PARENTAL ATTITUDE TOWARD THE SCHOOL, STUDENT CONFIDENCE LEVEL OF ACADEMIC ABILITY, SELECTED INDICES OF STUDENT ACHIEVEMENT: A COMPARATIVE STUDY OF RELATIONSHIPS

Thesis for the Degree of Ph. D.
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This is to certify that the

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Parental Attitude Toward The School,
Student Confidence Level Of Academic Ability,
Selected Indices Of Student Achievement:
A Comparative Study of Relationships

presented by

John Walter Mehl

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of the requirements for

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Samuel A. Moore, II
Major professor

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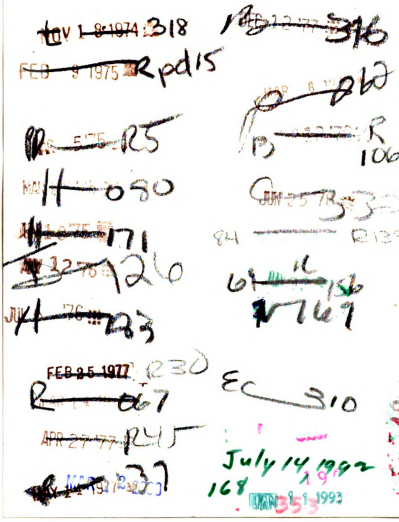
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ABSTRACT

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Purpose of the Study

This study was undertaken in order to determine the relationship between parental attitude toward the school (as modified by income level, race, the years of schooling of the head of the household and of the mother, and parental perceptions of power or powerlessness), student confidence level of academic ability, and selected indices of student achievement including standardized test scores, rate of absenteeism, frequency of disciplinary action taken by the child's teacher, and academic standing in relation to chronological age norms. The following questions were posed:

1. How do the parents feel about the school, its curriculum, student management, services, school-parent communications, facilities and administration?

2. What is the prevailing level of confidence of academic ability of the students in the school?

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3. Is there a significant correlation between parental attitude toward the school and student level of confidence of academic ability?

4. Is there a significant correlation between the scores of parents on the Bullock School-Community Attitude Analysis for Educational Administrators and all or any subset of the predictor variables of student confidence level of academic ability, the years of schooling of the heads of the households and of the mothers, race, income level, parental perceptions of power to promote needed change in the school, student discipline and absence rate, and the academic standing of students in relation to chronological age norms?

5. Is there a significant correlation between the scores of students on the Stanford Achievement Test and all, or any subset of the predictor variables of student confidence level of academic ability, the years of schooling of the heads of the households and of the mothers, race, income level, parental perceptions of power to promote needed change in the school, student discipline and absence rate, academic standing in relation to chronological age norms, or the responses of parents to the Bullock School-Community Attitude Analysis for Educational Administrators.

Procedures

In order to answer the questions of this study, two instruments were used. The Bullock School-Community Attitude

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Analysis for Educational Administrators (SCAAEA) was used to determine the attitudes of parents toward the school. Factor analysis revealed seven separate factors of such parental attitude. Analysis of the Bullock SCAAEA by mean of the Hoyt Reciprocal Averages Program revealed a reliability coefficient (r) at .74. The Student Confidence Level of Academic Ability form was developed by the author after study of the literature of Brookover and others. This test was administered to students in an interview setting with the aim of determining the confidence level of academic ability of students used in this study. Reliability (r) of this instrument was estimated at .70.

Various demographic data were ascertained by means of a personal data form sent, with the Bullock SCAAEA, to all responding parents. All student achievement indices were gathered by means of school records and through consultation with each of the teaching teams in the school.

The population for this study was composed of the oldest child and the parents of each family in a single elementary school. Grades one through six were included in this population. Kindergarten and special education students were not a part of the study. Of the 273 responding units contacted, 202, or 74 per cent returned their materials. Deletion of 48 responding units due to incomplete data, reduced the usable data bank to 154 responding units, or 58 per cent of the original population.

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Major Findings

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Data generated from the two instruments, student records, teaching team responses, and personal data forms were analysed using chi square contingency table analysis, Pearson Product Moment Correlation and the least square delete form of regression analysis.

Major Findings

1. Parental attitude toward the school, student confidence level of academic ability and parental perceptions of power and powerlessness were measurable constructs for this population.

2. The attitudes toward the school of parents, as significant others, were significantly related to indices of student achievement including math and reading percentile scores, absence rate, and frequence and kind of student discipline problems.

3. The attitudes toward the school of parents, as significant others, were significantly related to student confidence level of academic ability.

4. Student confidence level of academic ability of intermediate age students was significantly related to indices of achievement including math percentile scores and the teachers' perceptions of child standing in relation to chronological age norms.

5. Parental perceptions of power and powerlessness were significantly related to the attitudes of parents toward the school.

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6. The attitudes of parents toward the school, parental perceptions of power and powerlessness, and student confidence level of academic ability tended to diminish in relative weight of positivism as student tenure in the school increased.

7. Differences in parental attitude toward the school were significantly related to the demographic variables of years of schooling of the head of the household, years of schooling of the mother, income and race.

Implications for Further Study

1. Analysis of the data revealed that parental attitude toward the school, parental perceptions of power to promote needed change in the school, and student confidence level of academic ability diminished in relative positivism as student tenure in the school increased. Empirical examination of this phenomenon would seem to be a logical follow-up to this study.

2. Parental attitude toward certain segments of the school's operating procedures was negatively associated with student achievement indices. It was suggested that where attitudes toward such aspects of the school program were negative among parents of high achieving students, some form of compensatory steps were being taken by parents which were designed to override the effects of perceived weaknesses in the program. Research directed toward the isolation of the nature of such compensation would seem of value. Moreover, it is suggested that the effects upon student achievement of a

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3. Extended research into the relationship between parental perceptions of power to promote needed change in the school, and parental attitudes toward the school, is suggested. Such a study might best be undertaken in a controlled experimental setting where the effects upon parental attitudes toward the school and student achievement of a program designed to enhance parental perceptions of power to promote needed changes could be studied.

4. The data revealed a negative relationship between educational level of attainment of parents and certain factors of parental attitude toward the school. The apparent positive relationship between student achievement and both parental attitude toward the school and parental level of educational attainment, suggests the need for research into programs which are designed to provide continued education experience for parents while, at the same time, maintaining positive parental attitudes toward the school or school system of which their children are a part.

5. The data were supportive of the need for effective home-school communication and inferred the value of active parent advisory councils. While research has been undertaken to describe the functions of such a council, this writer is unaware of any study which treats the effect of advisory councils on parental attitude toward the school. Such research would seem worthwhile.

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By

John Walter Mehl

A THESIS

Submitted to
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and Higher Education

1972

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ACKNOWLEDGEMENTS

The completion of this study is representative of the efforts of many people to whom I wish to extend my gratitude. Specifically, I wish to express my deep appreciation to the C. S. Mott Foundation, and to the Mott Institute for Community Improvement for providing the opportunity to pursue graduate study in a most cordial and productive atmosphere.

I am, and shall remain, most appreciative of the friendship, encouragement and scholarly guidance provided by Dr. Samuel A. Moore, II, who served as Director of this study.

Special thanks is extended to Dr. Lawrence W. Lezotte for the many hours spent and the invaluable guidance given me with regard to the design of and statistical procedures used in this study.

In addition, I wish to thank Dr. Daniel H. Kruger and Dr. Clyde M. Campbell for serving on my committee. Their interest and encouragement was of prime importance during the period in which this study was conducted.

Words are insufficient to express the depth of appreciation I feel for the love, patience and encouragement of my wife Marcia, and my two daughters, Michelle and Heather. It is to you, my beloved family, that this study and degree are dedicated.

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CHAPTER I

THE PROBLEM

Statement of the Problem

This study was undertaken to determine how parental attitude toward the school (as modified by race, the years of school of the head of the household and of the mother, income, and perceived power or powerlessness of the parents) is related to student level of confidence of academic ability and selected indices of student achievement. The specific problems are as follows:

1. How do parents feel about the school; its curriculum, student management, services, school-parent communication, facilities and administration?

2. What is the prevailing level of confidence of academic ability of the students in the school?

3. Is there a significant correlation between parental attitude toward the school and student level of confidence of academic ability?

4. In what way do the variables of race, income, years of schooling of the head of the household, and of the mother, and parental perceptions of power or powerlessness function as modifiers of parental attitudes toward the school and student level of confidence of academic ability?

5. How are selected indices of student achievement (scores on standardized tests, absenteeism, frequency of disciplinary action taken by the child's teacher, and academic standing in relation to chronological age norms) related to student level of confidence of academic ability and parental attitude toward the school?

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Research Hypothesis

Parental attitude toward the school, as modified by income level, race, years of schooling of the head of the household, perceived power or powerlessness of the parents, and educational level of attainment of the mother, is significantly ($p \leq .10$) related to student level of confidence of academic ability and selected indices of student achievement including standardized test scores, absenteeism, frequency of disciplinary action taken by the child's teacher, and academic standing in relation to chronological age norms.

Need for the Study

American education was born of concern; the concern of a nation determined to build a great democracy and to educate its people sufficiently for the task of maintaining a new political order. Commager writes:

> From the very beginning of our national existence, education has had very special tasks to perform in America. Democracy could not work without an enlightened electorate. The states and sections could not achieve unity without a sentiment of nationalism. The nation could not absorb tens of millions of immigrants from all parts of the globe without rapid and effective Americanization. Economic and social distinctions and privileges, severe enough to corrode democracy itself, had to be overcome. To schools went the momentous responsibility of doing these tasks of inculcating democracy, nationalism and equalitarianism.[1]

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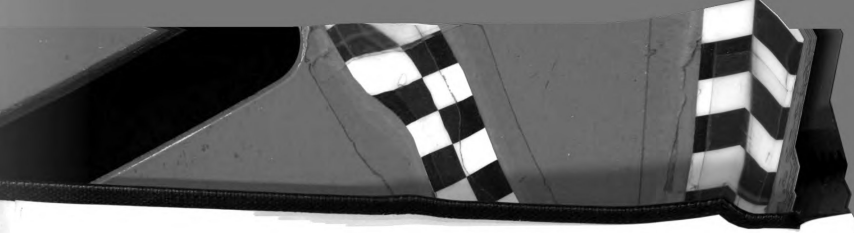
[1]Henry Commager, cited in Peter Schrag, Voices in the Classroom: Public Schools and Public Attitudes (Boston, Mass.: Beacon Press, 1965), p. 2.



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The educational demands of a fledgling nation were not easily met. Nor has time and technology reduced these demands. Today, as before, effective education requires a sensitive system which operates in concert with the needs and wishes of the national public generally and the community in particular. The effectiveness of the school is increased to the extent to which its immediate public stands in support of its policies, teaching and administrative staff, and its operating procedures.[2] Thus, it would seem that the welfare of the nation and the success of the schools educating its populace are interdependent. Concomitant with this interdependence however, is the dichotomy of concern between the public and its schools. On the one hand, the public is calling for higher levels of achievement and greater accountability from the schools as evidenced by performance contracting and state-wide achievement testing programs. And, on the other hand, the schools are deploring the apparent apathy and lack of concerned participation on the part of the public.

In a very real sense, the nation is dependent upon the effective functioning of its schools. Nor could one suggest that the schools are not likewise dependent upon the public. As Cass suggests,

> The public schools are more directly dependent than most democratic institutions upon the continuing support

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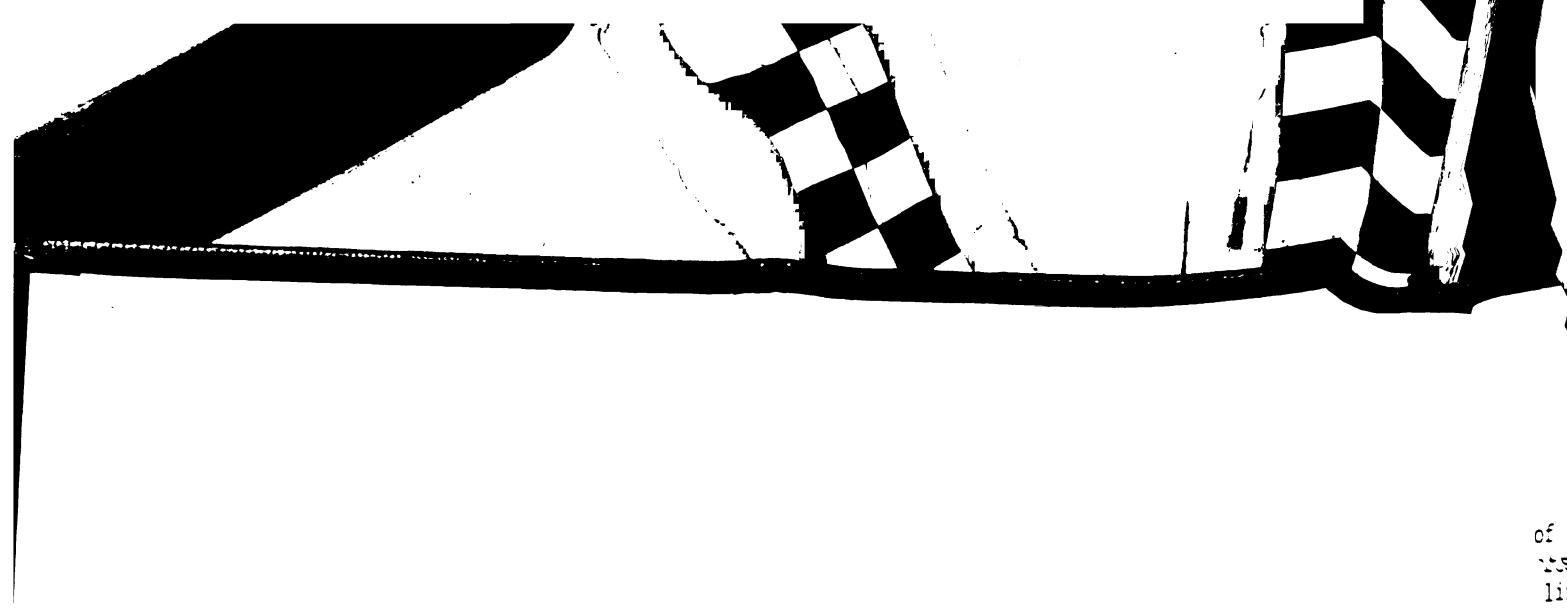
[2]Harold G. Hand, What People Think About Their Schools (New York: World Book Co., 1948), p. 20.



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> of the American People. Yet, the way the public views its schools has rarely been the subject of more than limited and sporadic inquiry.[3]

For education, the matter of greatest importance is the school's interrelatedness with the public. For the school administrator, as he views the school and its relationship to the parents of the children it serves, Jameson, in his discussion of the factors which lead to student success in the elementary school, suggests that:

> The attitudes which parents hold and display toward the school, the principal, the teacher, the school program and toward education itself, will in turn influence the attitudes of their children. How parents view education and the regard they have for it may well determine the attitude a child will hold and the success he will enjoy in his educational endeavors.[4]

Research has been undertaken which suggests that the attitude of significant others in general, and parents in particular, is a strong determining factor of student confidence levels of academic ability and, further, that student confidence levels have a direct relationship to actual achievement. Brookover found that students indicated parents and other relatives as significant others more frequently than any others with whom they were associated when asked to specify who was most interested in their successes and failures in

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[3]James Cass, "The Public School's Public," Saturday Review, LII (Oct. 18, 1967), 73.

[4]Marshall C. Jameson, Helping Your Child Succeed in Elementary School (Toronto: Longmans Canada Limited, 1962), p. 53.

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school.[5] Similarly, Sexton has indicated that:

> In a very real sense parents are responsible for the success or failure of their children in school. The child is a product of his family and class background just as his parents are of theirs. Very often the child is simply a reflection of parental attitudes, values, skills and levels of understanding.[6]

If educators are to be successful in their efforts to achieve effective education through the maximizing of student potential, they must give serious concern to the attitudes of parents of the children they serve.

Significance of the Study

In a public survey aimed at learning what parents want from their schools, Gallup and his associates found, among other things, that the highest response percentages centered around instructional concerns, with particular emphasis being placed in the concern for more time spent on basic education.

A finding of the survey which was considered highly significant to the writers was the large percentage of parents who responded with "no answer" to items of major importance, thus, causing the writers to conclude that "the large

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[5]W. B. Brookover, E. L. Erickson, and L. N. Joiner, Self-Concept of Ability and School Achievement III: Relationship of Self-Concept to Achievement in High School, U. S. Office of Education, Cooperative Research Project No. 2831 (East Lansing: Office of Research and Publications, Michigan State University, Feb., 1967).

[6]Patrica Cayo Sexton, Education and Income (New York: Viking Press, Inc., 1964), p. 106.

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percentage of 'no answer' might indicate a need for [sic] many school systems for a parent information campaign."[7] The attitudes of parents toward their schools have, in the past, often been viewed as merely something which had to be recognized and carefully managed if financial support for programs and staffing were to be maintained. Today, however, research and literature (e.g., Schrag, 1965; Hand, 1948; Cass, 1967; Sexton, 1964; Jameson, 1962; Bullock, 1959; and Bledsoe, 1962) seem to suggest that the attitudes of parents toward the school hold far greater significance for education than was previously believed.

> Indeed, what young people become is determined by many motivations, many inspirations, many suggestions from parents, from siblings, from relatives and from close friends, to mention a few.[8]

The family's influence on the child is one that remains active throughout his life, shaping both personality and behavior.[9] Moreover, the child's self-evaluation and interpersonal attitudes are a direct outgrowth of his long association with his parents.[10]

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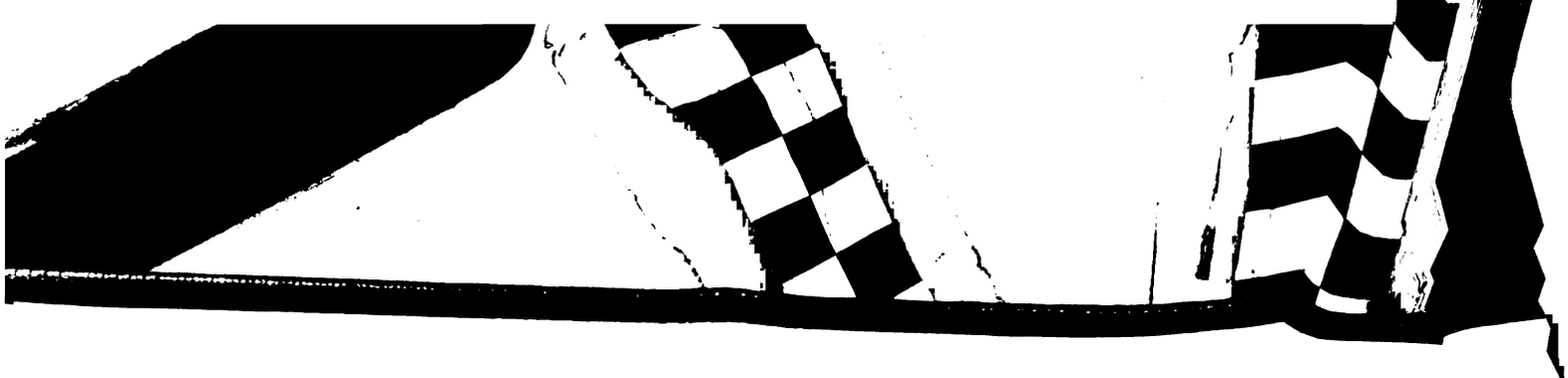
[7]"Parents Are Ready" (editorial), The Instructor, LII (Oct., 1966), 149.

[8]Clyde M. Campbell, Community Education and Its Administration, X (Nov., 1971), Number 3.

[9]E. J. Shoben, Jr., "Toward a Concept of the Normal Personality," American Psychologist, XII (1957), 183.

[10]J. C. Bledsoe, and K. C. Garrison, The Self-Concepts of Elementary School Children, Cooperative Research Project No. 1008 (University of Georgia, 1962).



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In studies conducted by Rosenthal and others, using rats, it was found that the expectations held by the experimenter significantly determined the performance outcomes of the animals. The rats of those trainers who were told that their subjects were superior in their abilities to operate in a maze performed significantly better ($p \leq .01$) in learning to run to the dark section of the maze than did those whose handlers believed their subject to be dull.[11]

Studies by Craig (1965), Morse (1963), Joiner (1966), and Erickson (1965) have been conducted using both infra-human and human subjects in order to more fully validate the belief that the attitudes and expectations of the subjects' "significant others" are a determining factor in performance. Results of these studies have placed a new focus on the question of the success of students in school. Of particular concern have been those students who have been variously labeled "disadvantaged" and "underprivileged."

If the attitudes and expectations of significant others do play an important part in the achievement of students, then the questions arise: who are these significant others; and in what way do their attitudes and expectations affect students? In answer to the first question, Brookover in a three part study of Self-Concept of Ability and Student Achievement found that among the students they tested;

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[11]R. Rosenthal and K. L. Fode, Behavioral Science, VIII (1963), 183-9.

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> Parents were named by nearly all students as both "important in their lives" and "concerned about how well they do in school." School personnel, other relatives, and peers were named by many in response to each question but by smaller proportions and usually after parents were named.[12]

How do the attitudes of these significant others affect children? Brookover et al., found that the evaluations of significant others as perceived by children were associated with their self-concepts and that a change in these perceived evaluations was accompanied by a similar change in self-concept when viewed over longer periods of time (three years).[13] The importance of this relationship between self-concept and the evaluations and attitudes of others becomes particularly significant when viewed in relation to its effect on student achievement. Caplin's (1966) study revealed that those students professing positive self-concepts had a tendency toward higher achievement in school.[14]Brookover supports this when he suggests that there is some question, indeed doubt, that human ability is the most potent factor in determining academic success. Rather, achievement in school tends to be limited by the student's attitudes about himself.[15]

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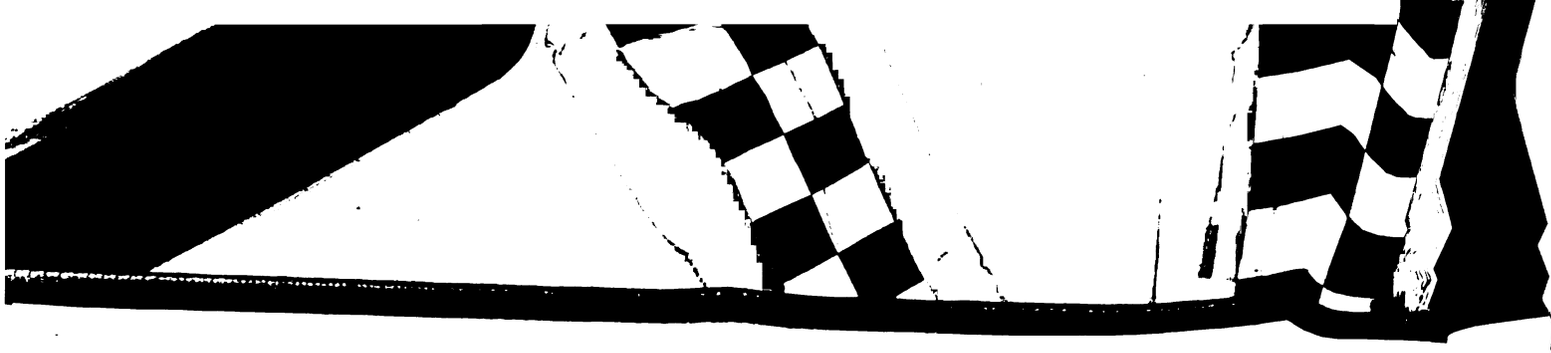
[12]W. B. Brookover et al., Self-Concept of Ability and School Achievement II, U. S. Office of Education, Cooperative Research Project No. 1636 (East Lansing: Office of Research and Publications, Michigan State University, 1965), p. 75.

[13]W. B. Brookover et al., II, op. cit., p. 201.

[14]M. D. Caplin, "The Relationships Between Self-Concept and Academic Achievement and Between Level of Aspiration and Academic Achievement." Unpublished Doctoral Dissertation,

[15]W. B. Brookover et al., III, op. cit., p. 3.



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Thus, the attitudes of parents as significant others and their effect upon the determination of the self-concept and ultimately, achievement, deserve the fullest consideration of educators. How parents feel about education in general and the school in particular may determine to a significant degree the success their child's experiences in the school.

Definition of Terms

The following terms, and their definitions, are important for this study:

Parental Attitude Toward the School includes both positive and negative reactions of the parents with regard to school-community relations and communications, plant adequacy, school-board-community relations and communications, school maintenance, academic training, social skills training, and student management, and will be ascertained as a score on the "Your Schools" section of the Bullock School-Community Attitude Analysis for Educational Administrators.[16] Such attitudes are intended only as subjective positions or feelings and do not necessarily imply predisposition to act.

School-Community Communications and Relations includes parent-teacher and parent-administrator communication regarding problems of the school as perceived by the parents.

Plant Adequacy includes items relating to building adequacy as perceived by the parents, including space, its utilization and general building condition.

School Board-Community Relations and Communications includes school board-community and school board-parent communication regarding problems of the school as perceived by the parents.

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[16]Robert P. Bullock, School-Community Attitude Analysis for Educational Administrators (Columbus, Ohio: College of Education, Ohio State University, 1959).

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School Maintenance includes items regarding the present repair status of the plant as it is perceived by the parents.

Academic Training is considered to be those official and quasi-official offerings in the school program which are perceived by the parents to be intended to serve the needs of the children for the mastery of basic skills, general curriculum, personal help and guidance, work habits, and individual attention.

Social Skills Training refers to the responses of parents regarding their perceptions of the training given the students in social skills and human relations.

Student Management includes items dealing with the parents' perceptions of student discipline, and respect for the structure of authority maintained by the school.

Income Level is defined as that amount of money earned by the principal bread-winner in the home and will constitute a measure of socio-economic status. Sexton found that income correlates significantly at the .94 level with the socio-economic classifications of "house conditions, public assistance, behavior, initial data, as well as occupation and education" and "... is therefore a good index to social class."[17] Levels to be used will be (1) $15,000 and over, (2) 10,000 to 14,999, (3) 7,000 to 9,999, (4) 5,000 to 6,999, (5) 3,000 to 4,999, (6) under 3,000.

Race is categorized as White and Non-white.

Years of Schooling of the Head of the Household refers to the principal bread-winning parent of the family and shall be divided into the categories of (1) less than 12th grade, (2) high school, (3) some college (e.g., trade school, community college, etc.), (4) college graduate or beyond.

Student Level of Confidence of Academic Ability was ascertained in an interview setting at which time the responses to questions included in the Student Level of Confidence of Academic Ability form were recorded.

Standardized Test Scores includes measures of general ability and/or specific achievement as ascertained either by a teacher or school psychologist on the Stanford

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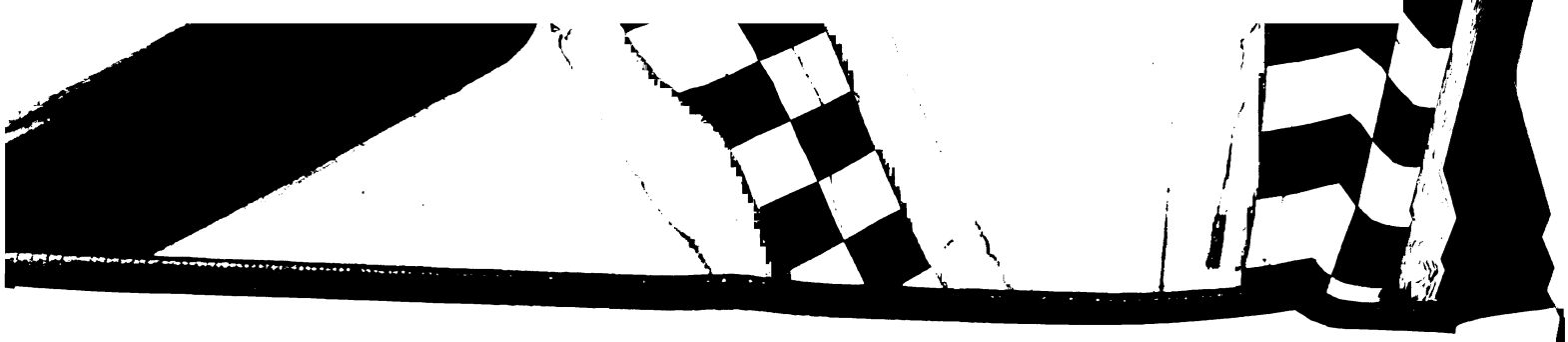
[17]Sexton, op. cit., p. 13.



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Achievement Test. Tests of emotional set were not considered as a part of the record of standardized test scores for this study whether or not they indicate I.Q. or any other measure of achievement.

Absenteeism includes those times of absence from the school for reasons of illness or other except in the case of a long term illness of one week duration or longer as confirmed by either parental or professional notification.

Frequency of Disciplinary Action was determined by the child's teacher(s) and was differentiated both by frequency and kind. Frequency is daily, weekly, bimonthly, monthly. Kind is no infraction, infration of a minor rule, disruptive or disrespectful of others, a threat to the safety of self or others, malicious.

Academic Standing in Relation to Chronological Age Norms was determined by the teacher on the basis of his or her experience at that age level and by standardized test scores yielding an age factor of achievement.

Years of Schooling of the Mother is divided into the categories of (1) less than 12th grade, (2) high school, (3) some college (e.g., trade school, community college, etc.), (4) college graduate or beyond.

Perceived Power or Powerlessness of the Parents was determined by items 41 and 42 of the questionnaire which are not a part of the Bullock Attitude scale but which have been added so as to avoid unnecessary respondent confusion. Perceived power or powerlessness is a measure of the parents' perceived ability to be heard and to cause meaningful change within the school structure.

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CHAPTER II

REVIEW OF THE LITERATURE

Man's early views of self were, in large part, statements of the personal experiences of the theorists who were formulating them. A clear example of this may be found in the arguments of Rene Descartes (1644) when he confirmed his own existence as a result of the personal experience of thinking: "Cogito ergo sum."

The earliest Greek thinkers, while not using the term "self" were nonetheless aware of and desirous of more fully knowing that entity which they called variously "soul," "psyche," and "spirit."[1] It was not until the beginning of the present century that the thinking about self began to move away from the introspective approach toward a more definitive concept. With the writings of C. S. Pierce and others, the question became one of the existence of "the self," as an entity which could be studied empirically and as distinguished from the previously more personal concept of self.

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[1]James C. Diggory, Self Evaluation: Concepts and Studies (New York: John Wiley and Sons, Inc., 1966).

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The writings of Sigmund Freud were responsible for the strong movement toward somatically based drives as a means of explaining behavior motivation. Thus, he spoke extensively of libidinal and aggressive energies as supplying the driving force or motivation for human action. The term "ego," as it had previously been used by James, Hoffding, Mach and Wundt, was given a position of great importance. In his emphasis upon instinct as a stimulus to behavior, and in his development of a system of need gratification and societal mandate for postponement of such gratification, Freud further defined and developed the concept of ego in terms of its relation to the "id" and "super ego."

Jung's concepts of ego and self coincided in many ways with those of Freud particularly in relation to his belief that behavior is a function of unconscious forces. He distinguished between the collective unconscious, which can be most easily explained as species learning, and the personal unconscious which is a kind of recording of all past, personal experiences.[2]

The first quarter of the twentieth century was a period of system building in which the Gestalt, Structuralist, Functionalist and Behaviorist psychologists adhered to the tenets of their own systems. It was during this period that Prescott Lecky was beginning to formulate his somewhat professionally

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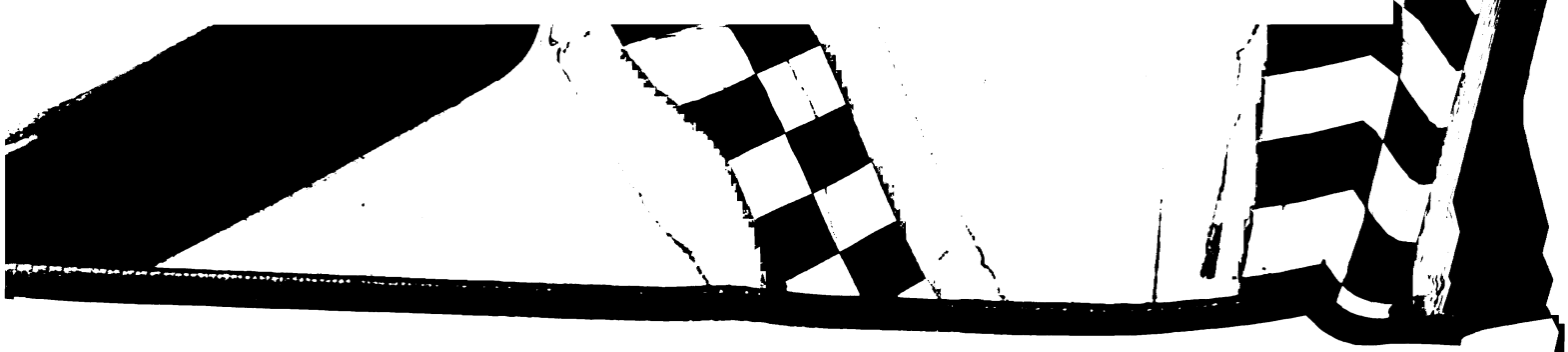
[2]James C. Diggory, op. cit., p. 34.



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[4]Ibid.

isolated theory of self-consistency. Within Lecky's self-consistency model, the mind was conceived of as operating as a whole. As such, all of the components which went together to make up "mind" had, of necessity, to be integrated and organized. An idea, perception or cognition which was foreign to the organizational set of the mind had to be excluded if one were to remain stable.[3] Individual need was the criterion for acceptance or rejection of any particular idea and it was necessary that the individual maintain a consistency between his interpretation of events and his past experiences.

Lecky suggests that standards are responsible for poor academic performance. Thus, he states:

> Many people find it hard to believe that a person will defend and strive to maintain an idea which is not to his advantage. But the evidence allows of no other conclusion. For example, if we examine the letters or themes written by a poor speller, we find that he seems to have a standard of how many words should be misspelled per page. Often a word will be spelled both correctly and incorrectly in the same theme, but the average number of mistakes per page remains approximately the same.[4]

Such a theory of self-concept and behavior motivation is markedly different from the visceral-glandular explanation of motivation and self-concept determination espoused by Freud

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[3]Prescott Lecky, Self-Consistency: A Theory of Personality, ed. by Frederick C. Thorn (New York: The Shoe String Press, Inc.), p. 246.

[4]Ibid., p. 251.

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and others. It suggests that the development of self-concept and behavior motivation goes beyond the realm of mere drives and reduction of need into the areas of integration and consistency of present practice with past, personal experience. The term self-concept itself tends to be used not so much as a separate entity existent within the individual but as a factor which determines modes of behavior or motivation for behavior. Thus it has become a part of a larger group of terms which when taken together are useful in explaining individual behavioral response to existential conditions.

Like Lecky, Robert W. White has questioned the overuse of drives as an explanation of motivation. Rather, he suggests, "competence" is the major factor to which we should turn our attention. It is through the development of competence that the organism is able to achieve integration and what Freud and others would term an adequate concept of self. Competence is defined by White as ". . . an organism's capacity to interact effectively with its environment."[5]

For White, organismic activity is purposeful in the sense that it is directed toward effective environmental interaction; a concept which, among man and other higher animal orders, suggests the process of learning. Thus, he states:

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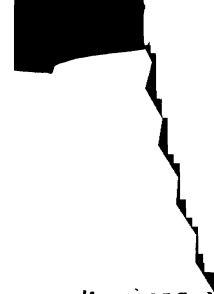
[5]Robert W. White, "Motivation Reconsidered: The Concept of Competence," Psychological Review, Vol. 66 (1959), 297-333.



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[6]Ibid.

[7]Ibid.

[8]White

"Something is left out when we make drives the operating forces in animal and human behavior."[6] Due to the prolonged learning period in man, drives are not enough to explain the learning process.

> We need a different kind of motivational idea to account fully for the fact that man and the higher animals develop a competence in dealing with the environment which they certainly do not have at birth and certainly do not arrive at simply through maturation.[7]

It is White's thesis that learning (that purposeful activity which allows the organism to become integrated with and operate successfully in the environment thereby providing a sense of "self") takes place as a result of motivation which extends beyond mere primary drive motivation. While tendencies such as exploration do not share the classic characteristics of drives such as tissue deficit, hormonal factors and consummatory responses, they do carry with them the potential for learning and, therefore, stand as a partial refutation of the theory that learning motivation is a sole result of organismic response to such drives.[8]

Further de-emphasis of the concept of primary drives as the motivating force behind learning as directed toward orientation of the self in the environment, has been given by Dashill (1925) and Nissen (1930). In their studies it was

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[6]Ibid., p. 48.

[7]Ibid., p. 49.

[8]White, op. cit., p. 58.

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discovered that the motivation to explore the environment was not simply a function of primary drives such as sex, hunger or thirst. The researchers began by completely satiating these basic visceral motivators of action, thereafter placing the subjects in an unfamiliar setting. It was found that not only would the subjects seek to explore their new environment for the sake of self orientation, but that they would suffer the discomfort of traversing an electrified grid in order to do so.

The desire of higher order animals to maintain a concept of self and orientation in relation to their surroundings was demonstrated by Butler (1953), Harlow (1957), and Meyers and Miller (1954). In each of these studies the desire to explore surroundings and gain a more adequate self-orientation in the absence of visceral needs was strong enough to motivate the animals to solve discrimination problems. By thus solving these problems, the animals were rendered able to observe what was occurring outside of their cages.

From the literature generally and from studies such as those mentioned above, one can see, in the ideas of self-concept determination, a trend away from strict adherence to primary drives as the determining factors. Such drives are, of course, of significant importance and cannot be ignored. They do not, however, seem inclusive enough to explain the multi-faceted nature of self-concept as it is known to exist.

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This becomes increasingly clear as one views self-concept and achievement in both its physical and intellectual forms.

Man has long been aware of the fact that self-concept and achievement are inextricably interwoven. The ancient Greeks were a people strongly committed to excellence in both physical and mental pursuits. In this regard it is perhaps instructive to recall that the Temple at Delphi, to which many ancients of high Greek station retreated for advice as to proper action, held to be central the axiom "Know Thyself." Thus, it would appear that centuries ago, man was keenly aware of the need for a full understanding of himself and his relation to the environment in which he found himself if he were to function successfully.

Knowing oneself connotes having gained a realistic appraisal of one's strengths and weaknesses in areas of endeavor which are important to one. And it is the relationship of such self knowledge and performance which holds particular interest in the field of education. As William W. Purkey, in his book Self Concept and School Achievement, points out, much of the earlier research (that which occurred prior to 1960) centered around the relationship between self report and achievement as opposed to self-concept and achievement.[9]

Arthur W. Combs points up the difference between self-report and self-concept by suggesting that the former

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[9]Purkey, op. cit., p. 15.

". . . is what the subject is ready, willing, able or can be tricked to say he is . . ." while the latter refers to ". . . what an individual believes he is . . ."[10]

Whether or not one agrees with Combs' assessment of the difference between these two methods of determining an individual's perceptions of himself is not of major importance. What is significant is the empirically demonstrable relationship which exists between self-concept and achievement.

This relationship was well demonstrated in a study by Shaw, Bell and Edson (1960). The study was designed to determine how the underachiever views himself as compared with the self perceptions of the achiever. A sample of juniors and seniors in high school whose IQ scores on the Primary Mental Abilities Test did not fall below 113 was used with a grade point average of 2.00 or above being considered as indicative of achievement. The males and females were treated separately. T tests were performed to verify significant differences between the mean scores of achievers and underachievers on the PMA. Data gathered after the administration of the Sarbin Adjective Checklist led the researchers to conclude that ". . . the achievers feel relatively more positive about themselves than do the male underachievers."[11]

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[10]Arthur W. Combs and D. Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper and Roe, 1949), p. 52.

[11]M. C. Shaw, K. Edson, and H. M. Bell, "The Self-Concept of Bright Underachieving High School Students as Perceived by the Adjective Check List," Personnel and Guidance Journal, No. 39 (Nov., 1960), 195.

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A somewhat less clear-cut relationship was seen between the female achievers and underachievers causing the researchers to conclude that ". . . female underachievers feel somewhat ambivalent about themselves."[12]

This relationship between self-concept and achievement was studied in depth by Combs and Snygg in 1949. They addressed themselves to the dynamics of what they termed the "phenomenal self" which includes ". . . those aspects of the perceptual field to which we all refer when we say 'I' or 'me.'"[13]

> It . . . helps us to focus attention upon those aspects of the perceptual field of particular importance in understanding behavior, and at the same time makes it impossible to exclude many aspects of minor importance. . . . Man seeks not only merely the maintenance of a self but the development of an adequate self. . . .[14]

They continue by suggesting that: "Man seeks both to maintain and enhance his perceived self."[15]

> Since behavior must be appropriate to the phenomenal self, changes in the phenomenal self are invariably followed by changes in behavior.[16]

These statements of Combs and Snygg are reinforced in a variety of studies involving students of all ages. Gowan

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[12] Ibid.

[13] Combs and Snygg, op. cit., p. 43.

[14] Combs and Snygg, op. cit., p. 45.

[15] Ibid.

[16] Ibid., p. 375.

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(1960), studying both high school and college students found that achievers show greater self-confidence, self-acceptance, and a more positive self-concept in general than do under-achievers.[17]

A rather exhaustive study of self-concept was conducted by Fink (1965). Using subjects selected from the freshman class of a rural high school in California, matched pairs (GPA) of boys and girls were divided into groups of over and under-achievers. The self-concept of each student was determined by use of a variety of instruments including the California Psycyhological Inventory, the Bender Visual Motor Gestalt Test, the Draw-A-Person Test, the Gouge Adjective Check-list, a personal data sheet and, finally, a brief essay describing "What will I be in twenty years?" Using a chi-square test of independence, it was found that a significant difference did exist between over and under-achieving students in self-concept adequacy.[18]

In a treatment of the multiple components of self-concept, Brunkan and Sheni (1965) studied 321 college students. The sample was broken into three categories; (1) efficient

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[17]J. C. Gowan, "Factors of Achievement in High School and College," Journal of Counseling and Psychology, VII (1960), 91-95.

[18]Martin B. Fink, "Self-Concept as it Relates to Academic Underachievement," California Journal of Educational Research, Vol. XIII, No. 2 (1962), 57-62.

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readers, (2) effective readers, and (3) ineffective readers. They were given a battery of tests including; (1) the Reading Versatility Test (RVT); (2) the Stanford Achievement Test; (3) and the Adjective Check-list which is scored on a range of 39 scales indicating psychological set. In their discussion of the analysis of data, the researchers found that high-rate efficient readers were significantly higher on self-confidence ($p = .01$), Dominance ($p = .01$), and SAT Verbal ($p = .01$), and significantly lower ($p = .01$ to $.05$) on variables of Succorance, Abasement and Deference when compared to other subgroups in the study.[19]

Much of the literature surrounding self-concept has been based on studies of self-perception and cognitive consistency. William W. Purkey has stated:

> Individuals are generally unwilling to accept evidence that is contrary to the ways they perceive themselves; they resolve conflict between evidence and personal judgement in favor of personal judgment.[20]

His statement is well documented by a number of studies (Festinger, 1957; Festinger and Aronson, 1960) which have been designed to test the theory that there is a psychological need for cognitive consistency. That is, there is a need to reduce the discomfort which arises when a person holds two

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[19]R. J. Brunkan, and F. Sheni, "Personality Characteristics of Ineffective, Effective and Efficient Readers," Personnel and Guidance Journal, 44 (1966), 837-44.

[20]Purkey, op. cit., p. 11.

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ideas which are cognitively or psychologically different or dissonant. This dissonance is most commonly noted in individuals who hold a particular view of themselves but who, for various reasons, find themselves behaving in a manner which does not support this pre-conceived view of self.

In the 1962 study conducted by Aronson and Carlsmith, several assumptions were made; (1) that our society values and rewards good performance and punishes poor behavior; (2) that a person who expected not to do well should feel good if he performed well on a task. This second assumption, based solely on common sense, is one that is not necessarily supported by the studies done by Festinger and Aronson (1960) and other researchers.

The hypothesis to be tested asked the question: Will those who expect to perform poorly, upon finding that they performed well, experience psychological discomfort and seek to change their responses so as to bring their performance more in line with their expectations?

In the laboratory experiment, subjects were given a task to perform and were then given false scores which either agreed or disagreed with the expectations they had been led to build up about their own abilities on the task. Those who had been led to believe that they would do poorly, but whose scores indicated good performance, experienced greater discomfort (changed more responses) than did those who were told

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they would do poorly and did perform poorly ($p < .001$).[21]

P. M. Roth, in his 1959 study of the "Role of Self-concept in Achievement," referred to Rogerian Self theory and suggested that an individual:

> . . . would consider it more important to maintain a conception of self than to integrate experiences which might necessitate changing the concept.[22]

In his study of college freshmen who had volunteered for a reading improvement program, conditions were set up so that each individual would be pressured to change his reading patterns. The experimenter felt that,

> . . . with all other factors equal, those who did something constructive from the experience would demonstrate less defensiveness in their concept of self as a reader than those who did not do as well.[23]

The hypothesis that ". . . there would be significant differences among the self perceptions of the Improver, the Non-Improver, and the attrition groups"[24] was supported, leading the author to state that,

> Apparently there was a direct relationship between defensiveness in the self-concept as a reader and relative performance in the reading improvement situation.[25]

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[21]Elliot Aronson and J. Merrill Carlsmith, "Performance Expectance as a Determinant of Actual Performance," Journal of Abnormal and Social Psychology, 65 (1962), 178-82.

[22]P. M. Roth, "The Role of Self-Concept in Achievement," Journal of Experimental Education, XXVII (June, 1959), 279.

[23]Ibid., p. 279.

[24]Ibid., p. 280.

[25]Ibid., p. 280.

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The maintenance of consistency between self perceptions and performance has its corollary in the relationship between self-esteem and achievement. In a 1959 study conducted by Coopersmith, 102 fifth and sixth grade students attending public school in a small eastern city were sampled. The socio-economic status of the locale selected was defined as ranging between middle-middle class and upper-middle class. The researchers found a significant correlation ($r = .36$, $p < .01$) between self-esteem as measured by the Self-Esteem Behavior Rating Form and scores on the Iowa Achievement Test.

In a chi square analysis of the data, a significant tendency was found for students above and below the class medians in success experiences to be likewise above or below the median in measured self-esteem ($X^2 = 5.1$, significant beyond the .05 level).[26]

From the review of the above studies as well as others (Benjamins, 1950; Bieri and Frieschman, 1956) it would appear evident that a significant relationship exists between self-concept and achievement for students at all levels of academic pursuit. Further, such studies are highly suggestive of the desirability of educators to be aware of the need for cognitive consistency among students' self-perceptions, self-esteem and the many factors which combine to constitute

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[26]S. A. Coopersmith, "A Method for Determining Types of Self-Esteem," Journal of Abnormal and Social Psychology, Vol. 59 (1959), 87-95.

academic achievement. As Combs and Snygg have maintained:

> If we are to deal effectively with behavior we must consider what our students think of themselves. Indeed, we must, if our assumptions are correct, frankly assume the responsibility for helping our students to perceive themselves in ways that will be more satisfactory to them and, through their resulting behavior, to others. The development of an adequate self by each student would seem to be a primary responsibility for us all.[27]

The recognition that achievement in school is inextricably interwoven with the student's feelings about himself has led a number of researchers to attempt to isolate further those aspects of self-concept which seem to be most closely associated with school achievement.

Most all students, regardless of their age have heard others, if not indeed themselves, say that the concepts of certain subjects are wholly beyond their ability to master. Although the writer knows of no data which would support this notion, it seems nonetheless true that women, more than men, consider the field of mathematics to be outside their ken. Stereotypical statements such as, "I never was very good at mathematics," or, "Math just isn't my subject," can seemingly be quite indicative of those who either cannot or do not do well in the discipline. This point, while appearing to be self evident, is significant in its implications for educational psychology. And it is the relationship between this subject oriented self-concept and achievement which has led a number of researchers to delve into the area

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[27]Combs and Snygg, op. cit., p. 377.

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Frequently, researchers conducting studies in the area of academic confidence make use of a self-prediction scale which is aimed at determining the students' self-concept of ability. The numerical value derived from such a scale can then be measured against other variables in order to determine how each functions as a predictor of academic confidence.

In a 1966 study of Self-Prediction of Academic Achievement conducted by Keefer, the entire student body of Bryan College in Dayton, Tennessee was used. The researcher considered the variables of high school total grade point average, scores on the American College Test, self-prediction of grades to be earned, and the actual grades achieved.

In the treatment of these data it was found that the variable of self-prediction was as reliable a predictor of future achievement as were high school records and American College Test scores. Furthermore, when self-prediction was taken along with high school records and test scores in a multiple correlational treatment, these factors, which tended by themselves to lose significance as the student progressed from the freshman year, remained significant. Thus, we see self-prediction, as it is used to determine academic confidence, as an effective predictor of curricular performance.[28]

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[28]K. E. Keefer, "Self-Prediction of Academic Achievement by College Students," Unpublished Doctoral Dissertation, University of Tennessee, 1965.

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Johnson (1968), likewise, directed his studies toward the examination of self-concept of academic ability and actual school performance. He made use of a population of 350 seventh-grade males in a mid-west public school system. In a chi square analysis where academic ability, socio-economic status, race, and grade point average were partialled out, the non-promoted male showed a significantly lower self-concept of academic ability than did his promoted pair-mate. The non-promoted student's perceptions of his parents' evaluation of his academic ability tended to be lower than that of his promoted pair-mate but was not statistically significant at the .05 level.[29]

While caution should be taken not to infer a causal relationship here, these data do suggest a positive relationship between self-concept of academic ability and actual success as measured by promotion.

It could be argued that self-concept of academic ability is not sufficiently distinct from general self-concept to be treated statistically as a separate predictor of academic success. Relative to this question, Farls (1967), in his study of high and low achievment of average intermediate grade students as it related to self-concept and social

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[29]A. A. Johnson, "A Study of the Relationships between Non-promotion and the Male Student's Self-Concept of Academic Ability and His Perceived Parental, Friends', and Teachers' Evaluations of His Academic Ability," Unpublished Doctoral Dissertation, Michigan State University, 1968.

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approval, found, in comparing high and low achievers, that there was a signigicant (p = .05) difference between the subjects' self concepts and their self-concepts as students.[30] Further amplifying this relationship, Morse (1963) investigated the relationship that exists between classroom performance and self-concept of ability among Negro and Caucasian students in a mid-western urban setting. Using a sample of 114 Negro and 1482 Caucasian eighth-grade students, the researcher hypothesized, among other things, that when intelligence was controlled, a significant relationship would exist between the self-concepts of ability of Negro and Caucasian students and their achievement.

As a result of a multiple correlational analysis of the data, it was found that:

> Self-concept of ability was a better predictor of classroom achievement than I.Q. for both Negro and Caucasian students. The obtained beta weights . . . were .416 for self-concept and .032 for I.Q. among the Negroes, and .442 for self-concept and .362 for I.Q. among the Caucasians.[31]

Brookover's comprehensive study of the relationship between self-concept of ability and academic success is by far

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[30]R. J. Farls, "High and Low Achievement of Intellectually Average Intermediate Grade Students Related to the Self-Concept and Social Approval," Unpublished Doctoral Dissertation, University of Pittsburg, 1967.

[31]Richard C. Morse, "Self-Concept of Ability, Significant Others and School Achievement of Eighth-Grade Students: A Comparative Investigation of Negro and Caucasian Students," Unpublished M. A. Thesis, Michigan State University, 1963.

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the most inclusive one reviewed by this writer. In this longitudinal study the researchers took as their major proposition:

> That students' self-concept of academic ability results from their perceptions of the evaluations significant others hold of their ability . . . (and) . . . in turn functions to limit the level of academic achievement attempted.[32]

The population for this study was comprised of seventh-grade students (1960-1961) in a midwestern city of approximately 110,000. The total student population measured nearly 2,000. From these students, three separate populations were derived; longitudinal subjects; cross-sectional subjects; and experimental subjects. Because of the size and duration of the study, a full analysis of the populations and treatments used would be beyond the scope of this review. It is therefore suggested that the reader refer to the complete study for the sake of greater detail. What appears in this report will be a review of the researchers' hypotheses and findings which relate directly to the relationship between self-concept of academic ability and school achievement.

The following hypotheses are topically relevant at this juncture:

Ho_3: Self-concept of academic ability is associated with academic achievement at each grade level.

Ho_4: Changes in self-concept of academic ability are associated with parallel changes in academic achievement.

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[32]Brookover, Erickson, and Joiner, Part III, op. cit., p. 45.

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Ho_5: Self-concept of academic ability is a necessary but not sufficient condition for the occurrence of high academic achievement.[33]

The researchers reported the use of a variety of data analysis procedures ranging from simple correlation to chi square analysis of achievement scores. It was found that,

> The correlation between self-concept of ability and grade point average ranges from .48 to .63. . . . It falls below .50 only among the boys in the 12th grade. . . . The analysis of the achievement of students with high and low self-concepts of ability . . . revealed that although a significant proportion of students with high self-concepts of ability achieved at a relatively low level, practically none of the students with lower self-concepts of ability achieved at a high level.[34]

It was further stated that,

> Change in self-concept of ability over two year periods is significantly related to parallel change in grade point average.[35]

Finally, in regard to Ho_5, data suggested that,

> the higher correlation between perceived evaluations and self-concepts tends to support the theory that perceived evaluations are a necessary and sufficient condition for self-concept of ability but self-concept of ability is only a necessary but not sufficient condition for achievement.[36]

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[33]W. B. Brookover, E. L. Erickson, and L. N. Joiner, Self-Concept of Ability and School Achievement III: Relationship of Self-Concept to Achievement in High School, U. S. Office of Education, Cooperative Research Project No. 2831 (East Lansing: Office of Research and Publications, Michigan State University, Feb. 1967), p. 48.

[34]Ibid., p. 143.

[35]Ibid., p. 143.

[36]Brookover, Erickson, and Joiner, op. cit., p. 142.

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Recognizing that self-concept of ability is significantly related to achievement, and that a change in that facet of personal evaluation brings about a concomitant change in school performance, researchers in education, sociology and psychology have turned their attention to the determinants of self-concept of ability.

The forerunners of this kind of research were studies dealing with the relationship of the self-concept and the attitudes and opinions of significant others. As Videbeck has observed:

> The view that one's self-conception is learned from the reactions of other individuals to him has achieved wide acceptance in social psychology today.[37]

Much of the reason for this acceptance is the relative age of the notion of this relationship. As early as 1902, Cooley's theory about the "looking-glass self"[38] was drawing the attention of people in the field and was responsible, in part, for the initiation of research in this area.

Videbeck (1960) conducted a study, the purpose of which was to investigate, in a more classically oriented research setting, the theories of Cooley and others about self-concept and the attitudes of significant others. It was Videbeck's thesis that,

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[37]Richard Videbeck, "Self-Conception and the Reactions of Others," Sociometry, Vol. 23 (1960), 351-359.

[38]Charles H. Cooley, Human Nature and the Social Order (New York: Charles Scribner's Sons, 1902).

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> If a person is told that he is doing something very well, he will be more likely to rate himself as being more capable of doing that something or possessing the qualities related to doing it, than if he had been told he was doing it poorly.[39]

He felt that the extent to which an individual's self-rating could be effected by another person was dependent upon a number of factors, four of which he considered in his study, to wit:

> (1) the frequency with which another is in a position to judge.
>
> (2) how qualified the other is considered to be by the individual.
>
> (3) the strength of motivation of the individual with reference to the facet of his behavior which is being evaluated.
>
> (4) the intensity of the other's expression of approval or disapproval.

Assuming that these four conditions were held constant, two hypotheses could then be formulated for testing:

> (1) If another person reacts approvingly toward the individual with reference to some specified attribute, then the subject will change his actual self-rating, re that attribute, to a point closer to his ideal-self rating; but if the other reacts disapprovingly, then the subject will change his actual-self rating to a point further away from his ideal-self rating.
>
> (2) If disapproving reactions do not substantially differ from approving reactions except for the element of negation, then there will be no difference in absolute amounts of change in self-ratings between subjects reacted to approvingly and disapprovingly, with reference to a given attribute.[40]

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[39]Videbeck, op. cit., p. 352.

[40]Videbeck, op. cit., p. 352.

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Thirty subjects, who had been rated by their instructors of Introductory Speech as being superior, were selected for the study. Each was told that he would be evaluated on his reading of six poems, and each was randomly assigned to receive either approving or disapproving reactions from the expert regardless of his performance.

Analysis of these data showed that 13 of 15 approval subjects changed in the predicted directions as did 14 of 15 disapproval subjects. Furthermore, it was found that the amount of change in self-conception was greater for the disapproval group than for those who received the approval of the expert. The researcher concluded that,

> The findings of this study tend to support the general view that self-conceptions are learned, and that the evaluative reactions of others play a significant part in the learning process.[41]

The oft-cited studies of Brookover and associates, which were directed, in part, toward the relationship between self-concept of ability and significant others, have added greatly to the general understanding of this relationship. One of the theories upon which their research was based was that,

> . . . Human behavior is a function of the expectations and evaluations of others who are significant to the actor as perceived by him and as internalized in a self-conception of what is appropriate and proper for him to do and what he is able to do.[42]

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[41] Ibid., p. 359.

[42] Brookover, Erickson, and Joiner, op. cit., p. 139.

In an effort to find out who were the significant others for students, the researchers gathered data which extended over a period of six years. Their findings showed that, despite the prevalent notion that peers were the most significant others for students (Coleman, 1961),[43]

> . . . Evidence indicated that parents and other family members are more likely than any other category to be "significant others" for adolescents during junior and senior high school. . . . The evaluations which students perceive parents, friends, and teachers hold for them are consistently correlated with self-concept of academic ability. The correlations range from .50 to .77 over the period of this study. Although all three perceived evaluations are significantly correlated with self-concept of ability, partial correlation analysis reveals that perceived parents' evaluation is more likely to affect self-concept than the evaluations of the peers or teachers.[44]

As a result of Brookover's longitudinal study, and the work of others in the same and related areas (Harding, 1966; Sandeen, 1965; Erickson, 1965; Joiner, 1966) much interest has been generated about the attitudes of parents and the academic performance of their children. Most of this interest has manifested itself in research directed toward parental attitudes about their childrens' ability to perform academically. Many, however, have recognized the need for the study of the attitudes parents hold toward their child's school and the performance level which is obtained by that child (Cass,

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[43]James Coleman, The Adolescent Society (Glencoe, Ill.: The Free Press, 1961).

[44]Brookover, Erickson, and Joiner, op. cit., p. 142.

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1967; Hand, 1948; Jamieson, 1962; Sexton, 1964; Petersen, 1971). It is toward the clarification of this relationship that this research is directed.

In summary, then, the early recognition of the construct "self" and the many subsequent years of study aimed toward its clearer identification has led in many directions. For educators, whose chief concern is student success in the learning task, such studies have been directed toward the relationship between self-concept and achievement.

As a result of the recognition of self-concept of ability and its function as a variable which intervenes between the evaluations of significant others and actual student achievement, the attention of many researchers has been turned toward the identification of these "others" and modification of their attitudes. Such modification, as has been shown by Brookover and others, has demonstrable effects on both self-concept of ability and student achievement.

At the same time as such research has been on-going, educators, administrators and teachers alike, have been hard at the task of developing and maintaining positive attitudes on the part of the parents whose children they serve, with the tacit assumption that such maintenance has implications for the academic success of the students whom they instruct.

While the need for research to validate such an assumption has been echoed by many educators, little if any difinitive work has been done in the area. It is for this reason that the present study was undertaken.

It was the author's purpose in Chapter III to describe the procedures used in both the gathering and analyzing of the data used in this study.

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CHAPTER III

DESIGN OF THE STUDY

Location of the Study

Data used in this study were gathered at an elementary school located in a large metropolitan area of central Michigan. The community in which the school is located is residential in nature and is supported, in only one instance by heavy manufacturing--a cement plant. While many small businesses are operating in the area adjacent to the school's boundaries, none exists within the actual attendance area.

The housing pattern in the attendance area is composed mainly of single family dwellings. A new apartment complex was under construction at the time of this writing with some of the units now completed. The existence of this new development has not, at present, had a significant effect upon the school's enrollment.

As of the spring of 1972, 154 units of low-income, federal housing had been completed. It is estimated by the principal of the school that an approximate growth in student population of one (1) per cent at the beginning of the 1971-1972 school year could be attributed to this construction and subsequent occupancy, and that by the end of the

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It is interesting to note that the mobility rate at the school approximately doubled during the 1971-1972 school year, going from about 15 per cent to nearly 30 per cent. It was felt by the administrator that this was due to several factors. The federal housing may be a causative factor. Other factors which may have been operative are parental reaction to a new busing program and/or reactions to a change in attendance boundaries; both of which occurred during the 1971-1972 school year.

At the time that these data were gathered, the school housed 432 students not including those enrolled in kindergarten or the special education program. A breakdown of the racial makup of the student body may be found in Table 3.1.

TABLE 3.1

Racial Breakdown of Student Body of the School Used in This Study

Race	Total Number Enrolled	Per cent of Total Students
White	343	79%
Non-white	89	21%
Totals	432	100%

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Demographic Data

The various demographic data of the parent population used in this study were analyzed by use of the ACT Program[1] on the CDC 3600 Computer at Michigan State University. The characteristics of the population are summarized in Tables 3.2 through 3.5 (see Appendix B).

Staffing Pattern of the School

The school is presently in its third year of operation in a differentiated staffing mode with the staff composed of coordinators, instructors and aides. This regular staff is further supplemented by both student teachers and tutors. A Community School Coordinator has begun full-time work at the school as of September of 1972.

Selection of the Sample

For the purposes of this study it was deemed advisable to sample across all grade levels within the school, with the exception of those students who were enrolled in a special educational program and those who were in kindergarten. The reasons for these two exceptions were, in the case of the former, their exclusion from the regular, full-time instructional program and, in the case of both the former and the

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[1]Alan M. Lesgold, Analysis of Contingency Tables, Computer Institute for Social Science Research, Technical Report No. 14, Michigan State University (Revised, 1-12-68).

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The oldest child of each family was selected for study. The utilization of such a selection procedure allowed for optimization of data gathering since a higher percentage of the students tended to have a longer tenure in the school. Moreover, it was felt that such a procedure would generate more meaningful responses on the part of the parents involved in the study relative to their attitudes toward the school since they would have had a longer association with it.

Procedures Used in Data Gathering

Subsequent to the selection of the family names by the procedures outlined above, a letter was prepared by the principal of the school and this writer which was sent to each family. The letter contained a brief explanation of the study which was to be conducted and alerted the parents to the coming questionnaire and personal data form.

Packets containing these forms were then sent to each of the families via the oldest child of each family. Since it was to be anticipated that some of these packets would not reach their destination, a follow-up letter was prepared and sent to each of the families involved in the study. Two weeks subsequent to the follow-up letter, each family was contacted by phone with the objectives of reminding them about the questionnaire and determining their reactions to its contents. While no accurate records were kept of the

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general reactions of the parent respondents to the contents of the questionnaire and personal data sheet, it is estimated that less than four per cent had any unfavorable reactions or comments. Upon a second telephone contact, it was found that a number of the respondents had misplaced their packets. To these, a second packet was sent by first-class mail.

Of the 273 packets sent, 202, or 74 percent, were returned. The method of return was by first-class mail using stamped return envelopes addressed to the Mott Institute at Michigan State University. Upon inspection, it was found that missing data required the deletion of 38 responding units. The total responses used in the analysis of the data amounted to 154 or 58 per cent of the total number of packets originally sent.

A variety of data were gathered for the oldest child of each responding unit including Student Level of Confidence of Academic Ability, scores on the 1972 Stanford Achievement Test, the teacher-perceived academic standing of each child in relation to chronological age norms, the frequency and kind of incidents requiring teacher disciplining, and the record of attendance.

It was considered advisable to avoid the use of teachers in administering the Student Level of Confidence of Academic Ability Form (SLCAA) since some of the items reflected the students' perceptions of their teachers' evaluation of their work. Therefore, student tutors who were enrolled in Education

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482 (The Urban Tutorial Program) at Michigan State University, as well as volunteers from the Lansing Volunteer Bureau and this writer, conducted the student survey. A training session preceded the administration of the SLCAA form and several meetings were held during the testing period in which informal evaluations of the testing procedure were made. Each of the students in the first through fourth grades was tested individually. At the fifth and sixth grade level, students were tested in groups of four. Code numbers were utilized throughout the testing procedure in order to insure that each parent-child data unit was properly matched.

Each child was rated by his teaching team in terms of their perceptions of his academic standing in relation to expected chronological age norms. Thus, each received an "above" or "below" grade level rating which was valued in terms of half-years. Each teaching team was also asked to judge each child participant in terms of frequency and kind of incidents requiring teacher disciplining. The frequency scale included daily, weekly, bi-weekly, and monthly occurrences and the kind scale was composed of 5 degrees of severity including, (1) no infraction, (2) infraction of a minor rule, (3) disruptive or disrespectful of others, (4) threat to the safety of self or others, and (5) malicious. Each such determination was made on the consensus of the total teaching team for each child.

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In addition, the attendance records of each child were consulted for frequency of absence. Certain restrictions were placed upon the determination of absence rate in order to differentiate between what might be considered absence due, in part, to school related factors and those which would be termed legitimate absence due to diagnosed illness. These restrictions are more precisely defined in the section dealing with definition of terms.

Finally, the scores for each child on the 1972 Stanford Achievement Test were obtained through the data processing department of the school district. Four batteries of the SAT were utilized to test across grades one through six. These batteries were Primary I, Primary II, Intermediate I, and Intermediate II. In all instances, form X was used.

Instrumentation and Data Treatment

The "Your Schools" section of the Bullock School-Community Attitude Analysis for Educational Administrators was used in order to ascertain the attitudes of the parent respondents toward the school. It is the opinion of the scale's author that,

> School patrons and community members do . . . become aware of, and render judgements about, certain specific aspects of the school: its personnel, its policies, and its programs.[2]

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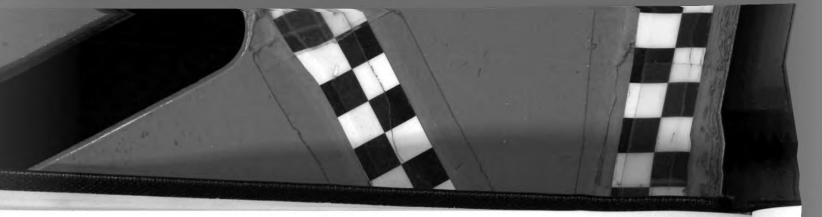
[2]Robert P. Bullock, School-Community Attitude Analysis for Educational Administrators (Columbus, Ohio: College of Education, Ohio State University, 1959).



Forty statements of opinions relating to eight areas of interest were developed with approximately half of the items worded to show approval and the other half, dissatisfaction. Scoring of each item is on a five-point Likert scale.

The chosen test community was located in Ohio. It had a population of approximately 13,000 and school district boundaries included five separate townships. Students were the means of circulation of the questionnaire after newspaper coverage was given to alert the community of the study. Of the 1300 questionnaires sent home, 729 were returned and suitable for inclusion in the data bank.

A split-half coefficient of correlation for the General School Approval-Rejection section ("Your Schools") showed a reliability (r) at .48 with the estimated reliability coefficient corrected for attenuation (Rest) at .64. The number of cases was 100. The preliminary instrument was analyzed for internal consistency using an item analysis procedure whereby each item was tested in relation to the total score criterion. Each item was then tested against the six subscales contained within the "Your Schools" section.

Subsequent to the administration of the "Your Schools" section to the parent respondents in the sample for this study, the responses were coded and punched on data cards for inclusion in a factor analysis. The purpose of this analysis was to determine which factor solution would account for the largest amount of variance of the parent responses

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The results of this analysis indicated that a seven factor solution, which accounted for 57 per cent of the variance, best fit the above criteria. A complete listing of each of these seven factors may be found in Appendix B. Table 3.6 shows the various loadings of each item in its appropriate factor as well as the highest loading for each factor. The reader will note that, in several cases, items were not included in the factors in which they received the highest loadings. Rather, through inspection, some items were included in the factors in which they fit better contextually. In these cases, care was taken to insure that the drop in loading was not dramatic, thereby maintaining the efficacy of each of the seven sub-scales of parental attitude toward the school.

The reader will note the inclusion of two additional items, designed by this writer, which were aimed at determining general feelings of power or powerlessness. These items were included in the factor analysis and were treated both as a part of the total instrument and separately as indicators of sense of control.

Due to the central importance for this study of the attitudes of parents toward the school, it was essential that the reliability of the instrument used to test this attitude be determined. To this end, the Hoyt Test of Reliability, which

utilizes the Reciprocal Averages Program (RAVE)[3] was used. The responses of each parent to the items of the scale were analyzed by means of the split-half method wherein, each item is correlated with the total of all items. Analysis of the data by the above procedure revealed a reliability (r) at .74 for this population.

The Student Level of Confidence of Academic Ability was determined by the previously outlined procedures. The scale used for this determination was developed by the writer after careful examination of the literature of Brookover and others. While the items used in this scale are modeled after the pattern established by the Self Concept of Ability Scale,[4] it was deemed advisable to re-structure scale items due to the intended use at a lower grade level.

An interview technique was utilized in order to accommodate those students who were too young to read the items and, further, to insure reliability of administration. Each item is scaled on a five point Likert type continuum with

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[3]David J. Wright, Fortap: A Fortran Test Analysis Package by F. B. Baker and T. J. Marthin, Revised for Use on the CDC 3600 and CDC 6500 at Michigan State University (East Lansing, Michigan: Office of Research Consultation, School for Advanced Studies, College of Education, Michigan State University, 1970). (Mimeographed).

[4]W. B. Brookover, Ann Paterson, and Shailer Thomas, Self-Concept of Ability and School Achievement, U. S. Office of Education, Cooperative Research Project No. 845 (East Lansing; Office of Research and Publications, Michigan State University, Dec. 1962).

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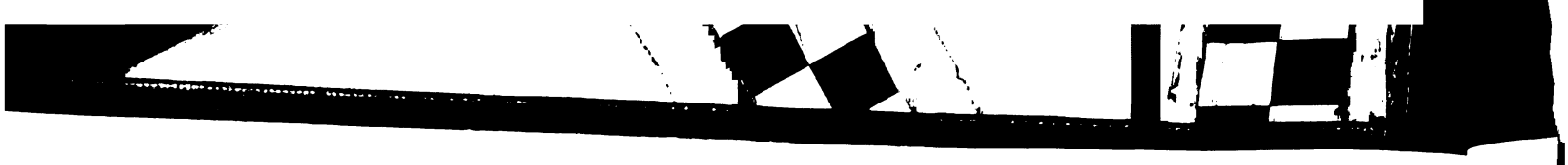
letter (a) given a value of five (5) points, (b) four (4) points, and so on. A high score on the SLCAA form indicated a high level of confidence. Due to the broad range of ages of the students to whom the test was administered, some judgments by the interviewers as to the meaning of the responses of the children were necessary. The reliability of this instrument was measured by the Hoyt test and showed a reliability (r) of .70.

The various student data involving relative standing in relation to chronological age norms, frequency and kind of discipline, and absenteeism rate were tabulated on a sheet prepared by the writer. The data were then coded and included on the data control cards for treatment in the total data analysis.

Student achievement data were obtained by use of scores on the Stanford Achievement Test. Since the sample ranged across all grade levels in the school, it was impossible to utilize all sub-scales from each battery; this because the numbers of items and the character of the sub-scales were not comparable across all batteries. For this reason, only the total reading and total arithmetic percentiles were included in the data for analysis. Such percentiles were based on the end of the year norms which is in keeping with the testing period of the students in the school being studied.

The decision to use percentile scores was based upon the desire to maintain comparability across all grade levels.



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However, due to the fact that percentiles distribute themselves rectangularly across any given population or sample, it was necessary to make transformations of each such ranking. To that end, all percentiles were converted to standard (z) scores by use of a cumulative normal probabilities table. The net result of this transformation was the fitting of the rectangularly distributed percentiles to a normal curve distribution thereby allowing their use in the least squares deletion form of a regression analysis. In order to avoid the occurrence of negative numbers, a constant of 5 was added to each of the transformed scores.

Analysis of the Data

In addition to the use of the factor analysis, the purpose of which has been described above, simple correlation and the least squares deletion form of regression analysis were utilized. Because of the comparative nature of this study, it was felt that the least squares delete form of analysis would be the most indicative and informative of significant relationships. Two approaches are possible using this analytic form. In the first instance, the hypothesis may be stated that the squared multiple correlation coefficients (R^2) will be equal to zero. The data may then be analyzed to determine the extent to which the inclusion of independent variables causes the squared multiple correlation coefficients to vary from that point; the level of significance

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of such variance being determined by the researcher on the basis of the nature of the particular study.

A second method can be used which determines the extent to which the squared multiple correlation coefficient decreases as a result of the stepwise deletion of the independent variables. Again, the test to be applied is whether or not such deletion leads to a significant decrease in (R^2). Garret characterizes the operation of this analysis thus:

> The regression coefficients . . . give the weights to be attached to the scores in each of the independent variables when X, is to be estimated from all of these in combination. Furthermore, these regression coefficients give the weights which each variable exerts in determining X, when the influence of the other variables is excluded. From the regression equation we can tell just what role each of the several variables plays in determining the score in X_1, the criterion.[5]

The Level of Significance

The hypotheses of this study were tested at the .10 level of confidence. It is recognized by the writer that this level of confidence carries with it a somewhat increased chance of committing a Type I error. It is noted, however, that this simultaneously decreases the chances of committing a Type II error. It is felt that the purpose of this study would not be well served if an overly rigorous level of significance caused the researcher to disregard variables that are significantly accurate predictors of the criterion.

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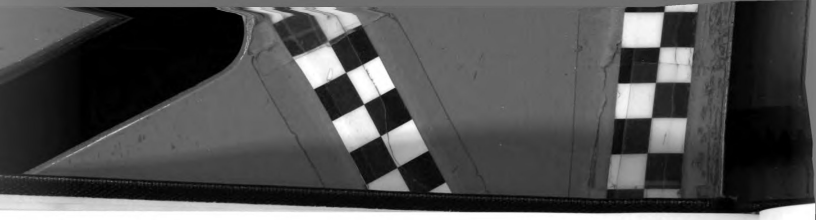
[5]Henry E. Garret, and R. S. Woodworth, Statistics in Psychology and Education (New York: David McKay Company, Inc., 1958), p. 412.



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Summary

It has been the purpose of this chapter to describe the procedures used in both gathering and analyzing the data used in this study. A description of the location of the study and its general housing and business characteristics was followed by a detailed analysis of various demographic data.

Procedures for the selection of the sample and the gathering of the data were outlined. Each of the instruments used in the data gathering procedure was described and the reliability of each was reported. A rationale was given for the selection of both the kind of analysis to be used in testing the data for significance and the selection of the level of significance to be used.

The final section of this chapter was devoted to the hypotheses to be tested.

Chapter IV contains the analysis of the data collected for this study and their interpretation as they relate to the testable hypotheses.

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CHAPTER IV

ANALYSIS OF THE DATA

This chapter is divided into three major sections. The first section deals with the tests of the two major hypotheses. Following the test of each hypothesis, a discussion of the results of the test is given. Finally, a summary of the findings of each test is supplied. The second section deals with the ancillary questions raised in Chapter I. In the case of each such question, supplemental data are presented and analyzed which serve to answer these questions. Summaries of these findings are presented where necessary. Finally, the third section is an overview of the findings of the study encompassing both the major hypotheses and the ancillary questions.

Tests of the Hypotheses

The hypotheses used in this study were tested separately for the primary and intermediate groups. The decision to so test was based on several assumptions:

1. the ages of the parents will tend to vary in relation to their children's ages and grade level.

2. the income of the parents may vary in relation to their age and subsequent tenure in the job market.

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3. the years of schooling of the heads of the households, and of the mothers may vary in relation to their ages.

4. overall parental attitude toward the school may tend to vary in relation to the number of years the parents have been associated with the school.

5. factors of parental attitude may vary as predictors of the various criteria as a result of length of association with the school.

In addition to the above two way analysis of the data, special test treatment was given to the scores of parents on the Bullock School-Community Attitude Analysis for Educational Administrators (SCAAEA). Since, as noted in Chapter III, the total SCAAEA scale was broken down into its component parts (factors), it was deemed advisable to use each of these factors separately both as predictors and as criteria. By so treating the parent attitude scores, it was felt that a more meaningful analysis of relationships could be accomplished.

In testing the first hypothesis, an attempt was made to deal with each of the seven factors individually while at the same time relieving the reader of the burden of an overly lengthy analysis. To this end, it was decided that a brief statement of the test of the hypothesis would be supplemented by several tables which summarize the relationships between the predictor variables and the various factor criteria. These tables may be found in Appendix A. The following summary of the contents of these tables will characterize the meaning and importance of the table entries and may serve to facilitate an understanding of the relationships.

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1. (R^2): signifies the multiple coefficient of correlation and represents the per cent of the variance of the criterion accounted for by those predictor variables not deleted from the regression equation.

2. Partial (r): is the partial coefficient of correlation for each of the predictor variables which were not deleted from the regression equation and which are accurate predictors of the criterion at the .10 level of significance.

3. Alpha Level: is an indicator of the probability of committing a Type I error (unjustified rejection of the null hypothesis).

4. Pearson (r): is the coefficient of Pearson Product Moment Correlation for each of the relationships wherein such coefficients were significant and where said relationships were not contained in multiple regression equations.

Null Hypothesis I:
Neither student scores on the Student Level of Confidence of Academic Ability form, the scores of students on standardized tests of achievement, child standing in relation to chronological age norms, absence rate, frequency or kind of disciplinary problems, the years of schooling of the head of the household and of the mother, the income level, race, parental perceptions of power or powerlessness, nor any subset of these variables, when taken simultaneously in a multiple regression equation, will correlate with the scores of parents on the Bullock School-Community Attitude Analysis for Educational Administrators.

Alternate Hypothesis I:
Student scores on the Student Level of Confidence of Academic Ability form, the scores of students on standardized tests of achievement, child standing in relation to chronological age norms, absence rate, frequency or kind of disciplinary problems, the years of schooling of the head of the household and of the mother, the income level, race, parental perceptions of power or powerlessness, or any subset of these variables, when taken simultaneously in a multiple regression equation, will correlate with the scores of parents on the Bullock School-Community Attitude Analysis for Educational Administrators.

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In an analysis of fourteen separate regression equations and Pearson Product Moment Correlation Coefficients, it was found that each factor of the Bullock SCAAEA was accurately and significantly ($p \leq .10$) predicted by some subset of the predictor variables against which it was tested. The null hypothesis was, therefore, rejected for all such factors and the alternate hypothesis accepted. Tables 4.1 through 4.7 (see Appendix A) illustrate the strength of relationship of each of the predictor variables in relation to the seven factor criteria.

Discussion of Data Analysis for Hypothesis I

The results of the data analysis indicated that various subsets of the predictor variables were significantly correlated with the seven factor criteria of the Bullock CSAAEA. For purposes of clarification, each of these factors and their relationships to the various predictor variables are discussed in turn:

1. Positive attitudes toward maintenance of buildings among parents of both primary and intermediate age students were accurately and significantly predicted by the scores of students on the SCLAA scale ($p = .015$ and $.009$). Similarly, in both groups, positive parental attitudes toward building maintenance were correlated with parental perceptions of power to promote needed changes in the school ($p = .005$ and $.019$). Positive attitudes toward building maintenance were associated with white parents of intermediate age students ($p = .007$). No such relationship existed for parents of primary age children.

2. Positive attitudes toward building adequacy of parents of primary age students were significantly predicted by income ($p = .081$), and the years of

schooling of the mother ($p = .023$). Positive attitudes toward building adequacy were associated with white parents of intermediate age students ($p = .005$). Again, no such relationship was found for the parents of primary age students.

3. The attitudes toward school-community relations and communications among parents of both primary and intermediate age students were found to be accurately and significantly predicted by the parental perceptions of power to promote needed change in the school ($p = .005$). Among parents of primary students, positive attitudes toward school-community relations and communications were related to lessened years of schooling of the head of the household ($p = .014$) and high reading percentile scores for their children ($p = .020$). High reading percentile scores ($p = .068$), Math percentile scores ($p = .007$), teacher perceptions of child standing in relation to chronological age norms ($p = .068$) and low incidences of discipline problems ($p = .068$) were associated with positive attitudes toward school-community relations and communications among parents of intermediate age students.

4. Positive parental attitudes toward social skills training were significantly associated with parental perceptions of power to promote needed changes in the school for parents of both primary ($p = .001$) and intermediate age students ($p = .005$). Among parents of primary age students, positive attitudes toward social skills training were associated with less numerous years of schooling of the head of the household ($p = .010$) and high reading percentile scores ($p = .072$). Among intermediate age students, where parental attitudes toward social skills training were positive, incidences of discipline problems were low ($p = .039$). Positive attitudes toward such training were associated with white parents of intermediate age students ($p = .022$). No such relationship was found for parents of primary age students.

5. Positive parental attitudes toward academic skills training were again associated with parental perceptions of power to promote needed change in the school for both groups of parents ($p = .0005$). Among primary age students, where parental attitudes toward academic training were positive, reading percentile scores were high ($p = .041$), and the years of schooling of the head of the household were low. Positive parental attitudes toward academic training were associated with high levels of academic confidence ($p = .010$) and low incidences of discipline problems ($p = .070$) for intermediate age students.

6. Positive parental attitudes toward school board-community relations and communications were found to be significantly predicted by parental perceptions of power to promote needed changes in the school for parents of both primary ($p = .005$) and intermediate age students ($p = .001$). Such positive parental attitudes were associated with less numerous years of schooling for both the heads of households ($p = .045$) and the mothers ($p = .070$) of primary age students. For this same group, where parental attitude toward school board-community relations and communications were positive, math percentile scores of students were low ($p = .07$). Positive parental attitudes toward this facet of communication were found to be associated with black parents of intermediate age students ($p = .018$) and with higher levels of income ($p = .064$).

7. Positive parental attitudes toward student management were associated with parental perceptions of power to promote needed change in the school for both primary ($p = .017$) and intermediate age students ($p = .005$). For parents of primary students, such positive attitudes were associated with lessened years of schooling for the heads of households ($p = .09$), and the mothers ($p = .05$). Reading percentile scores ($p = .052$) and teachers' perceptions of child standing in relation to chronological age norms ($p = .03$) were found to be low for primary age students whose parents held positive attitudes toward student management. Incidences of discipline problems tended to be high ($p = .05$). For intermediate age students, where parental attitudes toward student management were positive, math percentile scores ($p = .029$) and absence rate ($p = .011$) were both low. Black parents of intermediate students evidenced positive attitudes toward student management ($p = .002$). No such relationship was found for parents of primary age students.

Null Hypothesis II:
Neither the scores of parents on the Bullock School-Community Attitude Analysis for Educational Administrators, the student scores on the Student Level of Confidence of Academic Ability form, child standing in relation to chronological age norms, absence rate, frequency or kind of disciplinary problems, the years of schooling of the head of the household and of the mother, income level, race, perceived power or powerlessness, nor any subset of these variables, when taken simultaneously in a multiple regression equation will correlate with the scores of students on the standardized achievement tests.

Alternate Hypothesis II:
The scores of parents on the Bullock School-Community Attitude Analysis for Educational Administrators, the student scores on the Student Level of Confidence of Academic Ability form, child standing in relation to chronological age norms, absence rate, frequency or kind of disciplinary problems, the years of schooling of the head of the household and of the mother, income level, race, perceived power or powerlessness, or any subset of these variables, when taken simultaneously in a multiple regression equation will correlate with the scores of students on the standardized achievement tests.

The second hypothesis was tested in the same manner as the first with four separate regression equations used to accommodate both levels (primary and intermediate) and achievement areas (reading and math). In the analysis it was found that both reading and math percentile scores, when used as the criterion, were accurately and significantly ($p \leq .10$) predicted by some subset of the predictor variables against which they were tested. The null hypothesis was, therefore, rejected for both the reading and math criteria and the alternate hypothesis was accepted.

Tables 4.8 and 4.9 (see Appendix A) illustrate the strength of relationship of each of the predictor variables in relation to the two achievement criteria (reading and math). The same format was used for table construction as was established for the test of the first hypothesis.

The results of the analysis indicated that various subsets of the predictor variables were accurate and significant predictors of both reading and math percentile scores for primary and intermediate age students. Each of these predictor

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variables and their contribution to the reading and math criteria is discussed below.

1. High reading percentile scores among primary and intermediate age students were associated with greater years of schooling for both the heads of households ($p = .050$ and $.064$) and the mothers ($p = .008$ and $\geq .001$). Low incidences of discipline problems were similarly related for both groups ($p = .094$ and $.023$). Parental attitudes were negative toward student management ($p = .083$) and positive with regard to social skills training ($p = .017$).

   Among intermediate age students, where reading percentile scores were high, teacher perceptions of child standing in relation to chronological age norms were high ($p \geq .005$). Parents' attitudes toward building maintenance ($p = .072$), and social skills training ($p = .090$), were negative while attitudes toward school-community relations and communications were positive ($p = .070$).

2. High math percentile scores among primary and intermediate age students were associated with more years of schooling of the mother ($p = .060$ and $.001$), low incidences of discipline problems ($p = .05$ and $.007$), and high teacher perceptions of child standing in relation to chronological age norms ($p \geq .001$). The attitudes of parents toward student management were negative for both groups ($p = .07$ and $.021$). Among parents of primary age students, where math percentile scores of their children were high, their attitudes toward school board-community relations and communications ($p = .046$), and building adequacy ($p = .023$) were negative. Positive attitudes toward building maintenance were found ($p = .958$).

   Among parents of intermediate age students where the math percentile scores of their children were high, their attitudes toward school board-community relations and communications ($p = .046$), and building adequacy ($p = .023$) were negative. Positive attitudes toward building maintenance were found ($p = .058$).

   Among parents of intermediate age students where the math percentile scores of their children were high, their perceptions of power to promote needed change in the school were also high ($p = .001$). Their attitudes toward school-community relations and communications were positive ($p = .007$). High math percentile scores among intermediate students were also associated with more years of schooling for the head of the household ($p = .020$).

Supplementary Data

In addition to the testable hypotheses, several ancillary questions were posed, each in order to further clarify the elements dealt with in this study and to gain greater understanding of the relationships which exist among them. These questions are as follows:

1. How do parents feel about the school; its curriculum, student management, services, school-parent cummunications, facilities and administration?

2. What is the prevailing level of confidence of academic ability of the students in the school?

3. Is there a significant correlation between parental attitude toward the school and student level of confidence of academic ability?

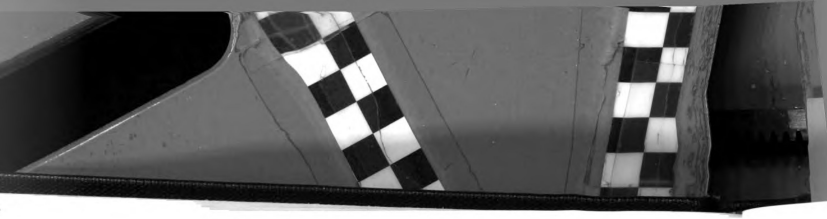
Parental Attitude Toward the School

Table 4.10 (see Appendix A) contains the mean score for the total parent respondent group. The mean score of 122.66 would indicate that the average response of the parent population was above the point which would be considered "no opinion" or "undecided." This observation is based on the nature of the five-point Likert type scale used in which the mid-point of the scale (2.5) would indicate such indecision or lack of opinion.

2.5 = Mid-point in response scale

42 = Number of items in the Parent Attitude Scale

42 x 2.5 - 105 = Expected mean score of parent population having no opinion.



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Keeping in mind the total group allows a more meaningful understanding of the way in which the various sub-groups (parents of children in the Primary I and II and Intermediate I and II) vary around the group mean. Table 4.10 (see Appendix A) contains the means and standard deviations for each of the factors of the Bullock SCAAEA. In addition, the mean scores for each of the four levels (Primary I and II and Intermediate I and II) are indicated. A visual representation of the variation of the four level-means about the total mean may be obtained by consulting Charts 4-A through 4-H (see Appendix A).

As indicated previously, the total scores of parents on the Bullock SCAAEA were not used for analysis where it was possible to use the various factors which go together to make up this total score. The decision to use such factor scores was based on the following assumptions:

1. The overall parental attitude is a many-faceted entity which, when viewed as a whole, lacks the specificity required for comparative analysis.

2. Some aspects of parental attitude, while important to define and study, are not of sufficient import for all facets of achievement and Student Level of Confidence of Academic Ability. To include these would tend to confound the data and make difficult a meaningful analysis of relationships.

The use of these factors requires, however, some understanding of the relationship of each such factor to the total parent attitude variable. Not all factors were of equal importance relative to the total Bullock SCAAEA score.

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Table 4.11 (see Appendix A) illustrates this relative importance in terms of the ratio of expected means to observed means for the primary and intermediate groups.

The data indicated that, for the parents of primary age students, attitudes ranged from most to least positive in the following order:

1. Building Maintenance
2. Building Adequacy
3. School-Community Relations and Communications
4. Social Skills Training
5. Academic Skills Training
6. School Board-Community Relations and Communications
7. Student Management

For the intermediate group, the same rank ordering was indicated with the exception of the factors of social skills training and academic training which reversed positions. Some change from positive to negative of attitude toward the school was again noted in the progression from primary to intermediate levels.

As indicated by Table 4.10 (see Appendix A), the total mean score of parents on the Bullock SCAAEA was above the point (105) which would indicate a lack of attitude toward the school. The same was true of the factors dealing with School-Community Relations and Communications, Building Adequacy, School Maintenance, Social Skills Training, and Academic Skills Training. Factor III, School Board-Community Relations and Communications showed sufficient strength in all groups with the exception of Intermediate I. Factor IV, Student Management, lacked strength for all groups except

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Primary I. Tables 4-A through 4-H (see Appendix A) indicated that among the total mean scores and the mean scores on factors I (School-Community Relations and Communications), III (School Board-Community Relations and Communications), IV (Student Management), V (Building Maintenance), VI (Social Skills Training), and VII (Academic Skills Training), the parental attitudes toward the school were higher for the Primary I group than for the other three groups. Thus, it was observed that the attitudes of parents toward the school tended to decrease in positivism as their children progressed through the grades. For factor II (Building Adequacy), these attitudes were seen to decrease from the Primary I group through the first intermediate level, thence to climb above the group mean and the Primary I level in the Intermediate II group. The overall variation of means about the group mean are shown for each of the four levels in Chart 4-A (see Appendix A).

In summary, it was found that the total attitudes of the parents toward the school were above the point which would indicate a lack of opinion. Some minor variations of this were noted for factors III and IV (School Board-Community Relations and Communications and Student Management). Generally, there was a tendency for the attitudes of parents to become less positive as the age and level of their children increased. Finally, it was found that parental attitudes were most positive toward Building Maintenance and Building

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Adequacy, least positive toward School Board-Community Relations and Communications and Student Management leaving School-Community Relations and Communications, and Social and Academic Skills Training at varying points in between.

Student Confidence Level of Academic Ability

Table 4.12 illustrates the mean scores on the SCLAA Form for each level of the student population.

TABLE 4.12

Mean Scores of Students on SCLAA Form

	$\bar{X}$ = 36.63
Level	Mean Score
Primary I	37.31
Primary II	36.54
Intermediate I	36.85
Intermediate II	35.80

The ten-item SCLAA Form allowed a possible score of 50. A score of 25 on this instrument indicated a position midway between positive and negative SCLAA. As indicated in Table 4.12, all four levels of student respondents had mean scores above this point, showing a positive Confidence Level

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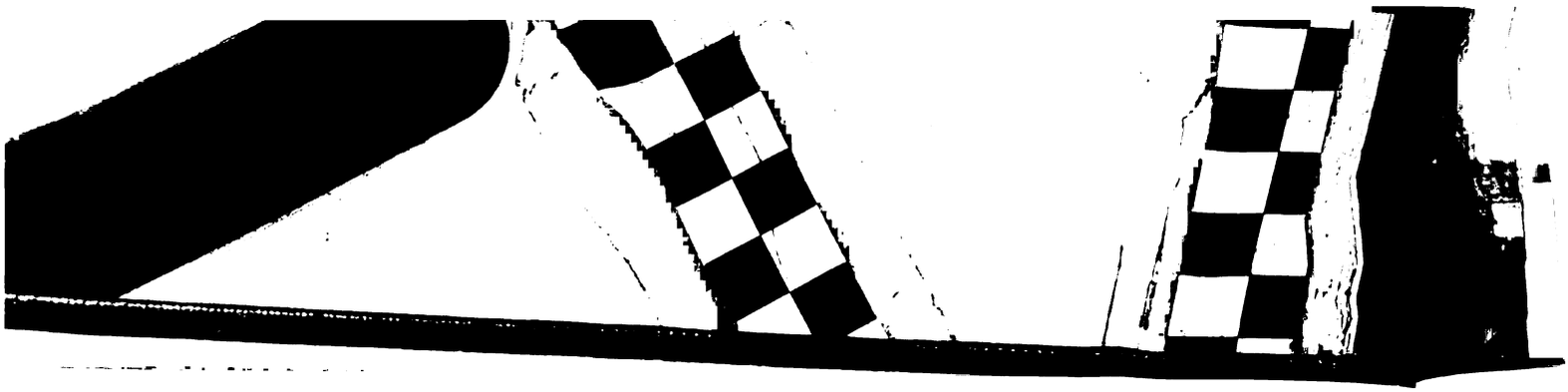
of Academic Ability. It was noted, however, that like parental attitude toward the school, SCLAA tended to decrease (move toward the negative pole) as the students progressed from early to later years of elementary school. Moreover, a similarity existed between the variability of the Primary II and the Intermediate I groups on SCLAA and the variability among the same groups of parent respondents on several factors of the Bullock SCAAEA (total group means, and means on School-Community Relations and Communications and Academic Skills Training).

Correlational Relationship Between Parental Attitude Toward the School and Student Level of Confidence of Academic Ability

Where parent scores on the Bullock SCAAEA were taken as a whole and correlated pair-wise with SCLAA (Pearson r) the coefficient of correlation for the total population was significant beyond the .05 level. The same was not true where the separate levels were tested individually.

As indicated in the test of the first hypothesis, significant partial correlations were found to exist between SCLAA and the attitudes of parents toward the academic training offered to their intermediate age children ($p = .010$). A similar relationship was found to exist between SCLAA and the attitudes of parents toward building maintenance in the school ($p = .009$). For the primary age group, a significant



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partial correlation existed between the attitudes of parents toward building maintenance and SCLAA ($p = .015$).

Thus it may be inferred that while the composite attitudes of the parent population did correlate significantly with SCLAA, this relationship, although extant, lost the strength of relationship requisite for significance when the primary and intermediate groups were tested separately. Where the seven separate factors of parent attitude were tested individually against SCLAA, it was found for the intermediate group that, where parental attitude toward academic training and building maintenance were positive, SCLAA was high and, for the primary group, where parental attitude toward building maintenance was positive, SCLAA was likewise positive.

Summary

The findings of this study were presented in this chapter in two sections. First, the hypotheses were tested and the data relating to them were analyzed. Second, the ancillary questions were posed and analyzed in terms of the data relevant to them. In order to facilitate summarization, the hypotheses (presented in the form of questions) and ancillary questions will be restated and responded to in terms of the data generated.

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I. How do the parents feel about the school, its curriculum, student management, services, school-parent communications, facilities and administration?

Analysis of the data revealed that, overall, the attitudes of the parents were positive toward the school. The highest incidence of positivism was found to exist at the early stages of student tenure in the school, and tended, with some minor variation, to become less positive as the students progressed from lower to higher grade levels. The attitudes among parents of both primary and intermediate age students were most positive vis-a-vis building maintenance and adequacy, and least positive regarding school board-community relations and communications, and student management. A middle ground was occupied variously by parental attitudes toward school-community relations and communications, social skills training and academic skills training.

II. What is the prevailing level of confidence of academic ability of the students in the school?

The students, as a group, demonstrated positive confidence levels of academic ability. Like parental attitude toward the school, SCLAA tended to lessen in its positivism as the students progressed from level to level in the school. Moreover, the variability of SCLAA scores among Primary II and Intermediate I groups was similar to the variability of scores of parents of these same groups on the Bullock SCAAEA.

III. Is there a significant correlation between parental attitude toward the school and student level of confidence of academic ability?

The data indicated that where parental attitude was treated as a composite entity, a significant ($p < .05$) correlation did exist between the two. When the parent population was broken into primary and intermediate groups, the relationship, while extant, did not maintain significance. Where the seven factors of parental attitude were tested separately, significant relationships were found to exist between SCLAA and parental attitude toward building maintenance and academic training.

IV. Is there a significant correlation between the scores of the parents on the Bullock SCAAEA and all or any subset of the predictor variables of SCLAA, the years of schooling of the head of the household and of the mother, race, income level, parental perceptions of power or powerlessness, discipline, and absence rate of the students and the academic standing of students in relation to chronological age norms?

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The test of this hypothesis was accomplished by treating each of the seven Bullock SCAAEA factors separately as criteria for both the primary and intermediate respondent groups. Analysis of the resulting fourteen separate regression equations and Pearson Product Moment Correlation Coefficients revealed that subsets of the above mentioned predictor variables were variously correlated ($p = .070$ to $< .005$) with the attitudes of parents toward all of the seven factors of the Bullock SCAAEA.

V. Is there a significant correlation between the scores of students on the Stanford Achievement Test and all, or any subset of the predictor variables of SCLAA, the years of schooling of the mother, race, income level, parental perceptions of power or powerlessness, discipline, and absence rate of the students, academic standing of the student in relation to chronological age norms or the attitudes of parents on the seven factors of the Bullock SCAAEA?

The test of this hypothesis was accomplished by treating both reading and math percentile scores separately for the primary and intermediate groups. Analysis of the resulting four hypotheses revealed that subsets of the above predictor variables were variously correlated ($p = .090$ to $< .0005$) with the reading and math percentile scores of primary and intermediate age students.

Chapter V is devoted to the summary, conclusions and implications of this study.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This final chapter begins with a summary of the purposes of this study, the review of the literature, and the research design used. Conclusions drawn from the data are followed by the implications for the theory generated in Chapter II, and hence for the practice of administration. Implications for further research will conclude the chapter.

Purpose of the Study

This study was undertaken in order to determine what, if any, is the relationship between parental attitude toward the school (as modified by income level, race, the years of schooling of the head of the household and of the mother, and parental perceptions of power or powerlessness), Student Confidence Level of Academic Ability, and selected indices of student achievement including standardized test scores, rate of absenteeism, frequency of disciplinary action taken by the child's teacher, and academic standing in relation to chronological age norms.

Review of the Literature

The review of the literature for this study was couched in a historical-developmental setting which carried with it a manifold aim: First, to demonstrate the development of psychological thinking with regard to self-concept and self-concept of academic ability; Second, to point up the relationship which exists between self-concept, in its several forms, and achievement in both infra-human and human subjects; Third, to highlight the development of self-concept of academic ability as an empirically definable and testable construct and its relationship to academic achievement; Fourth, recognizing the relationship of self-concept and achievement, to demonstrate the importance of the attitudes and perceptions of significant others as determiners of self-concept; Fifth, to characterize the direction of previous research into the importance of such significant others and to illustrate the need for the study of parental attitude toward the school as a significant predictor of student confidence level of academic ability and student achievement.

Self-Concept as a Psychological Construct

Self-concept as a construct was traced briefly in its evolution to the present century. The change from an introspective to the more empirical approach of studying self-concept was outlined with specific reference to the writings of Freud and Jung. Lecky's theory of self-consistency was

was discussed in terms of its departure from the visceral-glandular explanation of behavior motivation. Further examination was given to the de-emphasis of primary drives as determiners of behavior motivation with reference to the writings of White (1959), Dishill (1925), Nissen (1930), Butler (1953), Harlow (1957) and Meyers and Miller (1954).

Self-Concept and Achievement

The relationship between self-concept and achievement was given some historical grounding. A variety of studies were summarized which demonstrated this relationship in research settings including the work of Shaw, Bell and Edson (1960), Combs and Snygg (1949), Gowan (1960), Fink (1965), and Brunkan and Sheni (1965). The theory of cognitive consistency as a psychological need and determiner of self-concept was discussed. Specifically, the studies of Festinger (1957), Festinger and Aronson (1960), Aronson and Carlsmith (1962), Roth (1959), and Coopersmith (1959) were highlighted.

Self-Concept of Academic Ability

Recognition of the relationship between self-concept and student success has led a number of researchers to attempt to further isolate those aspects of self-concept which seem to be most closely associated with student achievement. Studies of self-prediction and related student success (Keefer, 1966), and self-concept of academic ability (Johnson, 1968) were

reviewed. Farls study (1967) of achievement and self-concept of academic ability demonstrated that there was a significant ($p = .05$) difference between subjects' self-concepts and their self-concepts as students. A further amplification of this was furnished by Morse (1963).

The comprehensive, longitudinal study of Brookover of the relationship between self-concept of ability and academic success was discussed in some detail. Their data indicated a strong correlation ($p = .48$ to $.63$) between self-concept of ability and grade point average. Further, they found that change in self-concept of ability over a period of two years was significantly correlated with change in grade point average.

Significant Others and Self-Concept of Academic Ability

Recognizing that self-concept of ability is significantly related to achievement, and that a change in that facet of personal evaluation brings about a concomitant change in school performance, researchers in education, sociology and psychology have turned their attention to the determinants of self-concept of ability. To illustrate this thrust in educational research, the "looking-glass self" theory of Cooley was cited along with the studies of Videbeck (1960) which were designed to investigate, in a more classically oriented research setting, this theory. Videbeck's findings supported

the notion that self-conception is learned and that the opinions and evaluations of significant others are of significant import in such learning.

The findings of Brookover added greatly to the general understanding of the relationship between self-concept of academic ability and the evaluations of significant others. In an effort to find out who were the significant others for students, these researchers gathered data which extended over a period of six years. Their findings indicated that, contrary to the prevalent notion that peers were the most significant others:

> . . . Evidence indicated that parents and other family members are more likely than any other category to be "significant others for adolescents."[1]

Conclusion

As a result of the studies of Brookover and others in the same and related areas (Harding, 1966; Sandeen, 1965; Erickson, 1965; Joiner, 1966) much interest has obtained about the relationship between student achievement and the attitudes of their parents. Most of the research growing out of this interest has been directed toward the study of

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[1]W. B. Brookover, E. L. Erickson, and L. N. Joiner, Self Concept of Ability and School Achievement III: Relationship of Self-Concept to Achievement in High School, U. S. Office of Education, Cooperative Research Project No. 2831 (East Lansing: Office of Research and Publications, Michigan State University, Feb. 1967), p. 142.

parental attitudes about their children's ability to perform academically. Many (Cass, 1967; Hand, 1968; Jamieson, 1962; Sexton, 1964; Petersen, 1971), however, have suggested the need for research into the attitudes of parents toward their children's school and the relationship of such attitudes to actual achievement. It was toward a clarification of this relationship that this research was directed.

Design of the Study

In order to test the hypotheses of this study and to answer the ancillary questions that were posed, two instruments were used: The Bullock School-Community Attitude Analysis for Educational Administrators (SCAAEA) and the Student Confidence Level of Academic Ability form (SCLAA). Both tests were subjected to the Hoyt Test of Reliability and yielded reliability coefficients of .74 and .70 respectively.

Prior to the administration of the Bullock SCAAEA, parents were apprised of the study by means of a letter which gave a brief explanation and alerted them to the coming questionnaires and personal data forms. Packets containing these forms were sent to each of the families via the oldest child in each family. A follow-up letter was sent approximately one week after the initial circulation in order to insure that the packets had reached their destination. Additional packets were sent by mail to those families who had not

received theirs. Two weeks subsequent to the follow-up letter, each family was contacted by telephone with the objectives of reminding them about the questionnaire and determining their reactions to its contents. Two hundred two (74 per cent) of the packets were returned. Missing data required the deletion of 48 responding units. Thus, 58 per cent of the total number of packets sent were suitable for use in the data analysis. The responses of parents on the Bullock SCAAEA were analyzed factorially to identify the major components of the scale which, when taken together, made up the total parental attitude spectrum tested by this instrument.

The scores of students on the Student Confidence Level of Academic Ability form (SCLAA) were obtained in an interview setting; this because the inclusion of first level students ruled out the possibility of the students reading the form, and because uniformity of administration was desired. An interview team made up of parents, other adult volunteers, Urban Tutorial students (education majors involved in tutoring public school students in the area) from Michigan State University, and this writer studied the form prior to its administration. A series of meetings were held during the testing period to obtain answers to any questions which arose during the time of administration. The oldest child from each family in the school (not including kindergarten and special education students) was selected for testing. Other

student data were gathered from the teaching teams of each of the students.

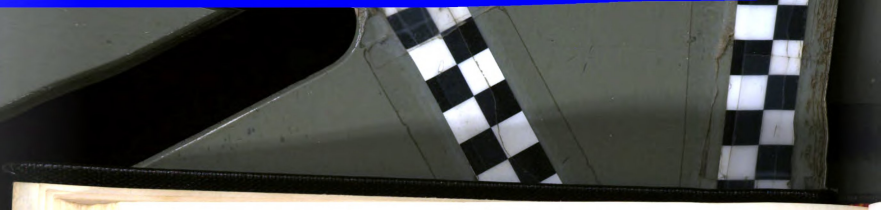
Analysis of the data was accomplished through the use of simple pair-wise correlation (Pearson r) and the least squares deletion form of regression analysis. All hypotheses and pair-wise relationships were tested at the .10 level of significance.

Findings of the Study

Results of the statistical analyses used to answer the ancillary questions are presented in the first portion of this section. Following this is a summary of the results of the tests of the two major hypotheses.

Parental Attitude Toward the School

Parental attitude toward the school for this population was positive. That is to say, the mean score (122.66) was well above the point (105.00) which would indicate neutrality. The various factors, rated from most to least positive in parental response, showed that for the parents of primary age students, attitudes were most positive toward building maintenance, building adequacy, and school-community relations and communications. For these same parents, attitudes were least positive toward school board-community relations and communications, and student management. Social skills training and academic training occupied a middle ground between these extremes. The same was true of the attitudes of parents



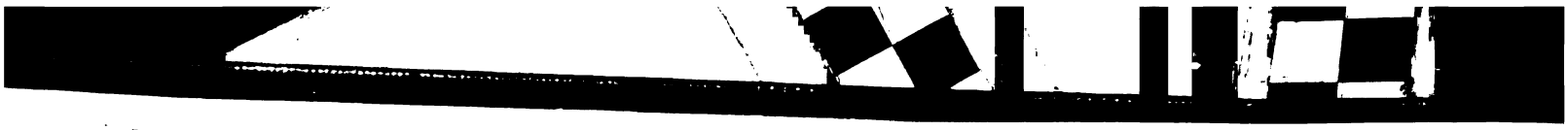
of intermediate age students with the exception of social skills and academic training which reversed positions. The highest incidence of positive attitude was found among the parents of primary I level students. A steady change from positive to negative in such parental attitudes was in evidence as their children progressed through the four levels (Primary I, Primary II, Intermediate I, and Intermediate II).

Student Confidence Level of Academic Ability

The overall confidence level of academic ability was positive for this student population. That is, the mean score (36.63) of all students on the SCLAA scale was above that point (25.00) which would indicate neither positive nor negative feelings of academic confidence. Like parental attitude toward the school, SCLAA tended to decrease (move toward the negative pole) as the students progressed from earlier to later years of elementary school. A similarity was also found to exist between the variability of the primary II and Intermediate I groups of parents (Bullock SCAAEA) and students (SCLAA) in relative positivism of responses.

Relationship Between Parental Attitude Toward the School and Student Confidence Level of Academic Ability

The attitude of the total parent population correlated significantly with SCLAA ($r = .16$ $p \leq .05$). This correlation



while remaining present, lost the strength of relationship required for significance when the primary and intermediate groups were tested separately. Where the seven factors of parental attitude were tested individually against SCLAA, it was found for the intermediate group that positive attitudes of parents toward academic training and building maintenance were significantly associated with high scores of students on SCLAA scale. For the primary group, where parental attitude toward building maintenance was high, SCLAA scores of their children were also high.

Relationships of Parental Attitude Toward the School, Demographic Variables and the Several Indices of Student Achievement

The results of the fourteen separate regression equations and Pearson Product Moment Correlation Coefficients used to test this first of the two major hypotheses showed that various subsets of the demographic and student achievement variables were accurate and significant predictors of the seven factor criteria of the Bullock SCAAEA. For purposes of clarification, the relationships among these predictor variables and the various factors of parental attitude are discussed in turn.

1. Positive attitudes of parents toward building maintenance of primary and intermediate students were significantly correlated with confidence level of academic ability ($p = .015$ and $.009$) and parental perception of power or

powerlessness ($p \leq .005$ and .019). Among parents of intermediate students, where their attitudes toward maintenance of buildings were high, reading percentile scores of their children were also high ($p = .087$). Building maintenance was perceived positively by the white parent population ($p = .027$).

2. Positive parental attitudes toward building adequacy were significantly related to the years of schooling of the mother ($p = .032$) for parents of primary age students. Where the income of this group was high, parental attitude toward adequacy of buildings tended to be negative ($p = .001$). White parents of intermediate age students held positive attitudes in this regard. Race was not a significant factor in attitude toward building adequacy for parents of primary age students.

3. Positive attitudes toward school-community relations and communications among parents of primary and intermediate students were significantly ($p \leq .0005$) related to perception of power. Such positive attitudes were related to high reading and math percentile scores for intermediate students ($p = .068$ and .007) and high reading percentile scores ($p = .020$) among students in the primary grades. High teacher perceptions of child standing in relation to chronological age norms ($p = .068$) and infrequent incidences of discipline problems ($p = .068$) were characteristic of intermediate students whose parents held positive attitudes toward school-community relations and communications. Finally, it was found that where the years of schooling of the heads of the households

was high, their attitudes toward school-community relations and communications were less positive ($p = .014$).

4. Positive attitudes toward social skills training were evidenced by all parents where their perceptions of power to promote needed change in the school were high ($p = .001$ and $.005$). Among parents of primary age students, where their attitudes toward social skills training were high, the reading percentile scores of their children were also high ($p = .072$). Incidences of discipline problems were less frequent for intermediate students whose parents held such positive attitudes ($p = .039$). White parents were more positive in these attitudes than were non-white parents ($p = .022$).

5. Positive attitudes toward academic skills training were associated with perceptions of power to promote needed change in the school for all parents ($p \leq .005$). Among primary age students positive attitudes toward academic skills training were associated with high reading percentile scores ($p = .041$) and lessened years of schooling of the parents ($p = .037$). High student confidence level of academic ability ($p = .010$), and low frequency of incidences of discipline problems ($p = .070$) were characteristic of intermediate age students whose parents held positive attitudes toward academic skills training.

6. Positive attitudes toward school board-community relations and communications were associated with perceptions of

power to promote needed change in the school for parents of both primary ($p \leq .005$) and intermediate students ($p = .001$). Negative attitudes regarding such communications were found to be related to increased years of schooling for both heads of households ($p = .045$) and the mothers ($p = .07$) of primary students. Where such parental attitudes were positive for this group, math percentile scores tended to be lower ($p = .07$). Attitudes toward school board-community relations and communications were more positive among higher income parents of intermediate age students ($p = .064$) and among non-white parents ($p = .018$). No relationships between school board-community relations and communications and either race or income were found for parents of primary age students.

7. Positive attitudes toward student management were associated with perceptions of power to promote needed change in the school for parents of both primary ($p = .017$) and intermediate students ($p \leq .0005$). Such positive attitudes among parents of primary students were found to be related to lower levels of educational attainment for both the heads of households ($p = .09$) and the mothers ($p = .05$). Infrequent incidences of discipline problems ($p = .05$) and high teacher perception of child standing in relation to chronological age norms ($p = .05$) were associated with negative attitudes toward student management among parents of primary age students. Among intermediate age students, positive parental attitudes

were associated with low absence rate ($p = .011$) and low math percentile scores ($p = .029$). Parental attitudes were more positive among black parents of intermediate age students ($p = .002$). Race was not a factor for parents of primary age students.

Relationships Among Reading and Math Percentile Scores, Other Indices of Achievement, and the Attitudes of Parents Toward the School

Analysis of the regression equations and Pearson Product Moment Correlation Coefficients used to test the second major hypothesis indicated that various subsets of the demographic and parental attitude variables were accurate and significant predictors of reading and math percentile scores. The relationships of interest are discussed below.

1. Among primary age students, high reading percentile scores were associated with low incidences of discipline problems ($p = .094$) and high teacher perceptions of child standing in relation to chronological age norms ($p = .002$). The years of schooling of the heads of households and of the mothers was high ($p = .05$ and $.008$). The parents of primary students with high reading achievement scores tended to be positive in their attitudes toward social skills training ($p = .017$) and negative regarding student management ($p = .083$).

Among intermediate age students, high reading percentile scores were associated with low incidences of discipline

problems ($p = .023$), and high teacher perceptions of child standing in relation to chronological age norms ($p \leq .0005$). The years of schooling of both the heads of the households ($p = .064$) and of the mothers ($p \leq .001$) was high. Parental attitude toward school-community relations and communications were positive ($p = .070$). Attitudes toward social skills training ($p = .090$) and building maintenance ($p = .072$) were negative.

2. Among primary age students, high math percentile scores were associated with increased years of schooling of the mother ($p = .060$), low frequency of discipline problems ($p = .05$), and high teacher perceptions of child standing in relation to chronological age norms ($p \leq .001$). Parental attitude tended to be positive toward building maintenance ($p = .058$) and negative toward building adequacy ($p = .023$), school board-community relations and communications ($p = .046$), and student management ($p = .07$).

High math percentile scores for intermediate students were related to low incidences of discipline problems ($p = .007$), low absence rate ($p = .039$), high teacher perceptions of child standing in relation to chronological age norms ($p \leq .0001$), and increased years of schooling for both heads of households ($p = .02$) and for the mothers ($p = .001$). Parental attitudes tended to be positive regarding school-community relations and communications ($p = .007$) and negative toward student management ($p = .021$). Parental perceptions of power or powerlessness were positive ($p = .001$).

Additional Relationships of Importance to this Study

Relationships among certain demographic variables have importance for the findings of this study. Tables 4.13 through 4.15 illustrate these relationships. The related findings are presented below for purposes of clarification.

1. Where the years of schooling of the head of the household of primary students was high, the years of schooling of the mother ($p \leq .0001$) and income ($p \leq .0001$) also tended to be high. Absence rate ($p = .090$) frequency of incidences of discipline problems ($p = .080$) were low. Among parents of intermediate students, where the years of schooling of the head of the household was high, the years of schooling of the mother ($p \leq .0001$), the income level ($p \leq .0001$), teacher perceptions of child standing in relation to chronological age norms ($p = .005$), and SCLAA ($p = .06$) were also high.

2. Where the years of schooling of the mothers of primary age students was high, child standing in relation to chronological age norms tended to be high ($p = .05$). Such a condition tended to prevail among the white families of this population ($p = .02$). For intermediate students, where the mother had attained a high level of formal education, SCLAA ($p = .01$), absence rate ($p = .10$), and child standing in relation to chronological age norms ($p = .001$) tended also to be high.

3. Among the families of primary students, where income was high, absence rate ($p = .06$) and the years of schooling

of the mother ($p = .001$) tended to be high. For the intermediate students, such a family income level was associated with high teacher perceptions of child standing in relation to chronological age norms ($p = .007$), increased years of schooling of the mother ($p = .004$), and higher absence rate ($p = .02$).

Conclusions

Based upon the findings of this study, the following conclusions are offered:

1. Parental attitude toward the school, student confidence level of academic ability and parental perceptions of power and powerlessness are measurable constructs for this population.

2. The attitudes toward the school of parents, as significant others, are significantly related to indices of student achievement including math and reading percentile scores, absence rate, and frequency and kind of student discipline problems.

3. The attitudes toward the school of parents, as significant others, are significantly related to student confidence level of academic ability.

4. Student confidence level of academic ability of intermediate age students is significantly related to indices of achievement including math percentile scores and the teachers' perceptions of child standing in relation to chronological age norms.

5. Parental perceptions of power and powerlessness is significantly related to the attitudes of parents toward the school.

6. The attitudes of parents toward the school, parental perceptions of power and powerlessness and student confidence level of academic ability tends to deteriorate in relative weight of positivism as student tenure in the school increases.

7. Differences in parental attitude toward the school significantly relates to the demographic variables of years of schooling of the head of the household, years of schooling of the mother, income, and race.

Implications

Despite the fact that this study is representative of only one mid-western elementary school, it does have significant implications for the theory generated in this study, and hence, for public school administrators and teachers whose primary responsibility it is to develop a positive learning atmosphere for the students in their schools. It was the author's purpose in this study to determine how parental attitudes toward the school, as modified by various demographic data and parental perceptions of power or powerlessness, were related to student confidence level of academic ability and selected indices of student achievement. For purposes of clarity, a general statement of the substance of these

relationships is presented along with the general implications which attend them. This is followed by a discussion of each of the components of this overall relationship with implications stated in greater specificity.

The Relationship Between Parental Attitude Toward the School as a Construct, Modified by Demographic Data and Parental Perceptions of Power or Powerlessness, Student Confidence Level of Academic Ability and Indices of Student Achievement

The results of this study indicated that parental attitude toward the school was a measurable construct for this population. Such parental attitude was composed of several components, each of which had reference to the effectiveness of the school in serving the needs of students. Generally, the findings indicated that parental attitude toward the school was significantly related to both Student Confidence Level of Academic Ability and the several indices of student achievement. Moreover, it was found that such parental attitudes were modified by the various demographic data as well as parental perceptions of power or powerlessness. Finally, a positive relationship was found to exist between SCLAA and the various indices of student achievement. Such relationships are not only supportive of the theory developed in this study, but have implications as well for public school administrators and teachers.

The findings imply that the attitudes toward the school of parents, as significant others, have an important bearing

upon the academic achievement of their students where such achievement is determined by scores on standardized tests and other indices including absence rate, and incidences of discipline problems. Furthermore, it is indicated that SCLAA, which is similarly correlated with achievement, may be determined, in part, by such parental attitudes. These findings would seem to suggest the need for educators to look beyond the promotion of positive parental attitudes toward the school merely for the sake of successful millage and bonding campaigns to a broader view of such positive attitudes as significant correlates of student confidence level of academic ability and actual achievement.

Moreover, it would seem imperative that school personnel give a thoughtful look at the demographic make-up of their school population. Where such variables serve to moderate the attitudes of parents toward the school, they take on an importance far beyond the mere sociological description of the school's clientel. Indeed, they may aid the administrator in isolating those segments of the school's population which hold negative attitudes toward the school. Thus, useful information would be available for the formulation of successful intervention strategies aimed at making more positive these highly important parental attitudes.

Each of the several relationships discussed above is taken in turn to provide a clearer understanding of both internal relationships and the implications that flow from them.

Parental Attitudes Toward the School and its Relationship to Student Confidence Level of Academic Ability and Indices of Student Achievement

As a result of factoral analysis of the response of parents to the Bullock SCAAEA, seven separate categories (factors) of parental attitude were defined. Each of these factors and their relationship to SCLAA and indices of student achievement are discussed in turn.

Building Maintenance

The attitude of the parents were positive toward the maintenance of the school's facilities. The findings of the study indicated that such positive attitudes were associated with high SCLAA for both primary and intermediate age students, and high math percentile scores for primary students. This would seem to suggest that maintenance of buildings may be a contributor to positive parental attitudes toward the school. Moreover, such positive attitudes are seen as related to a sense of academic confidence among both primary and intermediate students and to at least one index of achievement for primary age students.

The relationship between parental perceptions of building maintenance and reading achievement for intermediate students provided a somewhat different perspective. Here, a negative attitude toward maintenance was associated with high reading scores. Due to the overall positive nature of the attitudes of parents of both primary and intermediate students toward

maintenance of school buildings, it would seem unreasonable to assume such a directly negative relationship. Thus, where parental attitudes toward the maintenance of school buildings are negative, it would seem that parents of high achieving and academically confident students may be taking compensatory steps designed to override the effects of weaknesses which they perceive to exist. The data generated in this study do not provide an empirically definable form for such compensation. Thus, its existence may be posited only as one possible explanation of this apparent inconsistency of relationships. It is suggested, however, that if such compensation is responsible for this negative relationship, the alteration of the negative attitude of parents of high achievers might alleviate the need for such compensation, thereby providing a freer, less encumbered learning atmosphere. The expected results would be enhanced academic success.

Building Adequacy

The attitudes of parents toward the adequacy of the school buildings were highly positive, surpassed only by the positive nature of attitudes toward building maintenance. The findings indicated that, where attitudes toward building adequacy were correlated with indices of achievement, the relationship was a negative one. Thus, with regard to achievement in math for the primary age students, where parental attitudes toward building adequacy were low, percentile

scores in math were high. Again, the positive nature of the responses of the parents toward building adequacy would seem to suggest seriously questioning a direct relationship between negative attitude and high math achievement. It would seem more plausible to assume, as in some relationships with building maintenance, that where such attitudes are low, some compensation is provided by parents of high achieving students. Careful analysis of the data again revealed no demonstrable explanation of the form of such compensation. As before, the value of attending to these negative attitudes among the parents of high achieving students would seem to be implicit.

School Community Relations and Communications

The attitudes of parents toward school-community relations were positive. They ranked below building maintenance and building adequacy in relative positive weight. The findings indicated that among parents of intermediate age students, where parental attitudes toward school-community relations were positive, student scores in reading and math and the teachers' perceptions of child standing in relation to chronological age norms were also high. Frequency of disciplinary problems were low for the children of these parents. For the parents of primary age students, positive parental attitudes toward school-community relations and communications were associated with lessened years of schooling of the head

of the household and with high reading percentile scores. Finally, for both groups, such positive parental attitudes were significantly correlated with positive parental perceptions of power to promote needed changes in the school.

Thus it would appear that the attitudes of parents toward school-community relations are of significant importance with regard to several indices of achievement. As such, they should be given careful consideration by school personnel. Of particular concern would be those segments of the parent population with increased years of schooling and who evidence perceptions of powerlessness in relation to their ability to promote needed change in the school. The relationship of parental perceptions of power and powerlessness to attitude toward school-community relations would seem to suggest the need for the principal to be actively involved in communication with the home; this, since the principal is implicated as the means whereby parents gain such a sense of power.

Social Skills Training

This dimension, while generally of a positive nature for both primary and intermediate groups, was found to be less positively evaluated by the parents of intermediate age students. For both groups it was found that positive attitudes toward social skills training were associated with parental perceptions of power to cause meaningful change in

the school. Furthermore, such parental attitudes were also associated with low incidences of discipline problems for intermediate students and high reading percentile scores among primary age students. These findings deserve consideration by school administrators for several reasons. The training students receive in social skills may have implications for student performance beyond the mere development of peace and harmony among students and between students and staff in the school. The need for thoughtful integration of social skills training into the curricular structure of the school is indicated. Thus, social studies, typically history oriented, might be conceived of as as much training in social skills as history, anthropology and the like. Reference to current social studies texts adoptions does not indicate this kind of dual thrust. Moreover, it would seem of great importance that the parent population be informed, if not involved, in such social skills training; this, because of the apparent relationship between their attitudes toward such training, their perceptions of power, and the achievement of their children.

All too frequently, communications between home and school is negative with regard to a student's social adjustment. Thus, the principal is in contact with the parents when a student has evidenced some unacceptable form of social behavior. Such negative communication is creative only of negative feelings on the part of the parents toward their own

and the school's ability to train their children for acceptable social behavior. The need is implied for a liaison person capable of communicating in a positive way. If the principal is such a person, well and good. Where the principal is unable or unwilling to function in this capacity, some person to act as a home-school counsellor would seem to be needed.

Academic Training

The general attitude of parents toward academic training was positive. Again, the parents of intermediate age students were less positive in these attitudes than were those of primary age students. The findings indicated that such parental attitudes were related to high reading percentile scores for primary students. Positive parental attitudes toward academic skills training were also associated with high confidence levels and low incidences of discipline problems among intermediate age students. For both groups, where parental attitudes toward academic training were positive, the parents evidenced positive perceptions of power to cause meaningful change in the school's programs. Finally, higher levels of educational attainment were associated with less positive attitudes toward academic skills training for parents of primary age students.

Home-school communication would again seem to be the indicated need. Where parents are frequently apprised of the

academic training given their children, and where they are included in the needs assessment phase of planning the academic program, one would expect to see a more positive attitude toward this dimension of the school's operation. This would seem to be an optimum condition given the apparent relationship between such positive parental attitudes and several indices of student achievement. The Parent-Teacher conference would certainly be considered a viable method of creating such communication. Extended to greater limits, it would seem that an advisory council made up of parents and school personnel, the task of which would be, in part, to determine academic needs, would be an effective tool for both informing parents and improving their attitudes toward the academic training offered to their children.

School Board-Community Relations and Communications

This dimension of parental attitude was found to be less positive than those discussed above, approaching the mid-line between positive and negative level of response. A negative correlation between this dimension of parental attitude and the scores of primary students in math was observed. Analysis of the data did not present an empirically definable reason for this. Again, it is suggestive of compensation of one sort or another on the part of the parents who view school board-community relations and communications in a negative light.

Attitude toward school board-community relations and communications was less positive among white, low income parents of intermediate age students. Due to the apparent relationship between such parental attitudes and the achievement of students, it would seem desirable to strive for better parental perception of communication between the governing body of the school district and the population which it is elected to serve. While no segment of this population should be discounted in this regard, the findings would seem to indicate the advisability of giving particular attention to those parents who show definite negative attitudes.

The relatively less positive responses of parents toward school board-community relations and communications would seem in need of careful consideration at present when important issues such as school desegregation and the restructuring of financial support of schools are being planned and/or implemented. It is perhaps timely to note that, at the time of this writing, five school board members serving the district from which the population was drawn were recalled by a vote of the electors of the district.

Student Management

The attitudes of parents were least positive toward student management. The relative weight was found to be below 1.00, that point which divides positive from negative responses.

The negative relationship which was observed to exist between these attitudes of parents and the achievement of their children in math and reading again would suggest that some compensation is being made. Thus, it is inferred that where parents perceive the management of students in the school to be inferior, compensatory measures are being taken. Positing such compensation may be supported by the fact that negative attitude with regard to student management is associated with infrequent incidences of discipline problems and a high assessment from teachers with regard to the standing of the child in relation to chronological age norms. Moreover, such parental attitudes are associated with increased years of schooling of both the mothers and the heads of households. It would seem reasonable to assume that where parents of higher academic training perceive the school's management of students to be less effective, steps are being taken in the home to insure effective disciplinary training and respect for the school. This is then seen to be reflected in low incidence of discipline problems, which is simultaneously related to both reading and math scores as well as teachers' perceptions with regard to child standing in relation to chronological age norms.

As in previous relations of this sort (i.e., student management, and school board-community relations and communications), where compensation is indicated, it would seem that a concerted effort on the part of the school to achieve accord

with the home regarding matters of student management, would serve to alleviate the burdensome atmosphere in which students must strive to achieve successfully. The need for an effective parent-school council is indicated.

Knowledge of the relationship between the attitudes of parents toward the school and student achievement, while meaningful, does not provide the administrator or teacher with sufficient information upon which to act. The need for developing positive parental attitudes is indicated. However, the enormity of the task would seem to require some empirically based plan of action. It is the purpose of the following section to demonstrate some of the ways by which these attitudes vary in relation to certain demographic variables within the population tested, so as to suggest a viable method of rendering more positive the attitudes of parents toward the school.

Years of Schooling of the Head of the Household

Analysis of the data indicated that as the years of schooling of parents of primary age students increased, their attitudes toward Academic Training, School-Community Relations and Communications, and Social Skills Training became less positive. For Heads of Households of intermediate age students, no relationship was found to exist between years of schooling and any factor of parental attitude toward the

school. Given the apparent importance for achievement and SCLAA of parental attitudes such as those mentioned above, these findings would seem to indicate the value of close communication between school and those parents of primary age students who have reached increased years of schooling. It is not to suggest the neglect of those whose years of schooling is less, since the same relationship, while of lessened strength, is quite likely to exist. Rather, it is to point out that segment of the parent population which would seem to be the most relevant public toward which to direct such intensified communication. The fact that such relationships exist for the parents of primary students as opposed to those of intermediate students, would seem to reinforce the necessity of effectively communicating with this segment of parents. Most would agree that the early years of the school experience are often those which, in large part, shape the success or failure of later schooling experiences (see: i.e., Bloom, et al.).

The data further indicated that the years of schooling of the head of the household were significantly related to certain indices of achievement. These included reading scores ($p = .05$), rate of absence ($p = .10$), and incidence of discipline problems ($p = .08$) for the primary age students and SCLAA ($p = .05$), math scores ($p = .02$), reading scores ($p \leq .001$), and child standing in relation to chronological age norms for students of intermediate age ($p = .005$). These data

would seem to support not only the notion that parents are significant others for students with regard to achievement but would further imply that where the years of schooling of the parents is high, student achievement also tends to be high. While no causal relationship may be inferred, the data do seem supportive of several hypotheses: (1) The level of expectation for achievement of their children may be higher among parents with increased years of schooling; (2) An educational system which provides learning experiences for adults as well as young people may serve to stimulate achievement of students who would perceive their parents as seriously involved in the learning process; (3) An educational program which integrates the K-12 program with adult education might serve to lessen negative parental attitudes toward the school since both the parents and their children would be benefitting from the services provided by the school. A viable and effective illustration of such a program is provided by the Community School concept.

Years of Schooling of the Mother

Analysis of the data indicated that as the years of schooling of mothers of primary age students increased, their attitudes toward adequacy of the school buildings became more positive. Under these same attitudinal conditions, their attitudes toward student management and school board-community relations became less positive. For mothers of intermediate

age students, increased years of schooling were related to high SCLAA, and high teachers' perceptions of child standing in relation to chronological age norms. For both groups, where the mothers' years of schooling was high, math and reading percentile scores were also high. These findings again suggest the positive relationship between parental years of schooling and student achievement. Moreover, they amplify the negative relationship between such years of schooling and parental attitudes toward management of students and school board-community relations and communications.

The relationships between the years of schooling of the mother, SCLAA, teacher perception of child standing in relation to chronological age norms, as well as reading and math scores are indicative of the relationship between parental years of schooling and student achievement. This apparent relationship would seem to suggest the importance of continued education of parents, particularly as involvement in continued education (career education, life-long education, etc.) relates to the achievement of their children. It would seem that the ideal approach to continued parent education would be a situation in which the school which serves the children also provides educational opportunities for their parents. Attendance in the same school or, at minimum, the same school district, might be expected to render more positive the attitudes of parents toward the school system and, conceivably, toward the school attended by their children.

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This would be considered an optimum condition in light of the relationship between the attitudes toward the school among parents and the achievement of their children. The Community School philosophy is reflective of such a concept of continued education.

Income

Analysis of the data indicated that where income was high, parental attitude toward building adequacy was less positive for parents of primary age students. Again, given the apparent importance of this dimension of parental attitude toward the school, with particular reference to parents of primary age students, it would seem that school communication aimed most specifically toward parents at higher income levels would be of greatest value. The data also suggested that, among parents of intermediate age students, where income was high, parental attitude toward school board-community relations and communications was also positive. This would seem to suggest a feeling of lack of communication between the school board and the home among parents of lower income. The relationship between parental perceptions of power and income ($p = .02$) would further support a lack of sense of communication and control on the part of lower income parents of intermediate age students.

Thus it would appear that some consideration should be given the levels of income where parental attitudes toward the school is concerned.

Race

Differences in attitude toward the school were found to be related to race for the parents of intermediate age students only. For this group, white parents were most positive toward academic training, building maintenance, and building adequacy. Black parents were most positive in their attitudes toward school board-community relations and communications and student management. The complexity of analysis of differences in attitudes and opinions on the basis of race presupposes the formulation of any substantive implications beyond the fact that the differences do seem to exist and should be considered of some importance to school personnel when dealing with parental attitudes toward the school.

Level Variability of Parental Attitude Toward the School

Variance in the positive nature of parental attitude toward the school was found to exist between parents of primary and intermediate age students. Similar variance was found for SCLAA between these groups. Thus, as student tenure in the school increased, parental attitude toward the school and SCLAA decreased. This would seem to imply a need for educators to concern themselves in particular with parental attitudes and SCLAA vis-a-vis the older elementary student and his parents. Moreover, it would seem beneficial to examine all facets of the internal operations of the school in an

effort to isolate possible causes of this deterioration of parental attitude and SCLAA.

Parental Perceptions of Power or Powerlessness

Parental perceptions of power or powerlessness were found to be weighted on the positive side of that point (5.0) which would indicate feelings of neither power nor powerlessness. Such perceptions were correlated very highly ($p \leq .0005$ to .019) With all factors of parental attitude toward the school with the exception of building adequacy. The statements used to measure such parental perceptions were worded to implicate the principal as the means whereby such power is obtained. Moreover, it was found that the sense of power among the parents decreased as the tenure in the school of their children increased.

It would seem reasonable to infer from these findings that the fostering among parents of a sense of power to cause needed changes in the school is of significant importance in the determination of overall attitude toward the school. The value of an effective parent advisory group is strongly indicated. Further, it would seem imperative to involve parents of older students who appear to evidence less sense of power than do the parents of younger students. Finally, such a group should include the principal of the school who is seemingly viewed by the parents as the agent through whom such power is realized.

Summary of the Implications

In summary, the findings of this study seem to suggest the following implications:

1. The attitudes toward the school of parents, as significant others, are significantly important with regard to student confidence level of academic ability and student achievement. As such, they deserve the full attention of school personnel.

2. Statistically significant relationships were found to exist between the attitudes of parents of intermediate age students toward school-community relations and communications and several indices of student achievement. Negative attitudes toward school-community relations and communications were associated with increased years of schooling and a lack of parental sense of power to promote meaningful change in the school. The relationship between parent attitude toward school-community relations and communications and student achievement indicated a need for effective home-school communication. While not intended to infer the neglect of any segment of the parent population, it was suggested that particular attention should be given to those parents of primary age students who have attained higher levels of formal education and those who evidenced a lack of sense of power to promote meaningful change in the school. It was considered of primary importance that the principal be actively involved in communication with the home since he is perceived by the parents as a means whereby such power is obtained.

3. Statistically significant relationships were found to exist between parental attitude toward social skills training and several indices of student achievement. This would seem to indicate the need for constrictive and positive channels of communication between home and school with regard to matters of student social behavior. The value of an effective liason person, whether the principal or home-school counsellor, is inferred. Moreover, it would seem that the training students receive in social skills should be an integral part of the total school curriculum and that parents should be well acquainted with, and be allowed to assume an active part in the development of such curriculum content.

4. Significant relationships were found to exist between the attitudes of parents of Intermediate age students toward the academic training given their children, student

confidence level of academic ability and indices of student achievement. The importance of on-going home-school communication with regard to the academic training given to students would seem to be indicated. Meaningful two-way communication should be striven for. Parents should be actively involved in the development and planning of the educational program. The implementation of an active parent-school advisory council, wherein parents and teachers can share in planning the educational program, would seem to be an effective means of obtaining and maintaining such communication.

5. Student achievement was found, in some cases, to be significantly but negatively correlated with attitudes of parents toward building maintenance, building adequacy, and school board-community relations and communications. Thus, high indices of achievement in reading and math were, at times associated with less positive perceptions of these aspects of parental attitude toward the school. Due to the overall positive nature of the responses of parents to such attitudinal factors, some questions arose as to the meaning of these findings. A direct negative correlation would not seem plausible since such parental attitudes were found to be positively related to other indices of student achievement including student confidence level of academic ability, incidences of discipline problems, and rate of absenteeism. Some form of compensation for these negative attitudes may be in effect. Thus, where parental attitudes toward the maintenance and adequacy of facilities, and school board-community relations and communications are negative, parents of high achieving students may be taking compensatory steps designed to override weaknesses which they perceive to exist. Research of such a possibility goes beyond the scope of the data presented in this study. It is suggested however, that if such compensation is responsible for this condition, the alteration of the negative attitudes of parents of high achievers might alleviate the need for such compensation, thereby providing a freer, less encumbered learning atmosphere. The expected result would be enhanced academic success.

6. Indices of student achievement (reading and math scores) were found to be negatively correlated with attitudes of parents toward student management. Since, as mentioned with regard to other negatively correlated parental attitudes, the meaningfulness of a direct negative relationship is somewhat questionable, compensation of some sort was suggested. In this instance, some support for this conjecture was provided by the data. Specifically, negative parental attitudes toward a student management were associated with low incidences of

discipline problems and high teachers' perceptions of child standing in relation to chronological age norms. Furthermore, such negative attitudes persisted among parents with increased years of schooling. Thus, it was suggested that where parents of high academic training perceive the school's management of students to be less effective, steps are being taken to insure effective disciplinary training and respect for the school at home. Such home training is then seen to be reflected in low incidences of discipline problems, which condition is positively related to other indices of achievement including reading and math scores, and the perceptions of teachers with regard to child standing in relation to chronological age norms. As before, when compensation was implied, the apparent need for alleviation of negative parental attitudes would seem to be implicit. Parental accord with and participation in the development of the school's approach to management of students would perhaps serve well to render such parental attitudes more positive. Again, the need for an effective parent advisory council would seem to be indicated.

7. Differences in parental attitude toward the school were found to be significantly related to the demographic variables of years of schooling of the head of the household, and of the mother, income and race. Several implications were drawn from these findings. It was suggested that: (a) specific attention should be given to the attitudes of parents who have attained more years of formal education since their attitudes toward the school were less positive; (b) since increased educational attainment of parents were associated with successful student achievement, steps should be taken to overcome negative attitudes among such parents; (c) the level of expectations for their children may be higher for parents who have achieved higher levels of educational attainment; (d) an educational system which provides learning experience for adults as well as young people may serve to stimulate achievement of students who would perceive their parents as seriously involved in the learning process; (e) an educational program which integrates the K-12 program with adult education might serve to lessen negative parental attitudes toward the school since both the parents and their children would be benefitting from the services provided by the school. The Community school concept was suggested as a viable and effective illustration; (f) consideration should be given to income level when assessing the attitudes of parents toward the school. Specifically, it was suggested that the attitudes of low income parents be given special concern where

school board-community relations and communications is concerned, and among high income parents with regard to building adequacy.

8. The positive nature of both parental attitude toward the school and student confidence level of academic ability was found to decrease in positivism in relation to the tenure of students. The need was indicated for educators to be concerned, in particular, with SCLAA of intermediate students and the attitudes of their parents toward the school. Moreover, the need was discussed for examining all facets of the school program with the aim of isolating possible causes of such decrease in positivism.

9. Parental perceptions of power and powerlessness were found to be highly and positively correlated with all facets of parental attitude toward the school with the exception of building adequacy. Deterioration of sense of power among parents was positively related to the tenure of their children in school. The principal was indicated as the means whereby a sense of power is obtained. Thus, these findings implied that: (a) the fostering among parents of a sense of power to cause change is of significant importance in determining positive parental attitude toward the school; (b) schools should maintain effective parent advisory groups; (c) whenever possible, parents of older students should be involved in the decision-making process due to their apparently lessened sense of power; (d) advisory groups should include the principal who is seemingly viewed as the agent through whom parental power to cause change is exercised.

Implications for Further Study

This study demonstrated that the attitudes toward the school of parents of primary and intermediate age students were significantly correlated with student confidence level of academic ability and various indices of student achievement. Some questions were raised which could not be answered due to necessary limitations in the research design used in this

study. Further research aimed toward possible answers to these questions would seem worthwhile.

1. Analysis of the data indicated that parental attitude toward the school, parental perceptions of power to promote needed changes in the school, and student confidence level of ability decreased in relative positivism as student tenure in the school increased. Empirical examination of this phenomenon would seem to be a logical follow-up to this study.

2. Certain incidences of parental attitude toward the school were found to be negatively related to indices of student achievement. Due to the overall positive nature of such parental attitudes, direct negative relationships were discounted. Rather, it was suggested that where parental attitudes toward such aspects of the school program were negative among parents of high achieving students, some form of compensatory steps was being taken which was designed to override the effects of perceived weaknesses. The data generated in this study were not generally suggestive of the form of such compensation. Research directed toward the isolation of the nature of such compensation would seem of value. Moreover, it is suggested that the effects upon student achievement of a program designed to alter such negative attitudes among parents be studied.

3. Parental perceptions of power to promote needed changes in the school program were found to be highly related to

positive parental attitudes toward the school. Only two test items were used to determine this sense of perceived power. Due to the apparent significance of such perceptions of power, extended research might best be directed toward isolation of mutually exclusive aspects of parental perceptions of power. Further determination of the relationship between such parental perceptions, parental attitude toward the school, and indices of student achievement would seem of value. Such a study might best be undertaken in a controlled experimental setting where the effects upon parental attitudes toward the school and student achievement of a program designed to enhance parental perceptions of power to promote needed change could be studied.

4. Data revealed a negative relationship between the years of schooling of the parents and certain factors of parental attitude toward the school. The apparent positive relationship between student achievement and both parental attitude toward the school and the years of schooling of the parents, suggests the need for research into programs which are designed to provide continued education experience for parents while, at the same time, maintaining positive parental attitudes toward the school or school system of which their children are a part.

5. The data were supportive of the need for effective home-school communication. In several instances the need for active and effective parent advisory councils was indicated.

While research (Woons, 1972)[2] has been undertaken to describe the functions of such a council, the writer is unaware of any study which treats the effect of advisory councils on parental attitude toward the school. Such research would seem worthwhile.

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[2]George J. Woons, "The Community School Council: Functions, Characteristics, and Issues," Unpublished Doctoral Dissertation, Michigan State University, 1972.

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APPENDICES

APPENDIX A

CORRELATION TABLES AND MEAN GRAPHS

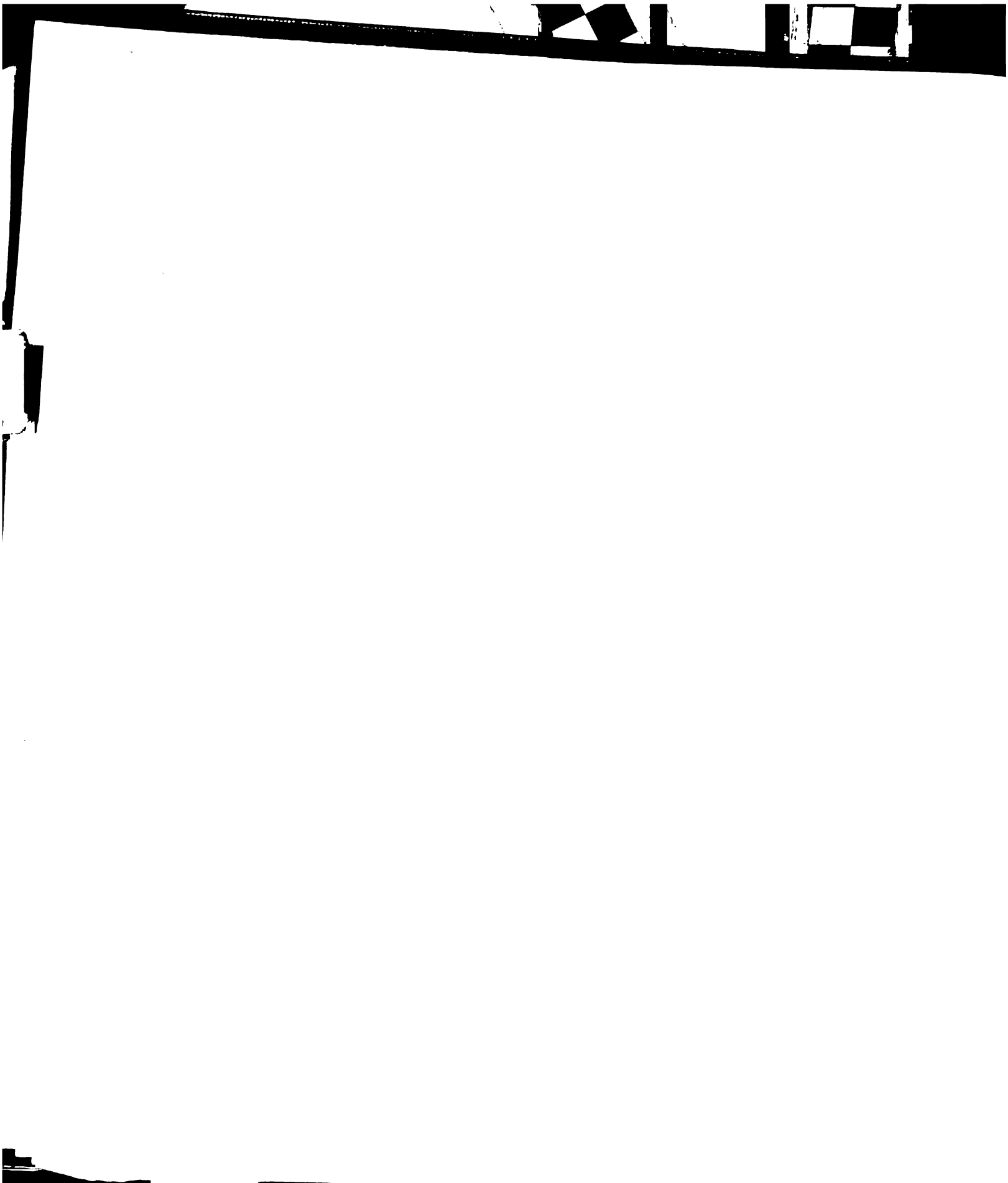


TABLE 4.1

BUILDING MAINTENANCE

Variable Description		Partial (r)	Alpha Level
Primary	$(R^2) = .2894$		
1. SCLAA		.33	.015
2. Parental Perceptions of power or powerlessness		.46	.0005
Intermediate	$(R^2) = .1860$		
1. SCLAA		.26	.009
2. Race		-.27	.007
3. Reading percentila scores		-.18	.087
4. Parental perceptions of power or powerlessness		.24	.019

TABLE 4.2

BUILDING ADEQUACY

Variable Description		Partial (r)	Alpha Level
Primary	$(R^2) = .0996$		
1. Income		.24	.081
2. Years of schooling of the mother		.29	.032
Intermediate	$(R^2) = .3724$		
1. Race		-.37	.0005

TABLE 4.3

SCHOOL-COMMUNITY RELATIONS AND COMMUNICATIONS

Variable Description	Partial (r)	Alpha Level	Pearson (r)	Alpha Level
Primary (R^2) = .8042				
1. Years of schooling of the head of the household	-.34	.014		
2. Reading percentile scores	.32	.020		
3. Parental perceptions of power or powerlessness	.90	.0005		
Intermediate (R^2) = .6471				
1. Parental perceptions of power or powerlessness	.80	.0005		
2. Reading percentile scores			.15	.068
3. Math percentile scores			.25	.007
4. Child standing in relation to chronological age norms			.15	.068
5. Discipline			-.15	.068

TABLE 4.5

ACADEMIC SKILLS TRAINING

Variable Description	Partial (r)	Alpha Level
Primary (R^2) = .2657		
1. Years of schooling of the head of the household	-.29	.037
2. Reading percentile scores	.28	.041
3. Parental perceptions of power or powerlessness	.70	.0005
Intermediate (R^2) = .1785		
1. SCLAA	.26	.010
2. Discipline	-.19	.070
3. Parental perceptions of power or powerlessness	.56	.0005

TABLE 4.6

SCHOOL BOARD-COMMUNITY RELATIONS AND COMMUNICATIONS

Variable Description	Partial (r)	Alpha Level	Pearson (r)	Alpha Level
Primary (R^2) = .3038				
1. Years of schooling of the head of the household	-.27	.045		
2. Parental perceptions of power or powerlessness	.53	.0005		
3. Math percentile scores			-.20	.070
4. Years of schooling of the mother			-.20	.070
Intermediate (R^2) = .1642				
1. Income	-.19	.064		
2. Race	.24	.018		
3. Parental perceptions of power or powerlessness	.34	.001		

TABLE 4.7

STUDENT MANAGEMENT

Variable Description	Partial (r)	Alpha Level	Pearson (r)	Alpha Level
Primary $(R^2) = .1797$				
1. Reading percentile scores	-.27	.052		
2. Parental perceptions of power or powerlessness	.32	.017		
3. Discipline			.23	.05
4. Child standing in relation to chronological age norms			-.25	.03
5. Years of schooling of the head of the household			-.18	.09
6. Years of schooling of the mother			-.22	.05
Intermediate $(R^2) = .2549$				
1. Race	.32	.002		
2. Absence	-.26	.011		
3. Reading percentile scores	.19	.067		
4. Math percentile scores	-.22	.029		
5. Parental perceptions of power or powerlessness	.40	.0005		

TABLE 4.8

READING PERCENTILE SCORES

Variable Description	Partial (r)	Alpha Level	Pearson (r)	Alpha Level
Primary (R^2) = .6972				
1. Child standing in relation to chronological age norms	.43	.002		
2. Discipline	-.24	.094		
3. Math percentile scores	.61	.0005		
4. Student management	-.24	.083		
5. Social skills training	.33	.017		
6. Years of schooling of the head of the household			.23	.05
7. Years of schooling of the mother			.33	.008
Intermediate (R^2) = .7801				
1. Years of schooling of the head of the household	.19	.064		
2. Child standing in relation to chronological age norms	.57	.0005		
3. Discipline	-.23	.023		
4. Math percentile scores	.61	.0005		
5. Building maintenance	-.19	.072		
6. Social skills training	-.18	.090		
7. School-community relations and communications			.15	.07
8. Years of schooling of the mother			.35	.001

TABLE 4.9

MATH PERCENTILE SCORES

Variable Description	Partial (r)	Alpha Level	Pearson (r)	Alpha Level
Primary (R^2) = .6084				
1. Reading percentile scores	.77	.0005		
2. Building adequacy	-.31	.023		
3. School board-community relations and communications	-.28	.046		
4. Building maintenance	.26	.058		
5. Student management			-.20	.07
6. Years of schooling of the mother			.21	.06
7. Discipline			-.23	.05
8. Child standing in relation to chronological age norms			.51	.001
Intermediate (R^2) = .4608				
1. Absence	-.21	.039		
2. Reading percentile scores	.80	.0005		
3. Student management	-.23	.021		
4. Parental perceptions of power or powerlessness	.33	.001		
5. School-community relations and communications			.25	.007
6. Years of schooling of thehead of the household			.20	.02
7. Years of schooling of the mother			.31	.001
8. Discipline	-.25	.007		
9. Child standing in relation to chronological age norms			.63	.0001

TABLE 4.10

GROUP MEANS AND STANDARD DEVIATIONS ON BULLOCK SCHOOL-COMMUNITY ATTITUDE ANALYSIS

	Item	Total Possible Score	Mean	SD
1.	Total Parent Attitude Scale	210	122.66	20.11
	Primary I	210	137.13	17.67
	Primary II	210	120.21	20.39
	Intermediate I	210	121.34	20.57
	Intermediate II	210	121.25	19.27
2.	Total School-Community Relations and Communications (Factor I)	40	24.76	6.33
	Primary I	40	28.88	6.72
	Primary II	40	23.90	6.92
	Intermediate I	40	24.94	6.27
	Intermediate II	40	24.19	5.62
3.	Total Building Adequacy (Factor II)	20	13.32	3.41
	Primary I	20	13.38	3.50
	Primary II	20	13.03	3.86
	Intermediate I	20	13.00	2.82
	Intermediate II	20	13.62	3.41
4.	Total School Board-Community Communications and Relations (Factor III)	30	15.71	4.89
	Primary I	30	17.12	4.27
	Primary II	30	15.92	5.09
	Intermediate I	30	14.37	4.57
	Intermediate II	30	15.90	5.02

continued

Table 4.10--Continued

Item	Total Possible Score	Mean	SD
5. Total Student Management (Factor IV)	20	9.23	3.35
Primary I	20	10.50	3.16
Primary II	20	9.21	3.20
Intermediate I	20	8.87	3.94
Intermediate II	20	9.12	3.18
6. Total School Maintenance (Factor V)	10	7.52	1.41
Primary I	10	8.06	1.24
Primary II	10	7.74	1.40
Intermediate I	10	7.25	1.61
Intermediate II	10	7.40	1.33
7. Total Social Skills Training (Factor VI)	25	14.52	3.40
Primary I	25	16.75	3.26
Primary II	25	14.18	3.17
Intermediate I	25	13.97	3.38
Intermediate II	25	14.45	3.44
8. Total Academic Skills Training (Factor VII)	65	37.58	7.79
Primary I	65	42.44	7.00
Primary II	65	36.23	6.59
Intermediate I	65	38.94	7.64
Intermediate II	65	36.56	8.27

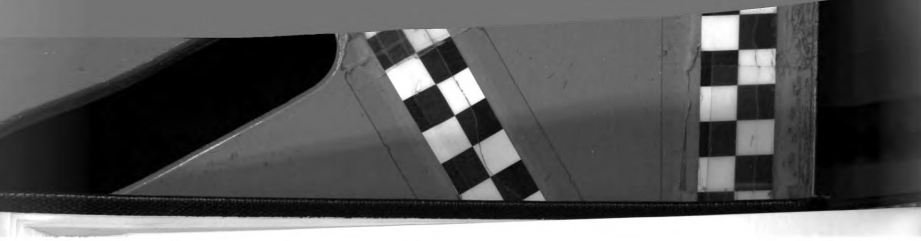


TABLE 4.11

RELATIVE IMPORTANCE OF BULLOCK SCAAEA

Variable Description	Expected Mean	Observed Mean	Relative Weight
Primary			
1. School-Community Relations and Communications	20	25.35	1.27
2. Building Adequacy	10	13.13	1.31
3. School Board-Community Relations and Communications	15	16.27	1.08
4. Student Management	10	9.58	.96
5. Building Maintenance	5	7.84	1.57
6. Social Skills Training	12.5	14.93	1.19
7. Academic Skills Training	32.5	38.04	1.17
Intermediate			
1. School-Community Relations and Communications	20	24.43	1.22
2. Building Adequacy	10	13.42	1.34
3. School Board-Community Relations and Communications	15	15.40	1.03
4. Student Management	10	9.04	.90
5. Building Maintenance	5	7.35	1.47
6. Social Skills Training	12.5	14.29	1.14
7. Academic Skills Training	32.5	37.33	1.15

TABLE 4.13

YEARS OF SCHOOLING OF THE MOTHER

Variable Description	Pearson (r)	Alpha Level
Primary		
1. Child standing in relation to chronological age norms	.22	.05
2. Race	-.27	.02
Intermediate		
1. SCLAA	.23	.01
2. Absence	.13	.10
3. Child standing in relation to chronological age norms	.13	.001

TABLE 4.14

YEARS OF SCHOOLING OF THE HEAD OF THE HOUSEHOLD

Variable Description	Pearson (r)	Alpha Level
Primary		
1. Absence	-.18	.09
2. Discipline	-.19	.08
3. Income	-.55	.0001
4. Years of schooling of the mother	.55	.0001
Intermediate		
1. SCLAA	.16	.06
2. Child standing in relation to chronological age norms	.26	.005
3. Income	-.44	.0001
4. Years of schooling of the mother	.58	.0001

TABLE 4.15

INCOME

Variable Description	Pearson (r)	Alpha Level
Primary		
1. Absence	-.21	.06
2. Years of schooling of the mother	-.42	.001
Intermediate		
1. Absence	-.20	.02
2. Child standing in relation to chronological age norms	-.25	.007
3. Years of schooling of the mother	-.27	.004

CHART 4-A

MEANS FOR TOTAL BULLOCK SCAAEA

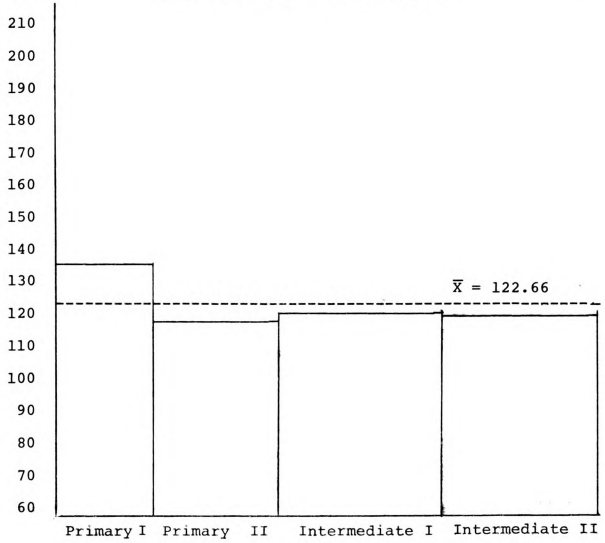


CHART 4-B

MEANS FOR SCHOOL-COMMUNITY RELATIONS AND COMMUNICATIONS
(Factor I)

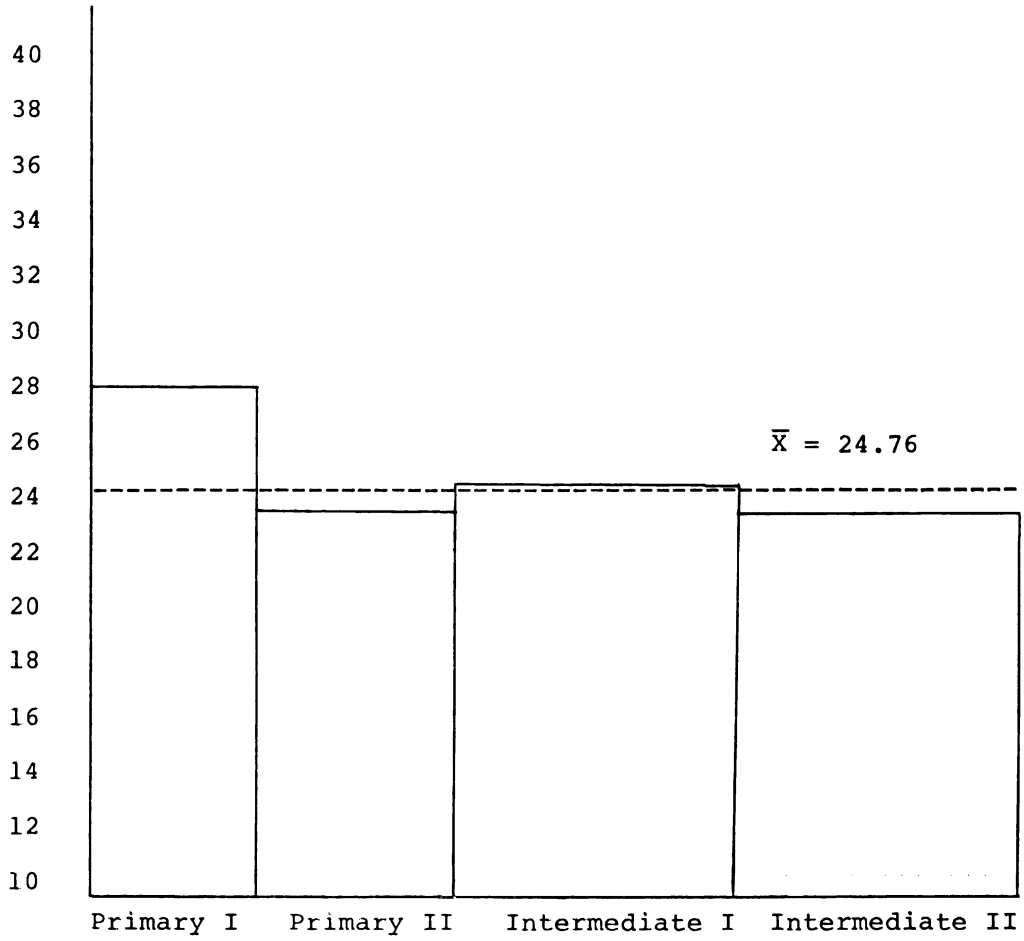


CHART 4-C

MEANS FOR BUILDING ADEQUACY
(Factor II)

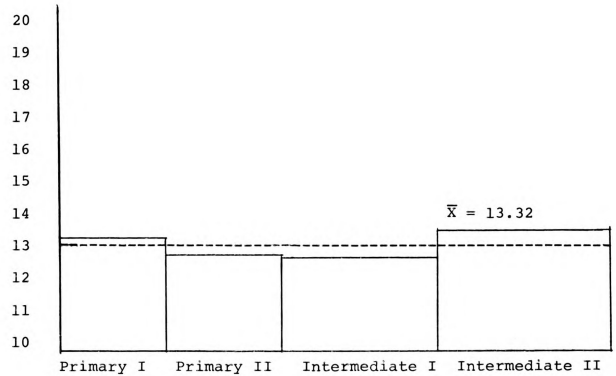


CHART 4-D

MEANS FOR SCHOOL BOARD-COMMUNITY COMMUNICATIONS AND RELATIONS (Factor III)

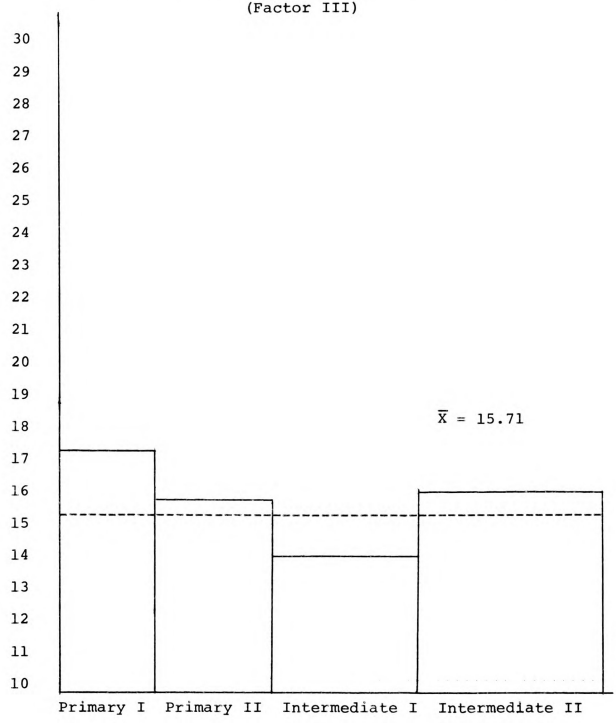


CHART 4-E

MEANS FOR STUDENT MANAGEMENT
(Factor IV)

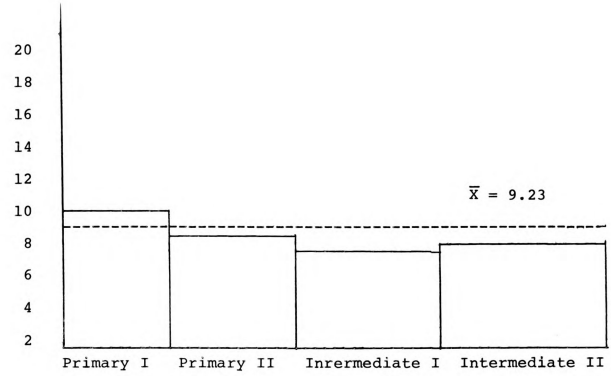


CHART 4-F

MEANS FOR SCHOOL MAINTENANCE
(Factor V)

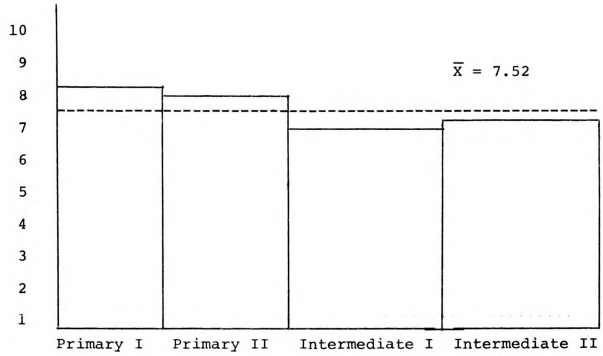


CHART 4-G

MEANS FOR SOCIAL SKILLS TRAINING
(Factor VI)

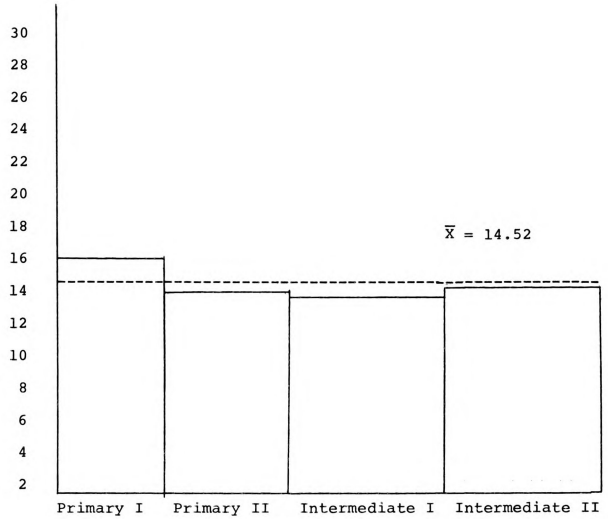
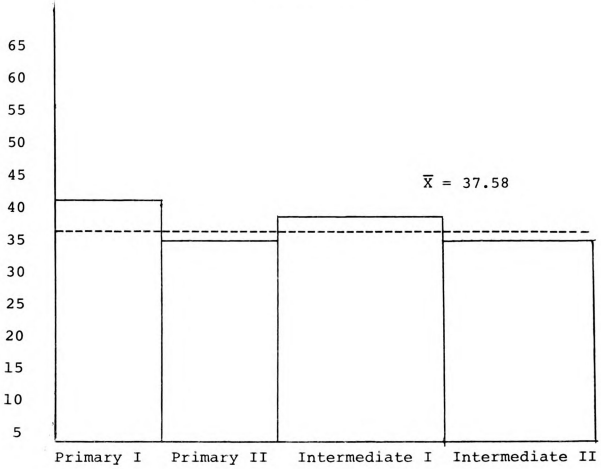


CHART 4-H

MEANS FOR ACADEMIC SKILLS TRAINING
(Factor VII)



APPENDIX B

DEMOGRAPHIC AND FACTOR ANALYSIS DATA TABLES

TABLE 3.2

YEARS OF SCHOOLING OF THE MOTHER

	Less than 12th Grade (f)	%	High School (f)	%	Some College (f)	%	College Grad or Beyond (f)	%	Group N	Mean	SD
Pri. I	2	12.5	7	43.8	7	43.8	0	0	16	2.3	0.7
Pri. II	7	17.9	20	51.3	12	30.8	0	0	39	2.1	0.7
Int. I	3	9.4	17	53.1	9	28.1	3	9.4	32	2.4	0.8
Int. II	14	20.9	27	40.3	17	25.4	9	13.4	67	2.3	1.0
Total Group:	26	16.9	71	46.1	45	29.2	12	7.8	154	2.3	0.8

TABLE 3.3

RACE

	White (f)	%	Black (f)	%	Group N	Mean	SD
Pri. I	15	93.8	1	6.3	16	1.1	0.3
Pri. II	36	92.3	3	7.7	39	1.1	0.3
Int. I	28	87.5	4	12.5	32	1.1	0.3
Int. II	58	86.6	9	13.4	67	1.1	0.3
Total Group:	137	89.0	17	11.0	154	1.1	0.3

TABLE 3.4

YEARS OF SCHOOLING OF THE HEAD OF THE HOUSEHOLD

	Less than 12th Grade (f)	%	High School (f)	%	Some College (f)	%	College Grad. or Beyond (f)	%	Group N	Mean	SD
Pri. I	3	18.8	1	6.3	10	62.5	2	12.5	16	2.7	0.9
Pri. II	2	5.1	9	23.1	21	53.8	7	17.9	39	2.8	0.8
Int. I	5	15.6	9	28.1	11	34.4	7	21.9	32	2.6	1.0
Int. II	9	13.4	22	32.8	15	21.0	21	31.3	67	2.7	1.1
Total Group:	19	12.3	41	26.6	57	37.0	37	24.0	154	2.7	1.0

TABLE 3.5

INCOME

	$15,000 and Over (f)	%	$10,000-$14,999 (f)	%	$7,000-$9,999 (f)	%	$5,000-$6,999 (f)	%	$3,000-$4,999 (f)	%	Under $3,000 (f)	%	Group N	Mean	SD
Pri. I	4	25.0	9	56.0	2	12.5	0	0	1	6.3	0	0	16	2.1	1.0
Pri. II	7	17.9	23	59.0	7	17.9	0	0	1	2.6	1	2.6	39	2.2	1.0
Int. I	8	25.0	16	50.0	5	15.6	2	6.3	1	3.1	0	0	32	2.1	1.0
Int. II	20	29.9	32	47.8	14	20.9	0	0	1	1.5	0	0	67	2.0	0.8
Total Group:	26	16.9	80	51.9	28	18.2	2	1.3	4	2.6	1	2.6	154	2.1	0.9

TABLE 3.6

ROTATED FACTOR LOADINGS FOR EACH BULLOCK ITEM
(SEVEN FACTOR SOLUTION)

Item No.	1	2	3	4	5	6	7
1.	.0976	.0315	.1001	.0366	.0218	.1032	.7525
2.	.1479	.1382	.0401	.0284	.0262	.0095	.6783
3.	.0109	.0962	.1063	.2453	.1953	.0058	.4030
4.	.1413	.1583	.0328	.0553	.0058	.3662	.3836
5.	.3141	.0969	.0174	.0781	.1020	.2871	.6106
6.	.0613	.1188	.1329	.1121	.0844	.8087	.1331
7.	.0359	.0136	.1742	.7479	.2039	.0374	.9421
8.	.2110	.0433	.0793	.2854	.0645	.2094	.4876
9.	.0051	.1476	.2732	.2792	.4739	.0033	.3124
10.	.0420	.0273	.2250	.7752	.0938	.1271	.0618
11.	.3116	.2726	.0245	.6041	.2604	.1310	.2830
12.	.2627	.1594	.2086	.6592	.1601	.2203	.3579
13.	.2221	.0104	.0170	.0321	.1377	.1863	.6483
14.	.2449	.0275	.1019	.0019	.0745	.2269	.5582
15.	.2762	.3674	.1336	.2291	.1489	.4013	.0427
16.	.1152	.0627	.2361	.2062	.1021	.7057	.2320
17.	.4132	.0294	.0818	.2372	.3439	.3544	.2333
18.	.2504	.1584	.0415	.1112	.1211	.6921	.0924
19.	.6184	.0757	.3541	.0273	.0714	.1818	.1785
20.	.7144	.0298	.2569	.0237	.0926	.0918	.1725
21.	.5471	.0636	.1875	.0904	.1435	.1954	.4060
22.	.6186	.0334	.4748	.1048	.0600	.0376	.2116
23.	.6658	.0497	.0080	.0812	.0946	.1025	.2013
24.	.6447	.0725	.1225	.0384	.1485	.0068	.1418
25.	.1327	.0800	.8004	.0866	.1398	.0361	.1300
26.	.2066	.0354	.7425	.2694	.1143	.0482	.0558

continued

TABLE 3.6--Continued

Item No.	1	2	3	4	5	6	7
27.	.2152	.0535	.5541	.0255	.0436	.1459	.1321
28.	.1129	.0925	.8376	.0499	.0260	.0145	.1686
29.	.2388	.0135	.6888	.1531	.0886	.1316	.0886
30.	.1325	.0738	.7243	.0268	.0156	.0955	.1583
31.	.0323	.8608	.1089	.0807	.0840	.1084	.0064
32.	.0541	.8327	.0518	.0795	.1050	.0666	.0473
33.	.0564	.7906	.0255	.1781	.2180	.0306	.0994
34.	.0334	.4657	.3170	.0234	.1244	.1315	.0572
35.	.1795	.2410	.0919	.1378	.7038	.0135	.1189
36.	.2541	.1771	.0506	.0657	.6575	.0194	.2267
37.	.1791	.0486	.1316	.1973	.2129	.0572	.6615
38.	.1444	.1329	.2159	.1530	.1695	.2156	.5192
39.	.1349	.0244	.3185	.0378	.0354	.0136	.5044
40.	.2628	.4008	.1159	.1812	.0664	.0497	.3802
41.	.7212	.0102	.0487	.0874	.0272	.0125	.3776
42.	.7246	.0118	.1698	.0876	.1132	.0675	.3084

TABLE 3.7

BULLOCK SCHOOL-COMMUNITY ATTITUDE ANALYSIS
FOR EDUCATIONAL ADMINISTRATORS

FACTOR ANALYSIS

	Item No.	Item Text	Factor Loading	Item Mean	Item SD
Factor One--School-Community Relations and Communications					
1.	19	The school administrators don't tell us enough about school problems; they leave us out too much.	.6184	2.50	1.16
2.	20	One can easily talk with our school administrators about school problems.	.7144	3.02	1.15
3.	21	Teachers will listen to what we have to say about school problems but that is as far as it goes.	.5471	2.73	0.99
4.	22	School administrators do not pay enough attention to parents.	.6186	2.77	1.17
5.	23	Our teachers seem willing to talk with people about school problems.	.6658	3.58	0.91
6.	24	Our community is kept generally well-informed about school activities.	.6447	3.36	1.05
7.	41	If I call the school about a problem or a complaint, the principal really listens.	.7212	3.61	1.05
8.	42	If I called the school to suggest that some change were needed, the principal would really give it careful thought.	.7246	3.28	1.06
Factor Two--Building Adequacy					
1.	31	To provide the best education for our children, we need more space and rooms than are available in our present school building.	.8608	3.17	1.17

TABLE 3.7--Continued

	Item No.	Item Text	Factor Loading	Item Mean	Item SD
Factor Two--Continued					
2.	32	Our present school buildings and facilities are quite adequate to meet our needs.	.8327	3.41	1.06
3.	33	Good educational programs do not depend on buildings and space; we can provide fine education with our school plant just as it is.	.7906	3.26	1.16
4.	34	Our schools should offer a wider variety of courses and activities even though these would require more room or newer, larger arrangements.	.4657	3.50	0.92
Factor Three--School Board-Community Relations and Communications					
1.	25	Our school board seems to represent the community very well.	.8004	2.39	1.11
2.	26	The school board pays too much attention to what certain groups think and not enough to the rest of the community.	.7425	2.41	1.08
3.	27	You have to be "someone" to get on the board.	.5541	2.89	1.06
4.	28	I feel that the school board represents my interest very well.	.8376	2.49	1.04
5.	29	The school board tries to get community help and ideas only when the board wants something.	.6888	2.54	1.04
6.	30	The school board seems very willing to see people and talk with them about school problems.	.7243	2.89	0.96
Factor Four--Student Management					
1.	7	There should be more strict discipline in our schools.	.7479	1.89	1.02
2.	10	Our schools do not place enough emphasis upon obedience and respect for authority.	.7752	2.04	1.09

TABLE 3.7--Continued

	Item No.	Item Text	Factor Loading	Item Mean	Item SD
Factor Four--Continued					
3.	11	Our schools are very effective in teaching good citizenship.	.6041	2.79	1.06
4.	12	Our schools are very effective in teaching proper behavior and good habits.	.6592	2.69	1.04
Factor Five--Building Maintenance					
1.	35	Our school buildings and facilities are in good repair.	.7038	3.81	0.81
2.	36	Building maintenance and care in our schools is not as good as it should be.	.6575	3.68	0.86
Factor Six--Social Skills Training					
- 1.	6	Children in our schools do not receive enough training in social skills.	.8087	2.91	1.01
2.	15	Our schools should provide better health service for children.	.4013	3.17	1.17
3.	16	Our schools are doing a very good job of teaching children social skills.	.7057	2.94	0.91
4.	17	The training our children receive in human relations--how to get along with one another--is very good.	.3544	3.02	1.08
- 5.	18	Our schools should place more emphasis upon helping children achieve better social and personal adjustment.	.6921	2.43	0.95
Factor Seven--Academic Skills Training					
- 1.	1	The more important basic skills and knowledges are being very effectively taught in our schools.	.7525	3.49	0.97

TABLE 3.7--Continued

	Item No.	Item Text	Factor Loading	Item Mean	Item SD
Factor Seven--Continued					
2.	2	The courses now taught in our schools meet the students' needs very well.	.6783	3.44	1.00
3.	3	Too much "foolishness" is taught in our schools.	.4030	3.48	1.01
4.	4	Our schools need to do some curriculum study to select courses that will better fit the needs of our children.	.3836	2.46	0.96
5.	5	Our schools are doing a good job in giving children personal help and guidance.	.6106	3.01	1.14
6.	8	Our schools are very effective in teaching good work habits.	.4876	2.86	1.09
7.	9	More drill in subjects like arithmetic is needed in our schools.	.3124	2.31	1.07
8.	13	Our school children are not getting as much individual attention from their teachers as they should be getting.	.6483	2.45	1.16
9.	14	Our school is doing a very good job in personal guidance of students.	.5582	2.93	1.01
10.	37	Everything considered, our schools are doing as good a job of education as could be expected.	.6615	3.00	1.05
11.	38	In general, our schools are much better than the average for cities of this size.	.5192	3.16	0.88
12.	39	Considering the amount of money we spend on them, our schools should do a much better job than they are doing.	.4737	2.56	1.01
13.	40	The schools in our city have many serious shortcomings which should be remedied.	.4125	2.46	0.93

APPENDIX C

PERSONAL DATA FORMS,

STUDENT LEVEL OF CONFIDENCE OF ACADEMIC ABILITY FORM,

AND BULLOCK SCHOOL-COMMUNITY ATTITUDE

ANALYSIS FOR EDUCATIONAL ADMINISTRATORS

PERSONAL DATA FORM

Dear Parent,

Please complete this personal information form before you return this questionnaire. Please be sure you do not sign your name to either this sheet or the questionnaire.

Thank you.

* *

The information contained in this personal information form, and the following questionnaire will be used only for this survey. It will not be used in any other way.

Please check the appropriate response for each of the five questions below.

1. Persons completing this questionnaire.

_____ father

_____ mother

_____ mother and father together

_____ legal guardian

2. How many years of schooling has the head of the household completed?

_____ less than 12th grade

_____ High School completed

_____ Trade School or College attendance

_____ College graduate (4 years) or beyond

3. How many years of schooling has the mother completed?

_____ less than 12th grade

_____ High School completed

_____ Trade School or College attendance

_____ College graduate (4 years) or beyond

4. What is the yearly income level of the main bread winner of the household?

_____ 15,000 and over

_____ 10,000 to 14,999

_____ 7,000 to 9,999

_____ 5,000 to 6,999

_____ 3,000 to 4,999

_____ under 3,000

5. To what race does the person or persons completing this questionnaire belong?

_____ White

_____ Non-white

STUDENT LEVEL OF CONFIDENCE OF ACADEMIC ABILITY

Responses of the child will be entered by the interviewer. Circle the letter in front of the statement which most closely matches the responses of the child. Careful rephrasing of some questions may be necessary for clarification.

1. Who is your best friend? Which of you two does better in school?
   a. I do much better.
   b. I do a little better.
   c. Our work is about the same.
   d. Friend does a little better.
   e. Friend does much better.

2. How does your school work compare with the others in your class? Are you:
   a. better than the rest?
   b. better than many?
   c. about the same as the rest?
   d. not as good as many?
   e. worse than the rest?

3. What do your friends think about your school work?
   a. They think it's much better than theirs.
   b. They think it's a little better than theirs.
   c. They think it's about the same as theirs.
   d. They think it's not quite as good as theirs.
   e. They think it's much worse than theirs.

4. What does your teacher think of your work? Does she think that it is:

   a. always good?

   b. usually good?

   c. sometimes good and sometimes bad?

   d. usually bad?

   e. always bad?

5. When you have classwork to do can you:

   a. always do it correctly?

   b. usually do it correctly?

   c. sometimes do it correctly and sometimes not?

   d. usually not do it correctly?

   e. never do it correctly?

6. When you have homework at night, can you:

   a. always do it correctly?

   b. usually do it correctly?

   c. sometimes do it correctly, and sometimes not?

   d. usually not do it correctly?

   e. never do it correctly?

7. What do your parents think of your school work?

   a. They always think it's good.

   b. They usually think it's good.

   c. They sometimes think it's good and sometimes bad.

   d. They usually think it's bad.

   e. They always think it's bad.

8. How will you do in school next year?

   a. Much better.

   b. A little better.

   c. About the same.

   d. A little worse.

   e. Much worse.

9. What kind of things do you think your teacher tells your parents about your work when they talk together?

   a. Always good things.

   b. Usually good things.

   c. Sometimes good things and sometimes bad things.

   d. Usually bad things.

   e. Always bad things.

10. What kind of grades do you think you can get?

   a. Mostly A's (very good).

   b. Mostly B's (good).

   c. Mostly C's (average).

   d. Mostly D's (below average).

   e. Mostly F's (failing).

SCHOOL-COMMUNITY ATTITUDE ANALYSIS FOR ADMINISTRATORS[1]

Section I. Your Schools

The following items relate to various aspects of the educational program provided by your schools. These items provide an opportunity for you to indicate your own feeling or opinion about such things as courses of study, teaching methods, and present building and playground facilities in your school. It is important that you indicate your own honest opinion about these things if this survey is to be helpful.

Indicate your opinion by checking for each statement whether you strongly agree (SA); agree (A); disagree (D); or strongly disagree (SD) with the statement. If you cannot make up your mind or feel you do not know, check the undecided (UN) space.

_SA _A _UN _D _SD 5 4 3 2 1	1. The more important basic skills and knowledges are being very effectively taught in our schools
_SA _A _UN _D _SD 5 4 3 2 1	2. The courses now taught in our schools meet the students' needs very well.
_SA _A _UN _D _SD 1 2 3 4 1	3. Too much "foolishness" is taught in our schools.
_SA _A _UN _D _SD 1 2 3 4 5	4. Our schools need to do some curriculum study to select courses that will better fit the needs of our children.
_SA _A _UN _D _SD 5 4 3 2 1	5. Our schools are doing a good job in giving children personal help and guidance.
_SA _A _UN _D _SD 1 2 3 4 5	6. Children in our schools do not receive enough training in social skills.
_SA _A _UN _D _SD 1 2 3 4 5	7. There should be more strict discipline in our schools.
_SA _A _UN _D _SD 5 4 3 2 1	8. Our schools are very effective in teaching good work habits.

[1]Bullock, op. cit., 88-91.

_SA _A _UN _D _SD 1 2 3 4 5	9. More drill in subjects like arithmetic is needed in our schools.
_SA _A _UN _D _SD 1 2 3 4 5	10. Our schools do not place enough emphasis upon obedience and respect for authority.
_SA _A _UN _D _SD 5 4 3 2 1	11. Our schools are very effective in teaching good citizenship.
_SA _A _UN _D _SD 5 4 3 2 1	12. Our schools are very effective in teaching proper behavior and good habits.
_SA _A _UN _D _SD 1 2 3 4 5	13. Our school children are not getting as much individual attention from their teachers as they should be getting.
_SA _A _UN _D _SD 5 4 3 2 1	14. Our school is doing a very good job in personal guidance of students.
_SA _A _UN _D _SD 1 2 3 4 5	15. Our school should provide better health service for children.
_SA _A _UN _D _SD 5 4 3 2 1	16. Our school is doing a very good job of teaching children social skills.
_SA _A _UN _D _SD 5 4 3 2 1	17. The training our children receive in human relations--how to get along with one another--is very good.
_SA _A _UN _D _SD 1 2 3 4 5	18. Our schools should place more emphasis upon helping children achieve better social and personal adjustment.
_SA _A _UN _D _SD 1 2 3 4 5	19. The school administrators don't tell us enough about school problems; they leave us out too much.
_SA _A _UN _D _SD 5 4 3 2 1	20. One can easily talk with our school administrators about school problems.
_SA _A _UN _D _SD 1 2 3 4 5	21. Teachers will listen to what we have to say about school problems but that is as far as it goes.
_SA _A _UN _D _SD 1 2 3 4 5	22. School administrators do not pay enough attention to parents.

SA A UN D SD 5 4 3 2 1	23. Our teachers seem willing to talk with people about school problems.
SA A UN D SD 5 4 3 2 1	24. Our community is kept generally well-informed about school activities.
SA A UN D SD 5 4 3 2 1	25. Our school board seems to represent the community very well.
SD A UN D SD 1 2 3 4 5	26. The school board pays too much attention to what certain groups think and not enough attention to the rest of the community.
SA A UN D SD 1 2 3 4 5	27. You have to be "someone" to get on the board.
SA A UN D SD 5 4 3 2 1	28. I feel that the school board represents my interests very well.
SA A UN D SD 1 2 3 4 5	29. The school board tries to get community help and ideas only when the board wants something.
SA A UN D SD 5 4 3 2 1	30. The school board seems very willing to see people and talk with them about school problems.
SA A UN D SD 1 2 3 4 5	31. To provide the best education for our children, we need more space and rooms than are available in our present school building.
SA A UN D SD 5 4 3 2 1	32. Our present school buildings and facilities are quite adequate to meet our needs.
SA A UN D SD 5 4 3 2 1	33. Good educational programs do not depend on buildings and space; we can provide fine education with our school plant just as it is.
SA A UN D SD 1 2 3 4 5	34. Our schools should offer a wider variety of courses and activities even though these would require more room or newer, larger arrangements.
SA A UN D SD 5 4 3 2 1	35. Our school buildings and facilities are in good repair.

SA A UN D SD 1 2 3 4 5	36. Building maintenance and care in our schools is not as good as it should be.
SA A UN D SD 5 4 3 2 1	37. Everything considered, our schools are doing as good a job of education as could be expected.
SA A UN D SD 5 4 3 2 1	38. In general, our schools are much better than the average for cities of this size.
SA A UN D SD 1 2 3 4 5	39. Considering the amount of money we spend on them, our schools should do a much better job than they are doing.
SA A UN D SD 1 2 3 4 5	40. The schools in our city have many serious shortcomings which should be remedied.
SA A UN D SD 5 4 3 2 1	41. If I call the school about a problem or a complaint, the principal really listens.
SA A UN D SD 5 4 3 2 1	42. If I called the school to suggest that some change were needed, the principal would really give it careful thought.