girls made up the only group of students where a majority responded that they did not feel equal to other students. The majority of parents responded affirmatively to this question. However, the mean parental response was lower than the mean for student responses. That is, the parents were less likely to believe their children felt equal to other students than did the students.

A second question pertaining to the variable, Equality, asked parents and students: Should students be treated equally? The majority of both parents and students responded affirmatively to this question. The mean response for students was lower than the mean response for parents. That is, the students were slightly less likely than the parents to believe that all students should be treated equally.

With regard to the variable, Equality, possible explanations for the differences between the responses of parents and children may result from a lack of sophistication and awareness on the part of the child. Perhaps adults should nurture comparisons and discussions regarding differences between individuals. This may help children better understand and cope with their and others' uniqueness. With regard to the
concept of fairness, teachers and parents should be sure to explain rules and procedures so that the child may better understand how different adults cope with decisions which have to be made and how many times they are situational in context.

H₂: The attitudes of parents and students toward the seven selected school variables are significantly related to student self-esteem.

One parent variable, Grades, and three student variables, School Performance, Equality and Grades, accounted for a significant amount of the variance of the dependent variable, student self-esteem score. These findings supported the hypothesis, (H₂). When all seven variables were entered into the model for both parents and students, they were found to explain a significant amount of the variance of the student self-esteem score.

Grades

An example of the question from the interview form pertaining to the variable, Grades, asked parents and students: Does your child wish he could get better grades? The majority of students responded affirmatively to this question. This coincided with the majority of parents who also responded affirmatively to this question. However, the mean of parental responses was lower than the mean of student responses. Across all school levels, it was disclosed that parents of girls were more likely than parents of boys to respond affirmatively to this question. Thus, we find that parental responses were lower than student responses with regard to the question that the child wished he could get better grades.
The second example of a question concerning the variable, Grades, asked parents and students: Is this something s/he worries about often? The majority of students responded affirmatively to this question. This contrasts with the responses of a majority of parents who did not believe their children often worried about getting better grades. Across all school levels for the students, the mean responses of boys were higher than the mean responses of girls. The mean of parental responses was lower (opposite) than the mean of student responses.

With respect to this study, students expressed that they wished they could get better grades. The parental responses were lower, thus indicating that they were not aware of the level of students' desires to obtain better grades. Secondly, the students responded that they often worried about getting better grades. Parental responses were lower, thus indicating a lack of awareness on the part of parents of the frequency with which students were concerned about getting better grades. Thirdly, students responded that they believed their parents often worried about their grades. Parental responses were lower, thus indicating a lack of awareness on the part of the parent as to the student's concern over what the parent thought about their school performance. Finally, students responded that their level of school performance was their responsibility. Parental responses were higher, thus indicating that parents entrusted greater responsibility for school performance to the students than the students were willing to assume.

Taken together, we find that parents are generally unaware of the amount of concern students express regarding grades and parental worry, and that while students assumed a share of responsibility for their grades,
parents placed greater responsibility for grades on the students than did the students themselves.

One possible explanation regarding the influence that grades have on student self-esteem may be the increasingly important role that school plays in the life of the child. This importance is consistently conveyed to the child by the parent over time and is reinforced periodically. This reinforcement may take place when either successful or unsuccessful experiences in school occur. Grades are the central means by which the child's success or failure in school is indicated. Thus, it comes as no great surprise that we find grades to be significantly related to student self-esteem by both parents and students. Quite possibly, by stressing good grades and accomplishments, parents construct the framework for their child being influenced by important school variables.

Question analysis and discussion on School Performance and Equality have previously been conducted with regard to hypothesis $H_1$. Present discussion will focus on how the findings with regard to those variables relate to students' self-esteem ($H_2$).

**School Performance**

Questions pertaining to the variable, School Performance asked parents and students if they believed that students were doing as well as they could at school, if teachers were doing all they could to help their children perform well at school, and if the reason students weren't doing better at school was because students believed they were presently doing as well as they could.
As indicated previously, literature regarding school performance has emphasized that parental attitudes toward school and school performance affect the child's motivation for achievement. Additionally, the self-esteem of the school-aged child is significantly related to school performance. The findings of this study are consistent with what one would expect based upon the literature. That is, attitudes toward school performance are significantly related to student self-esteem.

With regard to this study, it was disclosed that parents were generally less accepting of students' performance than students were of themselves. Also, student responses were higher than parent responses with regard to the question relating to the efforts of teachers on the behalf of the students' performance.

A possible explanation regarding the influence that School Performance has on student self-esteem would emanate from the central role that school performance plays in the lives of children. As previously mentioned, school is one variable most children have in common. Additionally, successful performance in school enhances future chances for success. This message is conveyed to students prior to, and throughout, their school years. It would therefore come as no surprise then, that students would come to judge themselves on how well they do with respect to the standards and expectations of school.

Equality

Questions concerning the variable, Equality, asked parents and students if they believed that the student felt equal to other students. Additionally, questions were posed which sought to determine if the
As indicated previously, literature has emphasized that feelings of equality have a profound effect upon self-esteem and subsequent behavior. It is a person's perception of his competence and success that determines one's feelings of equality. Feelings of equality affect school performance and are profoundly influenced by the parent, the teacher and one's peers. The findings of this study are consistent with what one would expect based upon the literature. That is, attitudes toward Equality are significantly related to student self-esteem.

With regard to this study, it was disclosed that parental responses were generally lower than student responses regarding student feelings of equality. Also, that student responses indicated that they were more likely than parents to believe they were treated unfairly. Finally, student responses disclosed that they were more likely than parents to believe instances of unequal treatment of students had occurred.

A possible explanation regarding the influence of the variable, Equality, on student self-esteem reside in the importance of the schooling experience in general. As noted previously, the school experience is a central variable in the lives of children. Also, successful performance is constantly emphasized. It would therefore follow that students would want to be equal to other students in a setting that is so highly valued in our society. Thus, it would follow that students would want to be equal to or superior to others in a setting in which so much importance is placed.
The differences between the responses of parents and students with regard to the variable, Grades, School Performance and Equality, are important to this study. Differences between the attitudes of parents and students were not anticipated, based upon literature previously cited. A lack of congruence between the parent and child may bring about heightened levels of anxiety within the child and a defensive reaction regarding school resulting in decreased motivation and desire to perform well resulting in academic underachievement and lowered self-esteem.

H3: The attitudes of parents and students with regard to the seven school variables will not differ within or among levels of schooling.

Parent and student attitudes were not significantly different within school levels with regard to all seven variables. These findings supported the hypothesis, H3. Parents' attitudes were not significantly different among school levels with regard to all seven school variables. Students' attitudes were significantly different among school levels with regard to the two variables, School Performance and Misbehavior, but did not differ significantly with regard to the remaining five school variables. These findings partially support the hypothesis, H3.

Misbehavior

One question relating to the variable, Misbehavior, asked parents and students: Do you think students misbehave because they think poorly of themselves? The majority of students responded affirmatively to this question. This coincides with the majority of parents who also responded affirmatively to this question. The mean response of students was lower than the mean response of parents. Across all school levels, the
mean of responses for girls were higher than the mean of responses for boys.

Another question pertaining to the variable, Misbehavior, asked parents and students: Does your child misbehave when s/he is feeling badly about him/herself? The majority of students responded affirmatively to this question. This coincides with the majority of parents who also responded affirmatively to this question. The mean response of parents was lower than the mean response of students. Across all school levels, the mean response of parents of boys was higher than the mean response of parents of girls.

With respect to this study, students expressed that they believed students misbehaved when they thought poorly of themselves. The parental responses were higher, thus indicating that parents were more likely than students to believe an association existed between how a student was feeling about themselves and instances of misbehavior. Secondly, the majority of students expressed that they misbehaved when they felt badly about themselves. The parental responses were lower, thus indicating that they were less likely than students to accept feeling badly about oneself as a reason for misbehavior on the part of their child. Taken together, we find that both parents and students, to some extent, recognized that poor self-perceptions are used to account for instances of misbehavior, but that parents are less likely than students to accept this as a reason for misbehaving by their child.

The differences between the parent and student responses as noted did not reach a level of statistical significance. However, it was disclosed that the responses of elementary school students were lower than
the mean scores for students at the other school levels. Question analysis discloses that responses for elementary school students were lower than other groups of students on both questions addressing the variable, Misbehavior.

One possible explanation for the differences in student responses may be attributed to the developmental level of the discrepant group. Elementary students may be less likely to perceive a relationship between poor perceptions of self and instances of misbehavior than the other two groups of students. Older students may be more readily aware of instances in which the self-judgment was threatened and appropriate defense mechanisms were employed in an effort to maintain a stable perception of self.

Question analysis and discussion of School Performance has previously been conducted with regard to hypotheses \( H_1 \) and \( H_2 \). Present discussion will focus on how the findings with regard to School Performance relates to hypotheses.

**School Performance**

As previously mentioned, questions pertaining to the variable, School Performance, asked parents and students: Were the students doing as well as they could at school? Were the students trying as hard as they could at school, and was the level of teacher assistance appropriate?

Literature regarding school performance has emphasized the relationship between parental attitudes toward school, school performance and the child's motivation for achievement.
The differences between parent and student responses as noted did not reach a level of statistical significance. However, it was disclosed that the responses of high school students were lower than the mean scores for students at other levels. Question analysis discloses that responses for high school students were lower than other groups of students on three of the four questions regarding the variable, School Performance.

One possible explanation for the differences in student responses may be attributable to the developmental level of the student. Perhaps it is at the high school level when students most critically and objectively evaluate their efforts with regard to their performances relative to the standards and expectations of school and their perceptions of the efforts of those more successful than they are. That is, students may be more perceptive regarding the amount of study time necessary to achieve good grades and come to a realization that they have not done all they could in terms of effort and commitment to excel.

The differences between the responses of students with regard to the variables, School Performance and Misbehavior, are important to this study. Finding differences between the attitudes of student was not expected based upon literature previously cited. Secondly, a possible implication based upon the lack of congruence between parent and child responses, is that the student may experience a diminished motivation for academic achievement and increased instances of behavior that is off-task and counter-productive to the efforts of the school.
RECOMMENDATIONS FOR FUTURE RESEARCH

This study has revealed the following findings: significant differences existed between the attitudes of parents and students with regard to four selected school variables (Approval, School Performance, Self-Image and Equality); parent attitudes toward one variable (Grades), and student attitudes toward three variables (School Performance, Equality and Grades), were significantly related to student self-esteem; and significant differences were noted in student attitudes among school levels with regard to two school variables (School Performance and Misbehavior). Variables, where significant differences were discovered, will be discussed with regard to specific recommendations for future research. Additionally, recommendations for future research will be made with regard to this study as a whole.

For the variable, Approval, it was disclosed that a significant difference between parents and children may be partially attributable to expectations which were placed on the school by the parents. That is, the amount of approval afforded their child by the teacher. It is suggested that research be conducted which seeks to discover why significant differences exist between parents and students with regard to the variable, Approval. Investigation would focus on areas such as the source and development of parent and student expectations for the teacher regarding the amount and type of approval which is afforded the child by the teacher. Such a study would explore the relationship
between specific teacher behaviors and student effects to aid in
determining what factors influence the parent's, the child's, and the
teacher's expectations for the child in the area of approval.

A specific recommendation in the area of approval would be the of­
fering of preservice and inservice courses for teachers and prospective
teachers in areas such as specific classroom teaching and management
strategies which assure acceptance and approval of all children while
establishing firm guidelines and expectations. This would facilitate
the development of a humanistic classroom environment and enhance the
performance and self-esteem of children.

For the variable, School Performance, it was disclosed that a sig­
nificant difference between parents and children may be partially at­
tributable to levels of expectation which are placed on school perfor­
manence by the parent. That is, the parent expects the child to perform
at a higher level than the child believes s/he is capable of. It is
suggested that research be conducted which seeks to discover why sig­
nificant differences exist between parents and students with regard to
the variable, School Performance. Investigation would focus on areas as
the source and development of parent and student expectations for the
child regarding the level of school performance.

The findings of this study substantiate the literature that parents
exert an influence on the child and that this influence extends up into
adolescence. Specific recommendations would be that measures be taken
to increase channels of communications between parent and child regard­
ing levels of performance for the child relative to the child's unique
skills and abilities. This would serve the purpose of reducing the
level of anxiety within the child and enhance the probability of optimum effort and achievement.

With regard to the variable, Self-Image, it was disclosed that a significant difference between parents and children may be partially attributable to chronological maturation and social interaction patterns of children as they grow and develop. That is, children seek increasing amounts of independence and autonomy, and parents become less influential as children grow older. It is suggested that research be conducted which seeks to discover why significant differences exist between parents and students with regard to the variable, Self-Image. Investigation would focus on areas such as the source and development of parent and student attitudes toward self-image and peer relationships, and expectations for student autonomy at different stages of development. Such studies could explore the relationship between specific parent and student expectations to assist in determining what factors influence the parent’s and child’s attitudes toward self-image and peer relations, and determine expectations for the child in the area of autonomy.

For the variable, Equality, it was disclosed that a significant difference between parents and children may be partially attributable to a lack of sophistication and awareness on the part of the child. That is, the child may not be cognitively aware of all factors which influence a decision regarding such things as treatment of children in a school classroom. It is suggested that research be conducted which seeks to discover why significant differences exist between parents and children with regard to the variable, Equality. Investigation would
focus on areas such as the source and development of parent and student expectations regarding the types and levels of types of treatment afforded by the teacher. Such studies could explore the relationship between specific teacher behaviors and student effects to aid in determining what factors influence the parent's, the child's and the teacher's expectations for the child in the area of equality.

Recommendations for both the variables, Self-Image and Equality, would be for the parent to work at keeping lines of communication open between himself and the child and adopting an authoritative rather than authoritarian parenting style. By seeking opportunities for talking with the child and taking time to explain points of view and decisions, the parent is extending and reinforcing his influence and serving as an appropriate role model for the child.

With regard to the variable, Misbehavior, it was disclosed that a significant difference between parents and children may be partially attributable to levels of acceptance which are placed on the reasons or motivation for specific school related behaviors. That is, the parents were less accepting than the children of recognizing poor self-perceptions as justification for misbehavior at school. It is suggested that research be conducted which seeks to discover why significant differences exist between parents and children with regard to the variable, Misbehavior. Investigation would focus on areas such as the source and development of parent and student expectations for the child regarding the types of reasons acceptable for certain kinds of school related misbehaviors. Such studies could explore the relationship between specific
student misbehaviors and levels of parental acceptance to aid in determining what factors influence the parent's and the child's expectations in the area of misbehavior.

A specific recommendation for the variable, Misbehavior, would be the establishment of firm and fair guidelines for appropriate types of behavior in school and the involvement of children in the establishment of those guidelines where appropriate. This promotes a sense of ownership in the child and communicates a sense that there are social rules which must be conformed to. This enables the child to resist peer pressure and enhances self-esteem.

It should be noted that the variables as examined in this study are only one subset of many variables that may affect a student's performance in school. Variables such as intelligence and socio-economic status do relate to how children perform in school. However, the central focus of this research was to look at a set of school related variables and assess parent and student attitudes toward them.

A natural extension of this research would be to examine the sources and formation of attitudes by parents and children that relate to school performance, how attitudes are imparted to the child by the parent, and determine the degree to which they may be positively affected by appropriate educational programs.

This was a small scale study involving seven variables. Differences found in this study may or may not exist in more large scale studies involving larger populations. Therefore, an extension of this research into such areas would seem warranted.

Further more, stringent experimental studies in school districts
incorporating the control of such variables as socio-economic status and achievement not controlled for in this study would enable greater generalizability of findings and therefore would seem warranted.
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106


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These consist of pages:

P. 114-116 Coopersmith Self-Esteem Inventory (SEI)
APPENDIX B
INTERVIEW FORM

VARIABLE

Approval - Do you think your child gets the approval (recognition and support) that s/he wants?
  Do you think your child gets more approval or disapproval in his/her school experience?
  What kinds of approval would be desired?
  Does your child require/need more approval than others?
  Do you think the kind and amount of approval your child gets affects how s/he feels about her/himself?

School Performance - Do you feel your child does as well as s/he can at school?
  Do you think your child feels s/he does as well as she can?
  Do you think the school/teachers are doing all they can to help your child perform well?
  Do you think the reason your child does not do as well as s/he might is because s/he feels s/he can't do better?

Grades - Does your child wish s/he could get better grades?
  Is this something s/he worries about often?
Is this something that concerns you (parent) often?

Do you think the reason your child does not get better grades is his/her fault?

What is the most important reason(s) for wanting your child to get better grades?

Self-Directedness - Do you think your child is more self-directing or more dependent on others for direction?

How confident do you think your child is in his/her abilities?

Does your child need much help in interpreting and following directions?

Do you think your child is often unsure of him/herself?

Do you think your child is unsure of what he/she is supposed to do?

Do you think your child gives up too easily?

Do you think your child finds it hard to start something new without help?

Do you think your child gets the help s/he needs in doing school work?

Misbehavior - Do you think students misbehave because they think poorly of themselves?

Does your child misbehave when s/he is feeling badly about him/herself?

How frequently does this occur?
What about the school experience causes your child to misbehave or feel badly about him/herself?

**Self-Image** - Do you think your child is concerned about what others think of him/her?
Do you think your child is overly concerned about this?
Whose opinion of your child is most important to him/her?
What are some things about him/herself that your child worries about?
Do you think this affects his/her school work?
Do you think your child feels liked by others?

**Equality** - Does your child feel equal to other students?
Should students be treated equally?
Do you think students are treated unfairly?
Is your child treated unfairly?
How would you rate the treatment of your child in school (negative, neutral, positive)?
Are some students treated more equally than others?