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THE RELATIONSHIP BETWEEN TEACHER'S SELF-CONCEPT AND THE EXTENT OF PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING ACTIVITIES

A Dissertation

Presented for the

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ABSTRACT

This study examined relationships between and among (1) the teacher's self-concept, the teacher's experience, the teacher's socio-economic status, and (2) parent involvement in learning activities of elementary children and number of children in the parents' families. The subjects in the study were approximately 100 kindergarten, first, second, and third grade teachers and 2,807 parents whose children were in these teachers' classrooms. These 100 classroom teachers were from seven selected elementary school faculties in Shelby County, Tennessee, Public Schools. The schools were selected on the basis of demographic characteristics, the availability of the public school teachers, the school principal's verbally and behaviorally expressed belief in parent involvement in children's learning activities, and the willingness of administrative personnel of the school system to cooperate with the study. To obtain a measure of self-concept, each teacher subject completed the Tennessee Self-Concept Scale (TSCS, Clinical and Research Form). To measure the extent of parent involvement in learning activities, each parent subject completed a Parent Involvement Checklist; also, the Parent Involvement Checklist furnished the number of children in the family. The teacher subjects completed a Personal Data Sheet which furnished demographic characteristics: teacher's experience and socioeconomic status which were treated as variables in this study. Following collection of the data, comparisons of the extent of reported parental involvement among schools, among

grades within the same school, and classes on the same grade level within the same school were computed using analyses of variance. Relationships were calculated using Pearson Product-Moment Correlation Coefficients and multiple regression analyses to investigate the relationships among parent involvement, teacher's self-concept, teacher's experience, and teacher's socioeconomic antecedent and number of children in the family. Step-wise regression was run along with the weighting of the several predictor variables to assess the relative contribution of each. A Spearman Rank Correlation Coefficient was calculated between/among mean parent involvement scores, mean teacher's self-concept scores, and school population socioeconomic level to explore and analyze relationships between/among the three variables.

Following are the major findings of the study:

1. There were significant differences in the extent of reported parental involvement in children's learning activities among schools.

2. There were significant differences in the extent of reported parental involvement in children's learning activities among classes (teachers) on the same grade levels within the same school.

3. There was a statistically significant relationship between the extent of reported mean parental involvement scores and mean teacher's self-concept when grouped according to schools.

4. There was no statistically significant relationship between the extent of reported parental involvement and the teacher's self-concept by classes within schools.

5. There was no statistically significant relationship between the extent of reported parental involvement and the number of years the teacher had taught.

6. There was a significant relationship between the extent of parental involvement in children's learning activities and the school population socioeconomic level.

7. There was a significant relationship between teacher's self-concept and the school population socioeconomic level.

8. There was a significant relationship between the teacher's father's education (an element of the socioeconomic antecedent of the teacher) and the extent of reported involvement in the children's learning activities.

9. There was no significant relationship between teacher's mother's education, teacher's father's occupation, teacher's mother's occupation, or teacher's Gourman rating, and the extent of reported parental involvement in children's learning activities.

10. There was no significant relationship between the predictor variables (teacher's education, teacher's experience, teacher's mother's occupation, teacher's self-concept, teacher's Gourman rating, teacher's father's occupation) and the criterion variable of reported parental involvement in children's learning activities.

11. There was no significant relationship between the predictor variables (teacher's mother's education, teacher's Gourman rating, teacher's education, teacher's experience, teacher's father's education, teacher's father's occupation) and the criterion variable of teacher's self-concept.

12. There was a significant relationship between the extent of reported parental involvement in children's learning activities and the number of children in the family.

Based on the data presented, the following conclusions were made:

1. The socioeconomic level of the school population and the teacher's self-concept are each determinants of the extent of parental involvement in children's learning activities.

2. The number of children in the family is a determinant of the extent of parental involvement in children's learning activities.

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CHAPTER I

INTRODUCTION TO THE STUDY

The increasing desire and determination to improve the quality of education for all students require that school officials, all school personnel, parents, and other community members work together to solve new and old problems concerning the learning process as related to young children. A relatively new and timely issue is that parents should actively involve themselves in the learning activities of their children. The rationale statement supporting the United States Office of Education's (USOE's) Regional IV Parent Education Demonstration Project, stated that to ensure the strength and stability of the family, it is imperative that the parent's role as educator of young children be encouraged and supported by the school (U.S. Office of Education, 1975). Bloom (1964) stated that a part of parenting should be the involvement of the parent in the cognitive development of his/her child. Pickarts and Fargo (1971) further stressed that the impact of social and technical change on the family demands a redefinition of the role of the parent in the socialization process and stated the role of the parent to be a teaching function rather than a behavioral management role *per se*. Parents are significant teachers of their children. Research done by King (1972) showed that parental involvement in educational experiences improved the relationship not only between the parent and the school but also between the child, the parent, and the teacher. These findings lend support to the importance of parental involvement in public education.

One of the most pressing problems of our times is that of developing optimum human potential. The development of human potential to its greatest extent enhances self-fulfillment, happiness, and success for individuals. Also, it increases probabilities for the solving of other human and environmental problems. The trend toward exacting commitment to accountability in measurable terms from the American educational structure, coupled with the aforementioned goal to develop all human potential to an optimum extent, gives credence to the investigation and study of the variables related to the extent of parent involvement in school-related learning activities.

Statement of the Problem

The problem of each child achieving maximum learning, according to his capabilities, from the classroom teaching/learning process is extremely broad in scope. Psychologists, anthropologists, sociologists, educators, and others committed to education are concerned about providing a nurturing environment which encourages and motivates the child to learn. The child's learning environment consists of many variables, among which are such things as the teacher's and parents' respective self-concepts, values, attitudes, and expectations. One factor hindering extensive parent-teacher partnership might be the teacher's poor self-concept. The issue that every child should be exposed to teaching techniques, teachers and other school personnel, and learning facilities which will nurture the child to fullest growth and development in the affective, cognitive, and psychomotor domains is of top priority among many educators who have committed themselves to teaching. The present

study spoke to a factor in this issue: the relationship between the teacher's self-concept and, among other things, the extent of parent involvement in learning activities of elementary school children. The problem which was the basis of this study relates to the question, "What are the relationships among the teacher's self-concept, teacher's experience, teacher's socioeconomic status, and the number of children in the family and the reported extent of parental involvement in the learning activities of elementary school children?"

Purpose of the Study

The purpose of the study was to investigate and analyze, on an exploratory basis, relationships between the teacher's self-concept, various demographic variables, and the extent of parent involvement in the learning activities of children in kindergarten, first, second, and third grades in elementary school settings. Specifically, variables for this study included: teacher's self-concept, teacher's experience (the number of years the teacher has taught), teacher's socioeconomic status, and reported parent involvement in learning activities of elementary school children and the number of children in the family.

Relationships Investigated

In order to investigate the relationship among variables considered in the study, the following basic questions used to give direction to this exploration were tested:

1. What is the relationship between the extent of parental involvement in children's learning activities and the teacher's self-concept (as measured by the *Tennessee Self-Concept Scale* in Appendix A)?

2. What is the relationship between the extent of parental involvement in children's learning activities and the teacher's experience?

3. What is the relationship between the extent of parental involvement in children's learning activities and the socioeconomic antecedent of the teacher?

4. What is the relationship between the extent of parental involvement in the children's learning activities and the number of children in the family?

More specifically, the null hypotheses for this study were as follows:

1. There will be no significant relationship between the extent of parental involvement in children's learning activities and the teacher's self-concept (as measured by the *Tennessee Self-Concept Scale*).

2. There will be no significant relationship between the extent of parental involvement in children's learning activities and the teacher's experience.

3. There will be no significant relationship between the extent of parental involvement in children's learning activities and the socioeconomic antecedent of the teacher.

4. There will be no significant relationship between the extent of parental involvement in the children's learning activities and the number of children in the family.

Assumptions

The following assumptions were made pertinent to the investigation of this study:

1. A general assumption on which this research was based is that a partnership encompassing the values, attitudes, and expectations of the classroom teacher and those of a child's parents would create a more nurturing environment for the child.

2. Another assumption germane to this study was that the teacher's self-concept is a variable in the teaching technique employed in the classroom and in relating to parents.

Definitions of Terms

Learning activities. In this study, learning activities are those exercises, tasks, and experiences in which the children are directed and which are designed to assure approaching the educational goals and objectives set by the school and the classroom. More specifically, learning activities are those activities identified on the "Parent Involvement Checklist" (Appendix B).

Parent. In this study, "parent" may connote either parent or guardian. Throughout the study, the term "parent" refers to both mother and father or legal guardian of either sex.

Parent involvement. As used in this study, "parent involvement" is the interaction and participation of parents in the learning activities of children. This involvement, interaction, and/or participation may occur between the parent and his/her own child or some other child and may occur anywhere--in the classroom, on a field trip, or elsewhere in the community. The primary requisites are *interactions* between parent or guardian and child for the purpose of the child's learning and growth. Specifically, for this study, parent involvement was limited to the activities on the "Parent-Involvement Checklist."

Self-Concept. Self-concept is an individual's total image of himself/herself; it is the result of experiences and interactions with parents, peers, and significant others. It is based on their perceptions of him/her and, in turn, the individual's interpretation of these perceptions. For purposes of this study, the teacher's self-concept was measured by the *Tennessee Self-Concept Scale (TSCS).*

Theoretical Background and Underpinnings

General systems theory, referred to by some researchers as social systems theory, provided an appropriate framework in which to investigate relationships between the teacher's self-concept and parent involvement in their children's learning activities. The term "social system" is a conceptualization used to identify a composite sociological entity and has been defined and discussed by Carr (1955), Getzels and Guba (1957), Getzels, Lipham, and Campbell (1968), and Parsons (1951). These researchers' comments may be summarized by stating that a social system consists of a plurality of individuals or organizations related and interacting with each other via their conceptualization of values, needs, and goals. A common comment concerns the interdependence of the parts--their organization into some sort of whole affecting the intrinsic presence of both individuals and organizations.

According to Boulding's (1968) general systems theory, the main objective is to develop a framework of general theory to enable one specialist (one discipline) to communicate with other specialists (disciplines). Boulding (1968) further stated that the quest of general

systems theory is to establish a body of systematic theoretical constructs which will organize the general relationships of the empirical world. It aims to point out similarities in the theoretical constructions of different disciplines and to develop theoretical models having applicability to at least two different fields of study. This main objective is an underlying principle which supports the interdisciplinary movement. Boulding (1968) stated:

> Another phenomenon of almost universal significance for all disciplines is that of the interaction of an "individual" of some kind with its environment. Every discipline studies some kind of "individual"--electron, atom, molecule, crystal, virus, cell, plant, animal, man, family, tribe, state, church, firm, corporation, university, and so on. Each of these individuals exhibits "behavior," action, or change, and this behavior is considered to be related in some way to the environment of the individual--that is, with other individuals with which it comes into contact or into some relationship [p. 5].

Eshleman (1974) projected that some basic assumptions inherent in the general systems framework and related to concerns of this study are: (1) the family is an interacting system with common values, goals, and living space; (2) the child grows from interaction with members of the family and also from interaction with other systems surrounding, impinging upon, and having input into the family system; and (3) the child is a participating member of the operation of the family. General systems theory projects the interdependence of all systems on the development of a child. This theory encompasses the interplay between the family and other systems such as the school, the occupational world, and the marketplace. Thus, the general systems conceptual framework supports the concept of partnership between the parent and the classroom teacher to further ensure the child's optimum success in and growth from the learning process.

The writer's model based partially on the wheel model of Fitts (1970) is presented in Figure 1 to help explain the conceptual framework for this study. Fitts (1970) posited the following:

> The Wheel Model is a conceptual scheme for exploring an individual's interpersonal self--his interpersonal behavior and interpersonal competence. As such, it provides a systematic way of examining the development and modification of interpersonal behavior. The following basic assumptions regarding interpersonal relations are fundamental to the Wheel Model:
>
> 1. Interpersonal relationships are essential to man and thus highly rewarding when they are satisfactory, highly frustrating when they are not.
>
> 2. Communication is the key to competence in interpersonal relationships.
>
> 3. Feelings are crucial variables in interpersonal communication.
>
> 4. Interpersonal behavior is learned behavior.
>
> 5. Feedback facilitates learning.
>
> 6. Man can control some of his behavior more directly than he can other behavior such as feelings.
>
> 7. A reciprocity principle operates in most interpersonal relationships [pp. 10-12].

While the model is concerned with the total learning environment of the child, this study is specifically concerned with parent participation in the learning activities of their children. In the center of the model is the child surrounded by his family. The child and his/her family members constitute a social unit and interact with each other to meet each other's emotional, social, mental, and physical needs. It seems logical that extension of the primary units' (i.e., the families') influence into the early school years will support the child and enhance the child's learning. Secondly, attention to the school environment by

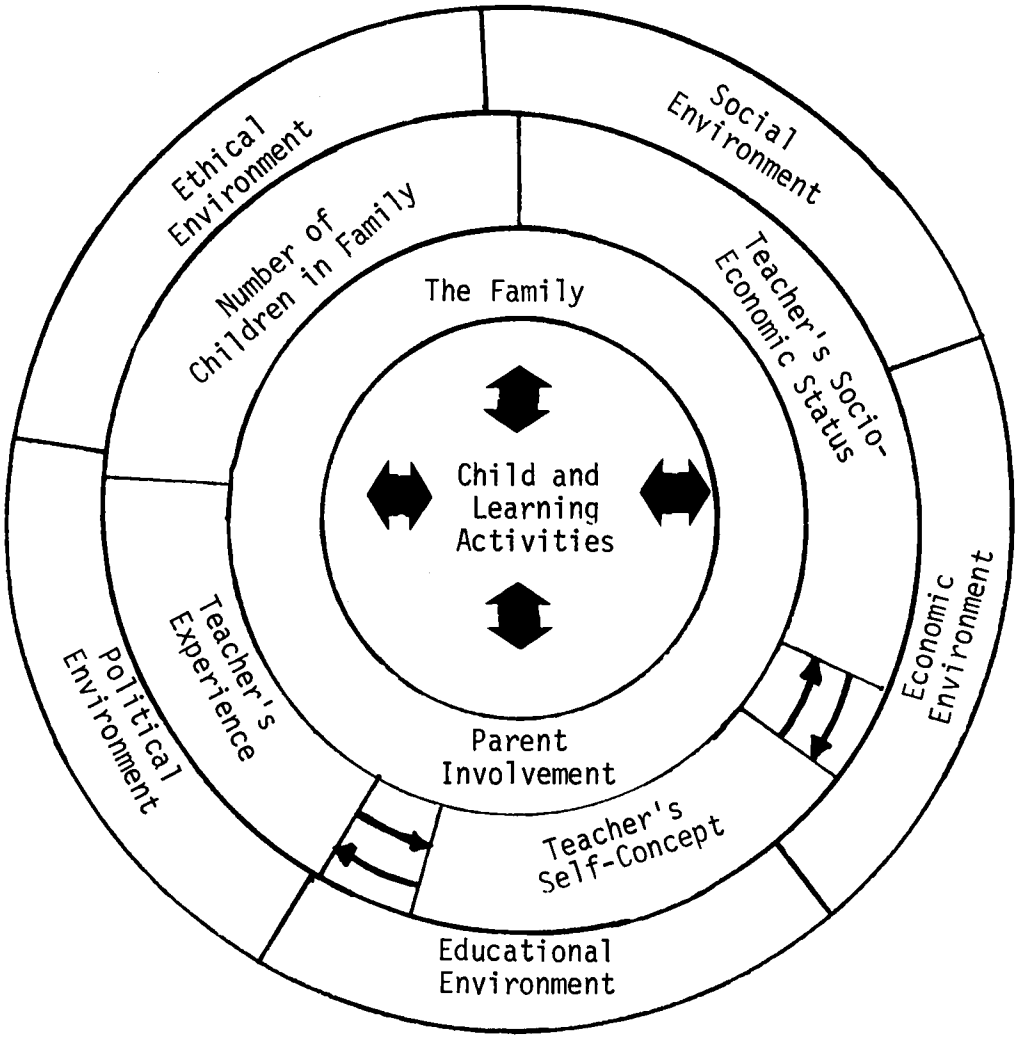

Figure 1. Model Showing Conceptual Framework--Interaction of Child with His/Her Environment Based on Fitts' Wheel Model.

the family unit will demonstrate the worthiness of the school to the child, thus helping form positive attitudes about school. The school can, through facilitating parental involvement in the children's learning activities, encourage a continuation and enrichment of this interaction while the child is a part of the school population. The model suggests that there are interfaces among the teacher's self-concept and the teacher's experience, the teacher's self-concept and the teacher's socioeconomic status, the teacher's self-concept and parent involvement, parent involvement and number of children in the child's family, and circular interfaces among all the variables and the child. There are inputs into the child's development from each of the other five areas in the model: the educational, political, economic, social, and ethical environments. The child and his/her family interact with each component of the environment.

In this study, the classroom was identified as a social system with the teacher, the parents, and the child as live interacting individuals with prescribed roles and role expectations designed to achieve the desideratum of optimal growth and development of each child in the classroom. The model in Figure 2 delineates interactions among some specific variables under consideration in this study. A listing of the variables and their acronyms used in this study are given in Figure 3.

The Need for the Study

The present study investigated the relationships among the level of parental involvement in learning activities of elementary children, the teacher's self-concept, the teacher's eocioeconomic antecedent, and the number of children in the family. There have been several studies

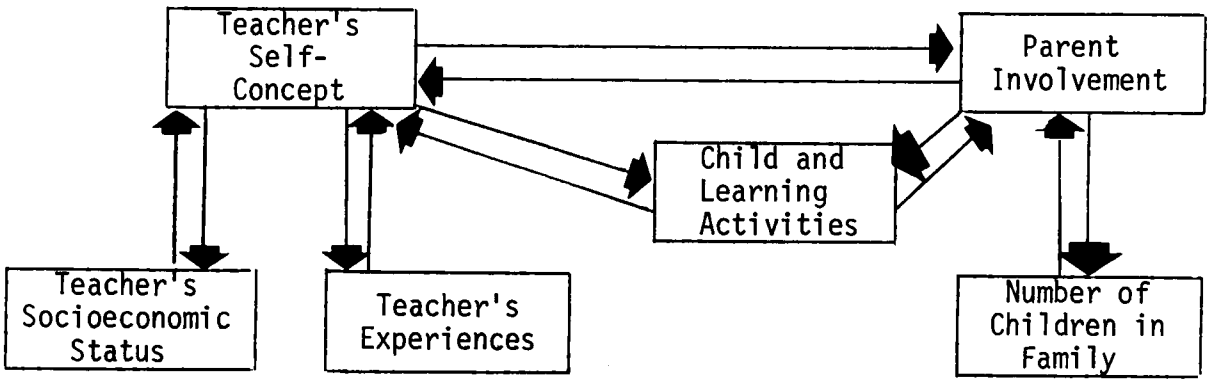

Figure 2. Model Showing Interaction Among Variables in the Study.

TSCS	Teacher's Self-Concept Score
MTSCS	Mean Teachers' Self-Concept Scores
PISC	Parent Involvement Score
MPISC	Mean Parent Involvement Scores
SPSEL	School Population Socioeconomic Level
TEXP	Teacher's Experience (Number of Years Taught)
TFOCC	Teacher's Father's Occupation
TMOCC	Teacher's Mother's Occupation
TGOR	Teacher's Gourman Rating
TEDU	Teacher's Level of Education
TMOED	Teacher's Mother's Education
TFAED	Teacher's Father's Education
TAGE	Teacher's Age

Figure 3. Variables Used in the Study.

on self-concept in regard to students and their learning successes and failures (Lavin, 1965; Fitts, 1969; King, 1972; and Wilder, 1973). But apparently little consideration has been given to the teacher's self-concept as related to parent involvement and how it might affect the student's learning, success, failure, and the entire educational structure and process. No study was identified that specifically addressed the effect of teacher's self-concept on parent involvement.

In the late 1950's and 1960's, when strenuous efforts were made to break the poverty cycle in which lower-class citizens are trapped, there emerged the demand from lower-class citizens to be an active part of the operation of schools and school programs in which their children were to learn. The demand was supported by the rationale that the school's programs needed to be more relevant to their children's culture. This clamor for input into the decision-making policies of school program operation was articulated and mandated by the federal government via guidelines for federally funded programs designed for "disadvantaged children" and their families. Parent participation was structured in educational programs for young children (Economic Opportunity Act, P.L. 90-22, 1967).

The Office of Economic Opportunity guidelines for Head Start and Parent-Child Centers described the mandate and rationale for parental involvement:

> The opportunity for parents to take part in making decisions is a major goal of the Head Start Program . . . perhaps the most important parental decision making can center around pinpointing the needs of their children. Parents know the home background, the problems they face, and the order in which they feel these problems ought to be met . . ..

> The advice of parents is essential in planning and carrying forth the Head Start Child Development Program. Parents should have a chance at the earliest stages of organization to make suggestions and recommendations as members of planning as advisory groups [p. 8].

The Economic Opportunity Act of 1964, the Elementary and Secondary Education Act of 1965, and amendments to these acts indicate the increase of strength of the mandate and significant changes in governmental policies at the federal level in relation to funding programs directed at lower class citizens. This phenomenon has affected the spectrum of American education.

This study could raise the level of awareness of the need for increased parental involvement in the learning activities of elementary school children. It could also call attention to the importance of the teacher's self-concept in the children's learning process.

This study was conducted with the intention that it would influence the attitudes of teachers toward parental involvement in their children's learning activities in the classroom, and would encourage teachers to take the initiative of using the potential housed in parents to increase the interest and success of their children. Also, the researcher adopted a futuristic view that this study would help parents understand that parents and teachers share the common obligation to optimize the development of the child and behave accordingly.

Organization of the Study

Chapter I of this study consists of an introductory statement, the statement of the problem, purpose of the study, relationships investigated, definitions of terms used, theoretical background and underpinnings, the need for the study, and an outline of the total organization

of the study. Chapter II presents a review of selected literature and research in areas pertinent to the study. Chapter III contains a description of the methods and procedures used. Chapter IV gives an analysis of the data collected as described in Chapter III. Chapter V includes a summary of the findings, conclusions, and implications resulting from the study.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE AND RESEARCH

The following is a review of selected related literature germane to the study. The literature and research selections focus on the relationship between the teacher's self-concept and parents' involvement in their children's learning activities in the elementary school. They are presented under five headings: (1) the effect of parental involvement on the learning process; (2) continuation and expansion of parent involvement; (3) socioeconomic status and its influence on teacher behavior; (4) the influence of self-concept on teacher behavior; and (5) summary statement.

The Effect of Parental Involvement on the Learning Process

The growing concern about variables which affect the learning process of children indicates the need for an investigation of the relationship between the teacher's self-concept and parent involvement.

Parent involvement is not a new idea. Increased emphasis has been applied to the concept that parental involvement in the learning process of children should be a part of the educational process (Lavin, 1965; Fitts, 1969; and King, 1972). In the last two decades American educators have "rediscovered" parent involvement. Schneiderman (Gordon, 1968), in discussing Head Start, alerted American educators that as early as 1891 in America the importance of parent involvement was being stressed:

> We must labor as earnestly in the home as in the kindergarten. The former is the starting point of all civilization; and in

> the effort to elevate humanity, we should endeavor to strengthen and purify, if possible, the home. To do this, regular and systematic home visiting must be done by persons who are especially prepared for the work. The visitor should be competent to give the right counsel and to win the confidence and respect of the parents.
>
> To more closely connect the kindergarten and the home interests, mothers' meetings should be inaugurated, the object of these gatherings being to give talks on the care of children, household duties, and the responsibility of motherhood.
>
> The uplifting of the home, however, cannot be theoretical work alone; and for this reason schools for practical housework and with lessons in house economy and thrift must be established [Preface to Gordon, 1968].

In 1900, Dr. Eva Harding, a child advocate of that period, said, "We are growing up to an appreciation of the fact that the early years of life control and shape the entire future [Preface to Gordon, 1968]." Numbers of researchers have expressed the idea that the family is a crucial determinant in the child's learning and development. Lavin (1965) stated:

> . . . the student who does well in school comes from a family which has a relatively small number of children, in which parents exhibit warmth and interest, where the child has a relatively high degree of power in decision making, and where the family is able to arrive with relative ease at consensus regarding important values and decisions [p. 149].

Perceptive classroom teachers are cognizant of the fact that parents of all socioeconomic levels may be concerned about and interested in effecting quality education for their children. Most parents are interested in their children's success, happiness, and welfare. Perhaps because of academic deficiencies, failure experiences, and lack of control over many of the conditions in their lives, some parents have not been able to articulate clearly to school personnel their concerns and

interests. McCarthy (1968) concluded in her research that, contrary to general opinion, disadvantaged parents are concerned about their children and willing to cooperate with school personnel when a plan is devised that is within the realm of capabilities. This was also revealed by Fantini's (1971) analysis of demands of parents in ghetto communities for the optimum growth, development, and academic achievement for their children:

> When the demands of parents in the ghetto communities are analyzed, it is apparent that, in the main, their expectations do not differ very much from the general aspirations of all parents. They want their children to learn, to prepare for a satisfying adulthood, and to acquire a sense of adequacy and competence [p. 201].

In expressing the need for close communication and cooperation between parents and teachers, Fantini (1971) insisted on close collaboration between the two elements:

> The schools belong not to the profession but to the people. Students, parents, teachers, and administrators must collaborate more closely in setting the educational policy [p. 206].
>
> . . . as a first step, therefore, in reforming education, we must seek to improve parent-teacher understanding and cooperation. Parents are the first teachers, and appropriate home activities in the preschool years can aid and abet what is to come later in school. Similarly, when parents and teachers both understand and respect their mutual objectives, they complement each other's efforts throughout the child's formative period. Collaboration of this sort obviously depends upon effective and continual communication [p. 201].

In spite of research findings and literature which examine changes in the American family, the family is still the major social institution responsible for the physical survival of the young child and the child's socialization into his particular subculture and the larger American culture (Gordon, 1968). The child learns who he/she is and about his/her culture from his/her parents and those others who are significant to

him/her. Through the parent-child relationship, the parent teaches the child about the ways of a given culture and how to develop into a person capable of operating effectively in his/her culture. Reiss (1965) gave maximum weight to the process of socialization, calling it the "only universal function of the nuclear family [p. 443]." Although during the child's life various agencies and forces, including the school, contribute to the child's learning and socialization, the parents are the primary socialization agents.

It has been established that parent involvement in their children's learning activities is effective in terms of higher achievement and it is a widely accepted fact that the amount of parental involvement is far below what is desirable (Frost, 1968; Frost; 1973; Evans, 1971; Bell, 1972; and White, 1975). The area of education focusing on child development and family relationships has been in a position of leadership in researching and implementing programs including parent involvement (e.g., Head Start, Follow Through, Home Start, Parents Are Teachers Too Program, Exploring Childhood, Parent Education Demonstration Project). Boger *et al.* (1974) showed that there was significant change in the self-concepts of children when their parents were involved in a parent education program. This finding has been corroborated by a number of other studies. One such study was conducted in Shelby County, Tennessee, in 1974 (Johnson, 1974). It was found that attendance reports and conduct of students of parents attending Adult Basic Education classes showed positive advantage over that of children whose parents were not enrolled in such classes. When the parents are involved in self-improvement and learning activities for themselves, there is positive carryover influencing the child in

his/her perception of the importance of learning and schools. The parent is a powerful role model for the child (King, 1972). The family is fundamental to the total development of the young child and it is vital for the home and school to work together in educational experiences for the child (King, 1972).

In the face of the pressing needs for improvement of early childhood/parent education throughout the nation, influential educators have called for increased emphasis upon training for those who conduct early childhood/parent education efforts. Recently, for example, the Regional Commissioners of the U. S. Office of Education addressed themselves to this matter, in part, in a letter dated September 15, 1975, and directed to the U. S. Commissioner of Education, T. H. Bell. They said in that letter with specific reference to training, and especially training that could be provided most appropriately by institutions of higher learning, the following:

> The U. S. Office of Education should seek through collaborative efforts of early childhood education specialists and teacher education departments of colleges and universities a viable way to apply the research findings in parent/early childhood education to realistic teacher training. There specifically needs to be retraining of teachers in techniques of early childhood education which would assist them in becoming more effective in the identification of specific learning problems and in the "early prevention of later deficits" [p. 32].

The indelibility of life models as significant factors affecting child development and behavioral growth was discussed by Butler (1970). These models include teachers, classmates, older children, and parents. All these models have tremendous influence on the development of children. Butler stated that parents as models are the most important reason for involving parents in the educational activities of their children:

> If parents and other close associates of young children are given motivation, opportunity, and exposure to the kinds of activities that are enjoyable and instructive for young children, they can do a great deal to further the psychological development of the children in their midst. If the parents are aware of the patterns of behavior already in the child's repertoire that need to be maintained and of those that need to be extinguished, they can be instrumental in helping him maintain the desirable behavior [p. 76].

The influence of life models in the development of children in the learning process is discussed further by Kagan (1966). The desire or inclination to imitate the model has greatest strength at ages four to five. This attribute is identified as belonging in a class of children's self-established goals. The child is seen as wanting to be like the model he/she perceives as having command of desirable resources such as power, material, respect, affection, competence, and others which can be attained and shared by the child. That is, if the model is skilled at academic tasks and shows that such mastery is valued, the child will be motivated to excel academically and in any other area that seems to be enjoyed by the model.

In addition to this class of model goals, Kagan (1966) identified two other broad classes of goals which motivate children's learning of academic skills. One is a class containing the desire for the nurture, praise, and recognition by significant others, including parents and teachers. Kagan (1966) said that these goals operate with different intensities concomitant with the particular developmental stage at any given time. This set of goals is established by children in their earliest developmental stages, preschool and kindergarten. The third broad class of goals relating to modeling identified by Kagan (1966) contained the more mature desires of learners--the desire for competence

and the confident feeling of self-worth. These self-established goals are more firmly internalized through interaction between the child and the parent. When children see that their parents gain satisfaction by recognition of their competence and loyalty, and receive praise from teachers and peers for their efforts, this accrues to fulfillment not only of parents' goals but their own goals are more firmly established. Also, more effort is generated on the child's part to make input to the totality of higher achievement for the whole and for self.

Schools should take the initiative in the creation and implementation of parent involvement strategies. This attitude, value, and goal should begin with top school administrators, be emphasized and practiced especially by the school principal, and filter in practice to the classroom teachers and all other school personnel and staff members. Every parent should be encouraged to be involved in his child's learning activities (Stout and Langdon, 1958).

Initiating parental involvement in children's learning activities is more easily recognized and expressed than accomplished. The difficulties are numerous. Some of the reasons for the difficulty in initiating parent involvement on the primary level (kindergarten, first, second, and third years of regular school) are: lack of teachers who are trained and/or experienced in working with parents; failure of the school personnel to understand parents, especially parents of diverse or low achieving children; and failure of school personnel to know and understand the advantages of parental involvement to the child, the school, and the community (Butler, 1970). It is apparent to many that the extension of principles and practices of parent involvement models should be

effected into and throughout the elementary school structure (Butler, 1970).

Parental involvement in elementary schools, for the most part, has been limited to attendance at meetings, conferences with teachers, and occasional visits to the classroom (Butler, 1970). Parental involvement should be extended upward and outward to include the child's learning from birth through elementary school, and throughout all phases of the child's growth and development (Beeler, 1969; Erickson *et al.*, 1969; Karnes *et al.*, 1969; and Bissell, 1973).

Parental involvement has a positive effect on the language performance of children. McCarthy's (1968) and Butler's (1970) research indicated that the children whose parents participated in the home-visit parent involvement program showed significant gains in language abilities. Also, the parents of these children showed significant positive change in attitudes toward their children.

While the above-mentioned research revealed no significant gains in intellectual abilities or achievement by children whose parents were involved in their learning activities, other research studies have indicated a definite correlation between the extent and duration of parent involvement and the intellectual development of children. One of the objectives of the Clinch-Powell Educational Cooperative Early Childhood Education Program, a home-based parent-oriented program, which since 1971 has been serving four rural Appalachian counties, is:

> To involve parents directly in the education of their children, to help parents to become more effective teachers of their children, and to promote development of parental attitudes which are conducive to maximum educational opportunities for their children [Johnson and O'Fallon, 1975, p. 3].

After studying results of this program, Johnson and O'Fallon (1975) reported:

> Results of annual evaluation of the project have indicated that the program has had a measurable effect on children's cognitive abilities and social abilities. Children who participated in the program have scored significantly higher on the Metropolitan Readiness Test than children who had not been in a preschool program. Program children have scored significantly higher than control group children on the Peabody Picture Vocabulary Test and children who had been in the program for two years scored significantly higher than children who had only been in the program one year [p. 59].

Data indicated that, after their participation in the program, parents showed more positive attitudes toward education and more involvement in the education of their children than did parents who had not participated in the program (Johnson and O'Fallon, 1975). Parents indicated that they perceived most change in their children's interest in learning, children's reading habits, children's self-concept, and parents' feelings about their children (Johnson and O'Fallon, 1975).

Other benefits of parent involvement were revealed by King's (1972) research which showed that parental involvement in educational experiences improves and strengthens the relationship not only between the parent and the school, but also between the child, the parent, and the school. Parent involvement in their children's learning activities helps penetrate the barriers and attenuate the burden of negative attitudes about school and learning, values, and expectations between the school and home. The involvement of parents in their children's educational experiences could encourage parents to develop their own abilities, could serve to reinforce learning experiences in the school, and could also strengthen the relationship between the school and the home (King, 1972). King's research further indicated that parent involvement produced

a high degree of motivation for the children and in turn a high degree of parental motivation. King's (1972) research corroborated findings of other researchers. Following are some conclusions of the King (1972) study:

> 1. Disadvantaged parents are concerned about the education of their children. Most of the mothers believed that parents should be involved in the education of their children.
>
> 2. Participation of parents in supportive educational experiences for their children does foster cooperation between the school and the home. Parents are concerned that educational experiences are meaningful.
>
> . . . . . .
>
> 4. All of the mothers seemed to think that the relationship between child and his teacher had improved because of the school and home project.
>
> 5. Mothers indicated that the relationship between them and their child had improved.
>
> . . . . . .
>
> 8. Comments written by the mother to the teacher indicated an increase in motivation and interest in learning activities by the child.
>
> 9. Most of the mothers spent more time with their children because of the project [p. 115].

Continuation and Expansion of Parent Involvement

Research has established that parental involvement in children's learning activities is related to a higher level of academic achievement by the children and involved parents and is conducive to healthier children and parents. The implication is strong that parent involvement in learning activities of children should be extended beyond the early developmental educational structure (programs such as Head Start) into the elementary school structure.

Review of the program "Follow Through" gives credence to the continuation and expansion of the concept of parent involvement in Head Start into the educational structure for their children through all elementary grades. Follow Through, begun in 1967, was designed to extend educational, emotional, physical, medical, dental, and nutritional services offered to Head Start pupils, to pupils in first, second, and third grades. Parents were to participate actively in major decision-making and in the daily operations and conduct of the program at the local level (Bissell, 1973). The purpose of Follow Through is clearly expressed in Section 222(a) of the Economic Opportunity Act (Public Law 88-452):

> A program to be known as "Follow Through" focused primarily upon children in the kindergarten or elementary school who were previously enrolled in Head Start or similar programs and designed to provide comprehensive services and parent participation activities . . . which the director finds will aid in the continued development of children to their fullest potential [p. 90].

Intensive parent involvement should be encouraged, extended, and expanded to include both parents where possible and broadened to include extended family parents of all the children in primary and elementary grade levels regardless of whether or not the children were participants in Head Start or some other preschool program. Also, any other effective developmental components which have produced significant positive results in children from preschool programs should be extended into the elementary grades. These components of whatever nature should not be diminished, but utilized if they augment the total positive development of the child. This view is shared by other researchers, among whom are Beeler (1969), Erickson *et al.* (1969), Karnes *et al.* (1969), and Bissell (1973), all of whom demonstrated through their research that continuation of

compensatory education, which usually emphasized parent involvement, suggested that parent involvement and other components deemed facilitative in Head Start and other preschool programs be extended into kindergarten and the early elementary grades. Such an extension into the early grades did appear to sustain or further increase preschool gains. Bissell (1973) and others who speak for Head Start invariably point out that one year is not long enough--that continuation of compensatory education into kindergarten and the elementary grades is required.

According to Bissell (1973), a first-year evaluation of Follow Through in the area of parental attitudes revealed that all the parents considered parental participation of definite importance. He also found that Follow Through parents were more aware of their children's school programs, more likely to visit schools and work in classrooms, more likely to talk to teachers and other school staff, and more convinced of their ability to influence school programs than were parents of non-Follow Through children.

The recent emphasis on the participation of parents in the educational process of their children is a change being incorporated into the educational structure. In discussing educational change, Zeigler (1973) stated that the only real push for reform in schools comes from "university types" or other ideological and racial minority groups. During the last decade, the vocal minorities who, for the most part, had been excluded from the policy-making components of the educational structure, demanded input into the decision-making processes governing their children's education. They sought participation in the

operation of the schools so that what was taught would be relevant to their culture and to their children's needs.

Increasingly, parents are demanding effective, relevant, quality education for their children on all grade levels (Fantini, 1975). Fantini stated:

> Today the parents of children attending public school are themselves graduates of high schools and colleges. They want their children to have not only the basic three R's but much more. Their aspirations as educational consumers are being slowly converted to public policy. The right to quality education under the law is close at hand [pp. 10-12].

Besides research which supports the desirability and need for parental involvement in young children's learning activities, there is federal mandate for more parental participation in schools. This mandate appears in a number of federal statutes, among which are the following: the Economic Opportunity Act of 1964 (Public Law 88-452), and subsequent amendments of 1967 and 1969; the Elementary and Secondary Education Act of 1965 with amendments of 1970 (P.L. 91-230, Title IV, Sec. 401(a)(10), 84 Statute 168), 1972 (P.L. 92-183, Sec. 710(a)(2)(B)), and 1974 (P. L. 93-380, Titles I and IV).

Socioeconomic Status and Its Influence on Teacher Behavior

The kind of teachers we have in educational programs affects the kind and quality of teaching to which the children are exposed. Socioeconomic status is an element in "the kind of persons" the community and school have and produce. In response to the question, "How is the teaching-learning process influenced by the position teachers occupy in the American social structure," Shepard (1971) said:

> In the traditional studies of social composition, assumptions are made as to what social statuses are likely to produce the "best" teachers. These assumptions entail two sets of subsidiary assumptions concerning, first, the particular personal attributes necessary for effective behavior as a teacher and, second, those segments of society which produce persons with the "proper" attributes [p. 14].

Gage (1963) supported the position that the teacher's socioeconomic status influences his teaching behavior. Gage stated that position in the social structure is regarded as shaping the general value orientations which affect a teacher's behavior in the classroom rather than as a determiner of the specific cognitive abilities, pedagogical skills, or attributes of personal and moral character deemed necessary for effective teaching. According to Charters (1963),

> With few exceptions, the modes of reasoning have been of two major kinds; one representing an educational tradition and the other an anthropological approach. In both, a person's position in the social structure is viewed as having a formative influence, as producing certain enduring attributes which he carries into the classroom and which affect his teaching behavior [p. 722].

In an effort to understand problems related to public education and problems of pupil-teacher interaction, data have been gathered for more than half a century on the social origin and standing of public school teachers (Carlson, 1961). A teacher's value system and expectations and aspiration levels for his pupils have their origins in his socioeconomic background. The socioeconomic status of a person affect his chances for education, occupation, and income (Miller, 1964).

Robinson (1969), commenting on Duncan's socioeconomic scale and the Bureau of Census socioeconomic scores, stated that the computation

of an individual's total socioeconomic status score depends on his average percentile rating for income, occupation, and education. Some recent research tends to indicate that not only the amount of education the teacher has, but also where he went to college, affects the rate of learning or level of academic achievement of his students (Summers and Wolfe, 1975).

One important element contributing to a teacher's self-concept is the real or perceived rating of the institution in which he matriculated. According to Frost and Hawkes (1970), graduating from a high-rated college or university seems to be a productive characteristic of teachers in terms of achievement growth for students; high achievement performance of students enhances the teacher's self-concept. Where a teacher went to college and where he received his advanced education may quite possibly affect his self-concept and subsequently be reflected in the rate of learning or level of academic achievement of the students (Summers and Wolfe, 1975). Also, this educational background could be a significant factor in the kind of relationship and interaction a teacher is able to develop with parents of children in his classroom and in turn influence the quality of the parents' participation in the learning activities of their children.

Frost and Hawkes (1970), in discussing characteristics which affect children's learning success, quoted from the Coleman Report:

> Among those characteristics assessed in this study, the ones bearing the highest relationship to pupil achievement are (1) the teacher's score on the verbal skill tests, and (2) the educational background of both the teacher and the teacher's parents [Coleman, 1966, p. 22].

The findings of Summers and Wolfe (1975), from their research on the issue of targeting resources to improve efficiency and equity in schools, included the following specific findings concerning the socio-economic status of the teacher:

> All types of students in elementary school do better if they are taught by teachers who graduated from higher-rated colleges, if they are in school with a 40 to 60 percent black student body, if they are in classes of 33 or less, and if they are in school with more high achievers . . . [p. 19].

> Having a teacher who attended a college rated 525 (Gourman Rating Scale) or better compared to below 525 has a positive effect on low and middle income pupils. In terms of achievement growth, this means 8.7 months more growth to the pupil whose family income is $5,000; 4.2 months to the pupil whose family income is $10,000 [p. 24].

> All types of students in junior high school do better if they have social studies teachers who graduated from higher-rated colleges [p. 14].

School resources, which include the quality of teachers, if properly targeted, can have an impact upon how much students learn and can also help in compensating for the disadvantage of poverty, race, and low ability. Compensating for these disadvantages can augment positive self-concept in children, parents, and parental involvement.

The teacher's socioeconomic antecedent and status affect the pupil's achievement. The student's success affects his self-concept; conversely, the student's self-concept affects the student's achievement (Fitts, 1970). Rouse (1975), national director of the Woodrow Wilson National Fellowship Foundation, commented that in the heat of the integration debate, many findings in the Coleman Commission report have been widely ignored. Rouse (1975) further projected that an important finding in the Coleman Report was that the teacher's intellectual

attainment, which is a part of his socioeconomic status, accounts for much of the student's educational achievement. He concluded the following:

> What has been overlooked is that the only school characteristic which does correlate significantly with scholastic achievement is the intellectual attainment of the teachers.
>
> Pupils learn more in schools where the teachers are themselves intelligent, educated people [p. 1].

Another significant element contributing to the total teacher self-concept may be the teacher's own socioeconomic status. The researcher's personal observation of teachers under whom she has studied has led her to agree with the research that there is a correlation between the teacher's socioeconomic status and the teacher's self-concept. This is reflected not only in the teacher's ability to influence children but parents and thereby influence to a large extent parental participation in the learning activities of their children.

The Influence of Self-Concept on Behavior

For a century, much thought and writing have been centered on the study of the self. William James (1890) accorded this topic an important place in his psychological thinking. Calkins (1915) pursued the study of self through introspection. Freud (1950) assigned great importance to the development and functioning of the ego. The above were beginnings, but very little empirical study and research was done prior to that conducted by Snygg and Combs (1949) and Rogers (1961) who asserted that self-concept was closely related to a person's level of behavioral competence. Research by Wylie (1961 and 1974) and Fitts (1971) supported that assertion. Lynch (1968) demonstrated that there is a relationship between self-concept and the way one reacts to life's happenings.

Fitts (1971) also demonstrated in his research that self-concept is a key variable in the rehabilitation process.

Raimy (1948) and Fitts (1968) suggested and supported that self-concept is a learned perceptual system which functions as an objective in the perceptual field; that the self-concept not only influences behavior but is itself altered and restructured by behavior and unsatisfied needs. Raimy's research postulates that a person's notion of himself is very involved, complex, and a significant factor in his behavior. About 20 years later, Fitts (1969) found that there is an interaction effect between self-concept and behavior with each exerting an influence on the other. An individual who sees himself as "bad," inadequate, or different tends to act accordingly. The individual's self-concept has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health (Fitts, 1970).

Combs, Avila, and Purkey (1971) reported that the psychological literature was overflowing with articles and research studies dealing with the effects of the self-concept on a great variety of behaviors, including failure in school, levels of aspiration or goal setting, athletic prowess, mental health, intelligence, delinquency and criminality, ethnic groups, behavior of the socially disadvantaged, and industrial productivity. There is evidence to suggest that the self-concept may be a better predictor of success in school than the time-honored IQ score.

The circular effect of the self-concept purports that the person who thinks poorly of himself behaves poorly to support his belief; likewise, the person who thinks highly and positively of himself behaves or

acts positively. Combs (1971) stated:

> Persons with positive self-concepts are quite likely to behave in ways that cause others to react in corroborative fashion. People who believe they can, are more likely to succeed. The very existence of such feelings about self creates conditions likely to make them so [p. 46].

In writing of self-concept, Combs (1971) said it was an organization of perceptions which a person believes about the "I" or "me," that the self-concept is who the person perceives himself/herself to be. These ideas vary in clarity, precision, and importance in the person's picture of himself/herself. These ideas or organization of ideas have a feeling of reality to the person who holds them. It is from this frame of reference of self-concept that the person makes his/her observations, perceives his/her understandings, and makes his/her decisions. The self-concept and its function lie at the very heart of the helping process. A proper knowledge of the self-concept and of its dynamics can provide guidelines by which persons in the helping professions may direct their own behaviors more effectively and efficiently in their endeavors to increase health, learning, and growth in their pupils and clients. According to Combs, Avila, and Purkey (1971):

> The most important single factor affecting behavior is the self-concept. What people do at every moment of their lives is a product of how they see themselves and the situation they are in. While situations may change from moment to moment or place to place, the beliefs that people have about themselves are always present factors in determining their behavior. The self is the star of every performance, the central figure in every act. Persons engaged in the helping professions, therefore need the broadest possible understanding of the nature, origins, and functions of the self-concept [p. 39].

The above postulations seem to echo Coopersmith (1967) who defined self-esteem as follows:

> By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a *personal* judgement of worthiness that is expressed in the attitudes the individual holds toward himself. It is a subjective experience which the individual conveys to others by verbal reports and other behavior [p. 5].

Another dimension of self-concept was raised by Wilder (1973) who stated that self-concept is that image which a person may have of himself as a result of interaction with his parents, peer group, and other authoritative figures who exercise sanctions over him/her in terms of rewards for the desired behaviors and punishments or negative attitudes for undesirable behaviors.

The definition relevant to this study had its roots in the definitions cited above and complements them. Self-concept is a composite portrait an individual perceives of himself as a result of his experiences and interactions with his parents, peers, significant others, and his total environment and what he senses their perception of him to be.

Self-concepts of teachers and students have been found to be indicative of certain specific teaching and learning behaviors. Most research about the self-concept relating to teachers may be grouped into three main categories: one concerns the relationship of teachers' self-concepts and generalized success in teaching. Pupils of high self-concept teachers demonstrate higher academic achievement than pupils whose teachers' self-concepts are lower or less adequate (e.g., Sears, 1963; Hilgard, 1974; and Hamachek, 1972). Such findings firmly support the hypothesis that teachers' self-concepts may be inextricably related to pupil learning (Freeman and Davis, 1974). Willmon (1969)

reviewed research that points out that educational motivation is greatly influenced by expectations projected within the home, by the influence of social interaction, by satisfying relationship between parent and child, and by self-concept. There is no known study on the effect of teachers' self-concepts on parent involvement. The present study was designed to investigate the relationship of teacher self-concept and the extent of parent involvement. This study enumerated some of the elements which have significant bearing on the sum total of teacher self-concept and possible or probable effect of that self-concept in eventuating quantitative parent involvement.

Summary

A review of selected and related literature and research indicated that parental involvement in the learning activities of their children is highly desirable and has a positive influence on the child, the parent, and the school. It has been established that parental involvement in children's learning activities accrued to a higher level of academic achievement of the concerned children and involved parents and is conducive to healthier children and parents. The implication is clear and strong that parental involvement in learning activities of children should be extended to be a part of the child's education from birth through the elementary school structure. A teacher's position in the social structure, referred to as his socioeconomic status, has impact on the teacher's behavior as related to his students and the parents of his students. Further research is needed to assess the impact of teacher's self-concept on parental involvement in learning activities of their children.

CHAPTER III

METHODS AND PROCEDURES

The primary purpose of the study was to investigate and analyze, on an exploratory basis, the relationship between parental involvement in children's learning activities and the teacher's self-concept. A secondary purpose was to investigate and analyze the relationships among the teacher's self-concept, the teacher's experience, the teacher's socioeconomic antecedent, and parental involvement. An extended purpose was to examine relationships between parental involvement in children's learning activities and the number of children in the family. To achieve these purposes, the researcher took the following steps:

1. Selected an instrument capable of and appropriate for measuring teacher self-concept (*Tennessee Self-Concept Scale (TSCS)* shown in Appendix A).

2. Produced a personal data instrument capable of eliciting and collecting relevant demographic data; i.e., teacher's experience and socioeconomic antecedent (see Personal Data Sheet in Appendix C).

3. Developed an instrument to obtain the extent of parental involvement in children's learning activities and the number of children in the family (Parent-Involvement Checklist in Appendix B).

4. Selected subjects representative of a population appropriate for the study.

5. Secured permission and support from proper administrative personnel necessary for conducting the research study.

6. Secured a signed "informed consent" form from each teacher participating in the study (Appendix D).

7. Established rapport with and gained support of the participating principals.

8. Developed procedures for collecting, recording, and analyzing data which would be efficient and reliable.

Population and Sample

The population in the study was delimited to employees and parents of Shelby County Public Schools. Shelby County is located in West Tennessee surrounding the city of Memphis. Shelby County Public School System is a large progressive educational system having 28 schools (19 elementary, three middle, and six secondary) which serve suburban and rural areas. The student enrollment is 22,000 with 850 professional staff members. The system has an increasing student enrollment due to suburban expansion and growth around Memphis (Barnes, 1976).

The sample involved principals, teachers, and parents of students of seven selected Shelby County elementary public schools. Shelby County Public School System was selected because of the willingness of the administrative personnel to cooperate with the study and the accessibility of public school teachers. In identification of schools, consideration was given to the assessment of the top administrative personnel in the Shelby County System that the schools were headed by principals who had been observed and evaluated as demonstrating verbally and behaviorally positive attitudes toward parental involvement in children's learning activities. The seven schools were also selected on the basis of some

similar and dissimilar demographic characteristics. Following are some similar and dissimilar demographic characteristics of the seven faculties:

1. Each of the seven faculties had a supervising principal.

2. Five of the principals were females and two were males.

3. Each faculty had both male and female members, but none had a male teacher working with children in kindergarten, first, second, or third grades.

4. Each faculty was racially desegregated; that is, each had both black and white teachers. On each faculty were from three to seven black faculty members who were teaching kindergarten, first, second, or third grades.

5. Ages of faculty members in this study ranged from the 20-29 age group through the 60-and-over age group.

The sample was all 106 classroom teachers who were working with kindergarten, first, second, and third grade students in the seven schools and parents of the students in these teachers' classrooms. Two teachers in one school were given copies of the Personal Data Sheet and the TSCS, but they did not complete the forms or participate in the study to any degree. Of the 106 teacher-participants in the sample, 104 distributed and collected Parent-Involvement Checklists from parents of children in their classrooms. In these 104 teachers' classrooms were 2,807 students. The number of Parent-Involvement Checklists collected totaled 2,021. There was no control to determine if parents who had more than one child returned only one checklist. One hundred of the 106 teacher-participants responded, completed the two instruments, and distributed and collected the Parent-Involvement Checklists (Appendix B). Four of the 104 teachers

did not complete either the Personal Data Sheet or the TSCS. These four teachers were included only in analyses which involved variables in the study other than TSCS and Personal Data Sheet variables. Population size, sample size, and other demographic facts are presented in Appendix E.

Design of the Study

The exploratory study followed *ex post facto* research design in which the researcher looked at independent variables which already existed in the social structure of the school setting; the researcher tried to report relationships among the variables. This was basically an exploratory field study. Katz, according to Kerlinger (1964), stated that an exploratory field study seeks to describe "what is" rather than to "predict relationships." Kerlinger further stated that "field studies" are *ex post facto* scientific inquiries aimed at discovering the relationships and interaction among sociological, psychological, and educational variables in real social structures (Kerlinger, 1964).

> *Ex post facto* research may be defined as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables [p. 360].

Kerlinger (1964) further stated that *ex post facto* research has three major weaknesses: (1) the inability to manipulate independent variables; (2) the lack of power to randomize; and (3) the risk of improper interpretations. Despite its weaknesses, much *ex post facto* research must be done in psychology, sociology, and education. Some variables such as intelligence, parental upbringing, teacher personality, and school atmosphere are not manipulable (Kerlinger, 1964).

The present research lent itself to *ex post facto* design for the following reasons:

1. The researcher looked at variables as they already existed in the social structure.

2. The researcher collected data on all the variables and then proposed to interpret the significant relationships among and between the variables.

3. The variables of self-concept, socioeconomic background, and parental involvement were not readily manipulable.

Instrumentation

A major part of the study was to select, develop, and field test appropriate and reliable instruments. Ultimately, the instruments were used to gather and measure the desired data. Following are instruments selected, developed, and/or field-tested, and used in the study.

The *Tennessee Self-Concept Scale (TSCS)*. To measure the teacher's self-concept, each of the 100 teacher participants completed the TSCS (see Appendix A) which consists of 100 self-descriptive statements which the subject used to indicate his/her own picture of himself/herself. The Clinical and Research Form which distinguishes levels of personal effectiveness within the normal range as well as in deviancy was used. The profile provides a score on 29 variables such as self-criticism, identity, self-satisfaction, conflict, and total positive. A high global score represents a positive view of oneself. The TSCS reports a test-retest reliability coefficient of .88 and a high content validity (Fitts, 1965). The TSCS was the only self-concept indicator used in the present study

because the correlation between the TSCS and other measures such as the Minnesota Multiphasic Personality Inventory, the Edwards Personal Preferences Schedule, and the Inventory of Feelings is high (Fitts, 1970). Most subjects could complete the TSCS in less than 20 minutes.

Personal Data Sheet. In order to collect the necessary data on the independent variables of teaching experience and socioeconomic status, each of the 100 teacher-participants completed a personal data sheet (see Appendix C). This Personal Data Sheet could be completed in 15 minutes. The responses were assumed correct; however, no check was made.

Parent-Involvement Checklist. In order to ascertain a measurement of the extent of parent involvement in his/her children's learning activities, the researcher developed the Parent-Involvement Checklist (Appendix B). Also, this instrument asked the number of children in the family. The Parent-Involvement Checklist measured the extent of parent involvement in the learning activities of their children as reported by the parents themselves.

A draft of the Parent-Involvement Checklist was field-tested initially with selected first-, second-, and third-grade teachers and parents in a Sevier County school during the Spring of 1975. During the month of January, 1976, a second revised draft of this instrument was again field-tested with selected teachers and parents of first, second, and third grades in Belle Morris School of the Knoxville City School System. The draft was then submitted a second time to the researcher's doctoral committee for review and comments. A third revised draft of this instrument was evaluated by a panel of jurors. The panel

of jurors consisted of employees or patrons of Knoxville City Schools; Louisville, Kentucky, Independent School District; and Shelby County Public Schools. The panel was composed of two assistant superintendents, two directors of instruction, one director of elementary education, eight principals of elementary schools, one first grade teacher, and four parents. In each evaluatory situation, the respondents were asked to scrutinize the instrument for (1) comprehensiveness, (2) appropriateness, (3) clarity of vocabulary, (4) reading level, and (5) time involvement of the respondent in completing the instrument.

After evaluation of the Parent-Involvement Checklist by the doctoral committee, after being field-tested in two different school systems, and after careful scrutiny by the panel of jurors, the instrument evolved containing 29 statement items. The checklist was developed and met face, process, and content validity. Face validity indicates it measures what it purposes to measure; process validity, using a panel of experts and field-testing, is part of the normal development process; content validity is assured since items came from the literature and the researcher's experience.

Procedures for Data Collection

The researcher had three conferences with the Director of Curriculum Development of Shelby County Public Schools from which the seven subject faculties were drawn. The Director of Curriculum Development represented the superintendent of the school system. In these conferences, the rationale, the purposes, and the procedure of the research study were carefully explained and instruments to be used were presented and discussed.

In these initial conferences, the researcher secured administrative permission and support from Shelby County Public Schools for the study. Follow-up communication confirming the cooperative decision made in the conferences to implement the research study as planned was made.

The Coordinator of Educational Field Services at The University of Tennessee and the Director of Curriculum Development of Shelby County Schools arranged for the researcher to meet with the seven principals of the schools from which the 106 teacher subjects were drawn. In addition to the seven principals, other personnel who had expertise in administration, research, and child development attended the session; namely, the Director and the Associate Director of The University of Tennessee West Tennessee Center Bureau of Educational Research Studies; Director of Early Childhood Education, Shelby County Schools; Coordinator of Field Services, The University of Tennessee; and Director of Curriculum Development, Shelby County Public Schools. These persons in attendance at this session were again assured that the superintendent had given permission for the research study. The researcher explained to the group the rationale, the purposes, and the procedures of the study, and responded to questions. The researcher solicited the cooperation and support of each principal and requested the principals to motivate their teachers to participate. During the session the researcher assured the principals and other administrators that the anonymity of each participant would be protected throughout the study. To further assure confidentiality, numbers instead of names were used to identify each school, each teacher, and each parent participant. No name appeared on any of the research instruments. A facsimile of each of the three instruments used in the

study was distributed to each person present, and each instrument was carefully scrutinized by the group for appropriateness, clarity, reading level, comprehensiveness, and time involvement of each respondent. The input from the group resulted in additions to the Personal Data Sheet and changes in the Parent-Involvement Checklist. The group discussed that when the researcher entered the schools to collect the data, care should be taken to avoid the end of the semester, Christmas parties, and the periods when report cards would be completed and issued to the students. The group reached a consensus that the data should be collected during the last week in January and the second and third weeks in February.

During the third week in January, the Director of the University of Tennessee's West Tennessee Center Bureau of Educational Research Studies and the seven participating principals approved a schedule for the researcher's entry into the seven schools on January 29, 1976. On that day, she traveled to each of the seven schools. She had a short conference with each principal and briefly reviewed the rationale, the purposes, and the procedures of the study. A packet for each kindergarten, first-, second-, and third-grade teacher was distributed to each principal. Each individual packet contained an Informed Consent Form (Appendix D), a Personal Data Sheet, and a Clinical and Research Form of the *Tennessee Self-Concept Scale*. The school identification number and the teacher identification number appeared on the outside of each teacher's packet. Also on each packet were the following information and directions:

YOUR ID NUMBER IS

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Please keep this slip so that you will get the matching Parent-Involvement Lists which you will have your students take home to their parents to check and return to you. Thank you!

After you have completed the Personal Data Sheet and the Tennessee Self-Concept Scale, please put them both into this envelope and seal, and return to your principal. Thank you!

The proper identification by school number and teacher number had been put on each data-collecting instrument and specific instructions were given requesting that no names be written on the instruments. Each teacher was asked to sign an Informed Consent Form and return it to the principal. Each principal distributed and collected these consent forms and returned them to the researcher during this initial entry into the schools.

Each principal informed his/her teachers about the study and encouraged and motivated his/her faculty to participate in the study. The principal implemented the completion of the two data-gathering instruments by the kindergarten, first-, second-, and third-grade teachers in the school.

One week later, the researcher traveled to the seven schools, adhering to the schedule which had been approved by the principals. The researcher had a short conference with each principal, listening to and discussing feedback related to the research effort. Then the principal returned to the researcher the sealed individual packets containing the completed Personal Data Sheet and the TSCS for each kindergarten, first-, second-, and third-grade teacher. The researcher

and the principal conferred about possible ways of motivating a high percentage of parent returns for the Parent-Involvement Checklists. Since the principal knew the personality of his/her school, faculty, and school community, the motivational techniques were left entirely to the discretion of each principal.

At this point, the researcher gave to each principal a packet for each kindergarten, first-, second-, and third-grade teacher in the school. This packet contained the number of Parent-Involvement Checklists equal to the number of students in the teacher's classroom. With each Parent-Involvement Checklist was a cover letter (Appendix F) and a business envelope. The parents were sent written instructions to respond to every statement on the instrument, then fold the checklist, place it in the attached envelope, seal, and return to their child's teacher. In order to retrieve any envelope a young child might drop, on the envelope was printed, "TO THE PRINCIPAL."

The packets were left with each principal who distributed them to the appropriate teachers. The teachers gave to each student in the classroom a Parent-Involvement Checklist and the attachments described above and were told to return them within a four-day period.

One week after this distribution of Parent-Involvement Checklists to parents, the Director of the University of Tennessee West Tennessee Bureau of Educational Research Studies collected from each principal of the seven schools the completed Parent-Involvement Checklists. The researcher collected the Parent-Involvement Checklists from the Director. Data were hand-tallied, machine-scored, verified, and analyzed. Appropriate statistical procedures were followed for analyses.

Data Analysis and Statistical Procedures

In the analysis of the data collected, several methods were used. Methods are described in Chapter IV along with the results of the findings.

Data from the Personal Data Sheets which the teachers had completed were coded and keypunched. The teacher-completed TSCS's were sent to Counselor Recording and Tests, publishers of the TSCS in Nashville, Tennessee, for cardpunching and analysis of 29 variables related to self-concept. Data from the Parent-Involvement Checklists which the parents had completed were put on computer cards.

From the Parent-Involvement Checklist a parent-involvement score (PISC) for each parent was computed. This score was computed by adding the number of "yeses" each parent had reported.

An item analysis of the Parent-Involvement Checklist was made. In this analysis, the percentage of parents responding "yes" to each item on the checklist was computed by grade (K, 1, 2, 3). The mean PISC for each class/teacher was computed.

Analysis of variance methods were used to compare means of PISC among schools, among grades within the same school, and among classes of the same grade level and school to determine if there were differences among the groups.

To determine relationships between class mean PISC and other variables, Product-Moment Correlation Coefficients for all pairs of the following variables were calculated: Mean PISC; teacher's self-concept score (TSCS); teacher's experience (TEXP); teacher's father's or guardian's Duncan's Occupational rating (TFOCC); teacher's mother's

or guardian's Duncan's Occupational rating (TMOCC); teacher's father's education (TFAED); teacher's mother's education (TMOED); teacher's age (TAGE); teacher's education (TEDU); and the Gourman rating (TGOR) of the college at which the teacher had matriculated. The Pearson Product-Moment Correlation Coefficient between mean PISC and mean TSCS of the seven schools was also calculated.

A multiple regression analysis was run with MPISC as the dependent variable and with teacher's self-concept score, teacher's experience, teacher's father's occupation, teacher's mother's occupation, teacher's education, and Gourman rating of college at which the teacher matriculated as independent variables.

A multiple regression analysis was run with teacher's self-concept score as the dependent variable and with teacher's experience, teacher's father's occupation, teacher's mother's occupation, teacher's father's education, teacher's mother's education, teacher's education, and Gourman rating of college at which the teacher matriculated as the independent variables. For this study, the teacher's Gourman rating was computed by checking the rating of the college of university from which the teacher had received his/her highest degree.

Spearman Rank Correlation Coefficients were calculated to further explore the relationships between the extent of parental involvement in children's learning activities and the teacher's self-concept and school population socioeconomic level (SPSEL). The MPISC and MTSCS of each school and each SPSEL were used in the calculation.

The number of children in the family was cross-tabulated with the PISC scores and presented in a contingency table. The Product-Moment

Correlation Coefficient was used to measure the association between the two variables.

Statistical computations reported in this study were done at the Vanderbilt University Computing Center, Nashville, Tennessee, or at The University of Tennessee Computing Center, Knoxville, Tennessee. The TSCS's were scored at Vanderbilt University. Statistical analysis programs were run at The University of Tennessee using the SPSS (Statistical Package for Social Scientists) and SAS (Statistical Analysis System) packaged programs.

Summary

Chapter III has provided a description of the procedures utilized in this study. The sample was seven selected elementary schools in Shelby County Public School System; 106 teachers of kindergarten, first-, second-, and third-grade students; and the 2,807 parents of these students. The instruments used in gathering data were the Personal Data Sheet, the TSCS, and the Parent-Involvement Checklist. Chapter IV presents and analyzes the data collected for this study.

CHAPTER IV

TREATMENT AND ANALYSES OF DATA

The primary purpose of this study was to investigate and analyze the relationship between the extent of reported parental involvement in children's learning activities and the teacher's self-concept as measured by the Tennessee Self-Concept Scale (TSCS). A secondary purpose was to investigate and analyze the relationships among the teacher's self-concept, the teacher's experience, the teacher's socioeconomic antecedent, and reported parental involvement in children's learning activities. A third purpose of the study was to investigate and analyze the relationships between parental involvement in the children's learning activities and the number of children in the family.

The Shelby County, Tennessee, School System agreed to participate in the study; principals and teachers in seven elementary schools with approximately 100 teachers (kindergarten, first, second, and third grades) agreed to participate. The sample was a "convenience" sample since there was a need for agreement and consent for participation.

Demographic Factors Relating to the Study and Percent Returns

Demographic factors relevant to population and sample size in this study are presented in Appendix E. According to information received from the central office staff of Shelby County Schools, the population of the seven selected schools reflected various socioeconomic levels within

the total school population. The school population of three of the schools was upper middle socioeconomic level; three schools were classified as middle socioeconomic level; and one school was classified as lower socioeconomic level. The three upper middle socioeconomic level schools were also located in urban areas. Two middle socioeconomic level schools were serving a suburban area, and one was serving a rural area. The lower socioeconomic level school was rural.

The 100 teacher sample who completed the TSCS in this study differed from the sample used to gather normative data. Original normative data were gathered from a stratified sample of 626 people from various parts of the country. Included in that group were blacks, whites, males, and females representing all social, economic, intellectual, and educational levels. The age range was from 12 to 68 (Fitts, 1965). The 100 teacher sample in the present study was a rather homogeneous group of approximately 33 percent female black teachers and 67 percent white, all working in the same geographical area of the country--Shelby County, Tennessee. The sample did not represent highly divergent socioeconomic backgrounds, academic training, or educational training. The age range was in groups of 20-29 through 60 and over. The norm mean of the total positive TSCS scores was 345.57; the standard deviation was 30.70; the mean and standard deviation of the TSCS scores in the 100 teacher sample in this study were 370.08 and 28.19, respectively (see Table I).

One hundred six teachers were contacted as possible participants. Two teachers did not participate to any degree. Four of the 104 teachers did not complete both the TSCS and the Personal Data Sheet. The four

TABLE I

PEARSON PRODUCT-MOMENT CORRELATIONS AND MEANS AND STANDARD DEVIATIONS

	MPISC	TSCS	TEXP	TFOCC	TMOCC	TGOR	TEDU	TMOED	TFAED	TAGE	MEAN	S.D.
MPISC		0.049	0.043	0.111	-0.012	0.100	0.017	-0.020	0.181*	-0.055	8.8869	1.3738
TSCS	0.049		0.116	-0.145	-0.051	-0.105	0.058	-0.011	0.036	0.136	370.0800	28.1912
TEXP	0.043	0.116		-0.080	-0.109	-0.072	0.104	-0.020	-0.020	0.853**	2.6700	1.5958
TFOCC	0.111	-0.145	-0.080		0.295**	0.254**	0.109	0.342**	0.555**	0.006	48.2800	21.9426
TMOCC	-0.012	-0.051	-0.109	0.295**		0.172*	0.161	0.484**	0.122	-0.029	39.1700	16.0542
TGOR	0.100	-0.105	-0.072	0.254**	0.172*		0.351**	0.294**	0.086	-0.081	379.0500	47.3343
TEDU	0.017	0.058	0.104	0.109	0.161	0.351**		0.298**	0.017	0.024	4.2200	0.4399
TMOED	-0.020	-0.011	-0.020	0.342**	0.484**	0.294**	0.298**		0.434**	0.004	5.9100	2.7710
TFAED	0.181*	0.036	-0.020	0.555**	0.122	0.086	0.017	0.434**		-0.104	5.7200	2.9783
TAGE	-0.055	0.136	0.853**	0.006	-0.029	-0.081	0.024	0.004	-0.104		1.9000	1.1326

*p < .05 (one-tailed test)
**p < .01 (one-tailed test)

N = 100

MPISC--Mean Parent Involvement Scores; TSCS--Teacher's Self-Concept Score; TEXP--Teacher's Experience (Number of Years Taught); TFOCC--Teacher's Father's Occupation; TMOCC--Teacher's Mother's Occupation; TGOR--Teacher's Gourman Rating; TEDU--Teacher's Level of Education; TMOED--Teacher's Mother's Education; TFAED--Teacher's Father's Education; TAGE--Teacher's Age.

teachers were included only in the data analysis which involved variables in the study other than TSCS and variables elicited by the Personal Data Sheet. One hundred teachers were included in all data computations. All of the teachers included in the study were female. Each faculty had both male and female teachers, but none had a male teacher working with children in kindergarten, first, second, or third grades. On each faculty there were from three to seven black teachers who were teaching kindergarten, first, second, or third grades. Thirty-three percent of the teacher subjects were black (Appendix E).

The number of Parent-Involvement Checklists returned was 2,021 out of the 2,807 which were distributed to the parents of the children in kindergarten, first, second, and third grades in the seven selected schools. The percentage of returns of the Parent-Involvement Checklist was 72 percent.

Summary of Analytical Procedures

An item analysis of the checklist was performed to study the extent of parental involvement in children's learning activities in this study. This analysis, as presented in Appendix G shows a composite picture of the extent of parental involvement in children's learning activities in this study. Appendix G indicates in columns 1, 2, 3, and 4 the percentage of parents, according to grade levels (kindergarten, first, second, and third, respectively) responding "yes" to each of the 29 items in the checklist. Column 5 gives the percentage of parents responding "yes" to each of the 29 items. The variations of percentage of parents responding "yes" across the four grade levels were

small. The range of percentage responding "yes" was from 3.4 percent responses on item 19 ("served as a member of school evaluation committee") to 88.9 percent responses on item 3 ("complimented and encouraged my child or other students who made progress over a designated period").

Though unstated previously in the study, a basic question was: "Are there significant differences in parental involvement in children's learning activities among schools, classes (teachers), and grade levels?" An analysis of variance (ANOVA) of the parent involvement scores was performed to determine if there were significant differences in the extent of parental involvement among schools, among grades within the same school, and among classes on the same grade level in the same school. Results are reported in Table II. This basic analysis showed that there were significant differences among means of parental involvement scores (PISC) for schools and for classes (teachers) on the same grade level within the same school at the .0001 level of significance. The analysis also showed that there were no significant differences in parental involvement among the grades in the schools.

A second set of ANOVAs was run to investigate the mean PISC for classes (teachers) on the same grade level within the same school. Those sets of classes in each school which showed significant differences in mean level of parental involvement were as follows: School 1--first and second grades; School 2--second grade; School 3--kindergarten, second, and third grades; School 4--second grade; and School 6--second grade (see Table III).

The Pearson Product-Moment Correlation Coefficient analysis was used to explore relationships between continuous variables in the study.



TABLE II

ANALYSIS OF VARIANCE: PARENTAL INVOLVEMENT SCORES

Source of Variation	df	Mean Square	F	P
Schools	6	118.50	5.89**	.0001
Grades in Schools	21	24.70	1.23 (NS)	.2154
Classes (Teachers) within Grades in Schools	76	37.19	1.85**	.0001
Residual	1917	20.10		
Total	2020			

TABLE III

ANALYSES OF VARIANCE FOR PARENTAL INVOLVEMENT SCORES AMONG CLASSES IN GRADES BY SCHOOLS

School		Kindergarten			First Grade			Second Grade			Third Grade		
1.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	5	62.68	1.44	5	50.23	2.35*	4	86.96	3.51**	4	31.71	1.18
	Residual	128	43.53		138	21.34		112	24.78		106	26.99	
2.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	2	0.91	0.07	3	38.04	2.13	2	54.18	3.27*	2	48.65	2.58
	Residual	43	13.80		48	17.89		48	16.57		49	16.94	
3.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	4	50.33	2.81*	4	12.84	1.21	3	54.56	3.06*	3	64.64	4.35**
	Residual	101	17.93		120	10.57		96	17.85		93	14.85	
4.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	2	7.86	0.32	1	9.36	0.33	1	102.95	5.28*	1	9.80	0.59
	Residual	53	24.84		35	28.36		41	19.52		52	16.58	
5.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	2	3.50	0.32	1	30.72	1.75	2	70.59	2.37	4	25.48	1.40
	Residual	43	10.86		35	17.57		44	29.82		81	18.20	
6.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	3	11.51	0.88	3	17.60	1.15	2	55.03	5.15**	2	30.49	1.49
	Residual	60	13.01		76	15.33		67	10.69		58	20.49	
7.	Source	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*	*df*	*MS*	*F*
	Classes	3	29.88	1.90	2	7.78	0.36	3	17.75	0.86	3	9.95	0.66
	Residual	51	15.72		40	21.74		51	20.58		48	15.06	

*p < .05; **p < .01.

The study was directed by the following four questions:

1. What is the relationship between the extent of parental involvement in children's learning activities and the teacher's self-concept (as measured by the TSCS)?

2. What is the relationship between the extent of parental involvement in children's learning activities and the teacher's experience?

3. What is the relationship between the extent of parental involvement in children's learning activities and the socioeconomic antecedent of the teacher?

4. What is the relationship between the extent of parental involvement in the children's learning activities and the number of children in the family?

Step-wise multiple regression analyses were calculated on several of the variables to investigate which variable had more effect on MPISC and which variable had more effect on TSCS. This treatment is reported in Table IV. No significant relationships were found.

Since the mean PISC and the mean TSCS scores for schools in general seemed to show a relationship, and there also appeared to be a trend from upper middle socioeconomic level to middle socioeconomic level to lower socioeconomic level schools with higher to lower PISC and TSCS scores, Spearman Rank Correlation Coefficients were calculated between/among mean PISC and mean TSCS scores and school population socioeconomic level (SPSEL). Significant relationships were found between all pairs of MPISC, MTSCS, and SPSEL.

This exploratory study was directed by the four questions stated

TABLE IV

STEP-WISE MULTIPLE REGRESSION ANALYSES--SUMMARY OF RESULTS

Variable	R^{2}*	B **	Standard Error	F
Dependent Variable MPISC				
TFOCC	.012	.0074	.0069	1. 33
TGOR	.018	.0029	.0033	0.783
TSCS	.023	.0034	.0051	0.447
TMOCC	.026	-.0043	.0093	0.210
TEXP	.028	.0428	.0901	0.225
TEDU	.029	-.0993	.3484	0.081
Dependent Variable TSCS				
TFOCC	.021	-.2776	.1609	2.978
TFAED	.041	1.609	1.225	1.725
TEXP	.051	1.482	1.800	0.678
TEDU	.056	6.825	7.166	0.907
TGOR	.063	-.0549	.0671	0.617
TMOED	.063	-.1441	1.223	0.014

N=100

*Square of multiple correlation coefficient.

**Regression coefficient.

TFOCC - Teacher's father's occupation
TGOR - Teacher's Gourman Rating
TSCS - Teacher's self-concept score
TMOCC - Teacher's mother's occupation
TEXP - Teacher's experience (number of years taught)
TEDU - Teacher's level of education
TFAED - Teacher's father's education
TMOED - Teacher's mother's education

previously. But a basic question apparent early in the study became implicit to the exploration. Investigation of the basic question had to be pursued before the researcher could determine the relevance of further exploration on the other four questions.

A Basic Question

Are there significant differences in parental involvement in children's learning activities among schools, classes (teachers), and grade levels?

A subsidiary finding was probably the most significant finding in this study. The subsidiary finding, reported in Table II (page 56), was that there were highly significant differences in the extent of parental involvement in children's learning activities among the schools. Other findings in this study indicated the difference can be attributed to teacher's self-concept and to the school population socioeconomic level. According to findings in this study, only about half of one percent of variance in parental involvement can be attributed to the number of children in the family. Findings in this study revealed that 92 percent of variance in parental involvement can be attributed to the school population socioeconomic level (Table V). Analyses of variance revealed that there was no statistically significant difference among grades in the schools. Another finding was that there were significant differences among classes within grades within the same school. Findings in this study revealed that 56 percent of variance in parental involvement can be attributed to teachers' self-concept (Table V).

TABLE V

SPEARMAN RANK CORRELATION COEFFICIENTS BETWEEN MEAN OF PARENT INVOLVEMENT SCORES AND MEAN OF TEACHER'S SELF-CONCEPT SCORES AND POPULATION SOCIOECONOMIC LEVELS BY SCHOOLS

Schools	MPISC	MTSCS	SPSEL Rank	MPISC Rank	MTSCS Rank	Differences in Rank MPISC/MTSCS	Differences in Rank MPTSC/SPSEL	Differences in Rank MTSCS/SPSEL
1	8.48	367.7	3	3	3	0	0	0
2	9.47	373.2	7	6	5	1	-1	-2
3	9.64	376.9	6	7	6	1	1	0
4	7.87	352.7	1	1	1	0	0	0
5	9.18	365.1	4	4	2	2	0	-2
6	9.30	385.8	5	5	7	-2	0	2
7	8.34	368.1	2	2	4	-2	0	2
Rank Correlation Coefficients						.75*	.96**	.71*

MPISC--Mean Parent Involvement Scores
MTSCS--Mean Teacher's Self-Concept Scores
SPSEL--School Population Socioeconomic Level

7 = High
1 = Low
N = 7

*p < .05 (one-tailed)
**p < .01 (one-tailed)

Question One

What is the relationship between the extent of parental involvement in children's learning activities and the teacher's self-concept (as measured by the TSCS)?

This question concerned the relationship of parental involvement in children's learning activities and the teacher's self-concept. To gather data for exploration of this question, each of the 100 teachers completed the Clinical and Research Form of the TSCS. The TSCS scale score relevant to this study was each teacher's total positive score which summarizes the positive scale scores on the individual completing the scale. High scores indicate acceptance and liking of self, confidence in the self, and feelings of self-worth. Low scores indicate doubt about personal worth, feelings of anxiety, fear, unhappiness, depression, and undesirability. The TSCS total positive scores are included in Table VI. The mean of the reported PISC for each class (teacher), the number of parent involvement checklists returned to each teacher, and the teacher's total positive TSCS scale scores are listed by classes, grades, and schools in Table VI.

To study relationships among the different teacher variables and the extent of parental involvement, to test the null hypothesis that there is no relationship between parental involvement in children's learning activities and teacher's self-concept, and also to test the null hypotheses generated from Questions Two and Three, a Pearson Product-Moment Correlation Coefficient was calculated for each pair of the following variables: mean parent involvement scores (MPISC); teacher's self-concept score (TSCS); teaching experience--number of

TABLE VI

MEANS OF PARENTAL INVOLVEMENT AND TEACHER'S SELF-CONCEPT SCORES
BY SCHOOLS, GRADES, AND CLASSES (TEACHERS)

School	Kindergarten			First Grade			Second Grade			Third Grade			Average in Schools			
	MPISC	No.	TSCS	MPISC	No.	TSCS	MPISC	No.	TSCS	MPISC	No.	TSCS	MPISC	No.	TSCS	No.
1.	9.2	21	365	6.2	21	412	8.4	24	383	8.8	20	342				
	9.7	24	386	6.7	26	361	10.1	24	435	8.9	26	338				
	9.8	24	319	9.2	28	335	6.5	25	354	6.7	26	365				
	7.6	20	377	5.8	24	407	11.6	23	386	9.8	18	311				
	9.0	23	358	8.3	24	370	9.1	21	345	7.6	21	382	8.48	506	367.73	22
	6.6	22	379	8.7	21	380										
	NS			*			**			NS						
2.	9.6	16	428	11.8	10	375	9.9	14	379	7.6	18	354				
	9.2	17	371	10.4	13	323	10.4	18	411	10.0	24	363				
	9.6	13	373	7.7	14	363	7.2	19	343	10.9	10	368	9.47	201	373.23	13
	NS			10.7	15	401	*			NS						
				NS												
3.	11.9	22	366	8.8	27	308	12.1	22	---	9.7	23	369				
	10.1	22	391	10.4	25	365	10.0	27	392	11.8	23	377				
	8.1	15	433	9.1	23	402	8.5	27	425	9.4	25	379				
	9.0	21	379	9.8	24	355	10.3	24	348	7.8	26	409	9.64	428	376.88	17
	8.3	26	365	8.7	26	344										
	*			NS			*			**						
4.	7.4	20	343	9.1	22	302	6.3	23	390	6.8	27	348				
	8.6	20	377	8.1	15	337	9.4	20	368	7.7	27	356	7.87	190	352.67	9
	7.9	16	353													
	NS			NS			*			NS						

TABLE VI (Continued)

School	Kindergarten MPISC	Kindergarten No.	Kindergarten TSCS	First Grade MPISC	First Grade No.	First Grade TSCS	Second Grade MPISC	Second Grade No.	Second Grade TSCS	Third Grade MPISC	Third Grade No.	Third Grade TSCS	Average in Schools MPISC	Average in Schools No.	Average in Schools TSCS	Average in Schools No.
5.	9.1	16	353	9.5	23	364	11.4	17	368	10.0	19	355				
	8.2	18	350	7.6	14	401	10.2	13	351	10.6	16	394				
	8.8	12	387				7.4	17	368	9.3	23	292				
										9.8	11	391				
										7.4	17	373	9.18	216	365.15	13
	NS			NS			NS			NS						
6.	10.1	20	405	10.7	26	365	10.7	22	398	8.9	20	396				
	8.9	14	375	9.4	17	430	8.5	25	355	6.8	16	388				
	10.9	15	403	8.6	18	371	7.7	23	358	9.2	25	---	9.30	275	385.77	13
	9.3	15	406	10.4	19	365										
	NS			NS			**			NS						
7.	9.4	14	---	9.1	15	407	6.9	15	379	7.4	23	377				
	6.9	15	352	9.8	20	355	7.7	11	358	7.6	10	378				
	9.8	11	365	8.1	8	309	7.6	8	411	9.0	4	343				
	7.3	15	363				9.2	21	---	9.1	15	389	8.34	205	368.15	13
	NS			NS			NS			NS						
Grades	9.07	507	374.89	8.88	518	365.65	9.10	483	377.50	8.71	513	365.48	8.94	2021	370.71	100

NS = Nonsignificant; *p < .05; **p < .01; "No." means number of checklists or teachers on which mean is based.

Total N = 100

years taught (TEXP); teacher's father's occupation (TFOCC); teacher's mother's occupation (TMOCC); teacher's Gourman rating (TGOR); teacher's education (TEDU); teacher's father's education (TFAED); teacher's mother's education (TMOED); and teacher's age (TAGE). Table I (page 53) shows the correlation matrix for the 10 variables including the means and standard deviations for the variables. There was no statistically significant relationship between parental involvement in children's learning activities and teacher's self-concept. The correlation coefficient was .049 between MPISC and TSCS and was not significantly different from zero at the .05 level.

The Pearson Product-Moment Correlation showed that there was a significant relationship between the extent of parental involvement and teacher's self-concept when based on MPISC and MTSCS by schools. The correlation coefficient calculated from the MPISC and the MTSCS for the seven schools was .77 which was significant at the .05 level. (Means used in this calculation are presented in columns 2 and 3, Table V, page 61.)

To further explore the relationships between/among the extent of parental involvement, teacher's self-concept, and school population, Spearman Rank Correlation Coefficients were calculated between/among mean PISC and mean TSCS scores and the school population socioeconomic level (SPSEL). The results are presented in Table V (page 61). When the three variables (MPISC, MISCS, and SPSEL) were ranked from high (7) to low (1) and analyzed, the following three findings were clearly indicated:

1. There was a significant relationship between the extent of

parental involvement in children's learning activities and teacher's self-concept. The coefficient was .75 which, for the seven pairs (MPISC and MTSCS), was significant at .05.

2. There was a significant relationship between the extent of parental involvement in children's learning activities and the school population socioeconomic level. The coefficient was .96 which, for the seven pairs (MPISC and SPSEL), was significant at .01.

3. There was a significant relationship between teacher's self-concept and the school population socioeconomic level. The coefficient was .71 which, for the seven pairs (MTSCS and SPSEL), was significant at the .05 level.

Question Two

What is the relationship between the extent of parental involvement in children's learning activities and the teacher's experience?

The Pearson Product-Moment Correlation showed that there was no statistically significant correlation between reported parental involvement in children's learning activities and the number of years the teacher had taught. The correlation coefficient .043 between MPISC and TEXP was not significant at the .05 level.

Question Three

What is the relationship between the extent of parental involvement in children's learning activities and the socioeconomic antecedent of the teacher?

Some of the Product-Moment Correlation Coefficients in Table I

(page 53) were used to answer this question. The researcher considered the variables TFOCC, TMOCC, TGOR, TMOED, and TFAED as elements which contribute to the socioeconomic antecedent of the teacher. The ratings for teacher's father's occupation and teacher's mother's occupation were taken from Duncan's Socioeconomic Status Scales (Robinson, 1969). The teacher's Gourman rating was taken from Gourman's Report (Gourman, 1967). Teacher's father's education and teacher's mother's education were elicited by the Personal Data Sheet which each teacher subject had completed for this study. Reported in Table I (page 53) are the following findings relevant to the relationships of parental involvement in children's learning activities and the variables related to the socioeconomic antecedent of the teacher:

1. There was a significant relationship between the extent of parental involvement in children's learning activities and the teacher's father's education. The correlation coefficient of .181 between MPISC and TFAED was significantly different from zero at the .05 level.

2. There was no significant relationship between the extent of parental involvement in children's learning activities and the teacher's father's occupation. The correlation coefficient of .111 between MPISC and TFOCC was not significantly different from zero at the .05 level.

3. There was no significant relationship between the extent of parental involvement in children's learning activities and the teacher's mother's occupation. The correlation coefficient of -.012 between MPISC and TMOCC was not significantly different from zero at the .05 level.

4. There was no significant relationship between the extent of parental involvement in children's learning activities and teacher's

Gourman rating. The correlation coefficient of .100 between MPISC and TGOR was not significantly different from zero at the .05 level.

5. There was no significant relationship between the extent of parental involvement in children's learning activities and the teacher's mother's education. The correlation coefficient of -.020 between MPISC and TMOED was not significantly different from zero at the .05 level.

Question Four

What is the relationship between the extent of parental involvement in the children's learning activities and the number of children in the family?

To test the null hypothesis that there is no relationship between the extent of parental involvement in children's learning activities and the number of children in the family, a Pearson Product-Moment Correlation Coefficient was calculated on the 2,021 parent involvement scores and the number of children in the family. The result of the findings of this analysis is shown in Table VII. There was a significant relationship between the extent of reported parental involvement and the number of children in the family. The correlation coefficient of -.068 between PISC and children in the family was statistically significant at the .001 level. In general, the fewer the number of children, the higher was the extent of parental involvement as reported by the parents. This finding is also presented in more detail in Appendix H, with descriptive information showing how the parent involvement scores were distributed according to number of children in the family.

TABLE VII

PEARSON PRODUCT-MOMENT CORRELATION MATRIX: PARENT INVOLVEMENT SCORES AGAINST NUMBER OF CHILDREN IN THE FAMILY

	PISC	Number of Children
PISC		-.068*** (2021)
Number of Children	-.068*** (2021)	

***p < .001 (one-tailed test)

Extended Investigation of Variables

To investigate which variables had more effect on MPISC and which variableshad more effect on TSCS, step-wise multiple regression analyses were calculated on the variables. Table IV (page 59) summarizes the results of a step-wise multiple regression analysis using MPISC as the dependent variable and independent variables TFOCC, TGOR, TSCS, TMOCC, TEXP, and TEDU. Table IV (page 59) also shows TSCS as the dependent variable and TFOCC, TFAED, TEXP, TEDU, TGOR, and TMOED as independent variables. The independent variables are listed in order of the strength of relationship with the dependent variable. None of the regression coefficients was significantly different from zero as indicated by the values of F, all of which are based on 1 and 93 degrees of freedom. Only 2.9 percent of the variation in MPISC is explained by the six variables TFOCC, TGOR, TSCS, TMOCC, TEXP, and TEDU. Only 6.3 percent of the variation in TSCS is explained by the six variables TFOCC, TFAED, TMOED, TEXP, TEDU, and TGOR.

Since the mean PISC and the mean TSCS scores for schools in general seemed to show a relationship and since there also appeared to be an order related to socioeconomic level, Spearman Rank Correlation Coefficients were calculated between/among mean PISC and mean TSCS scores and the school population socioeconomic level (SPSEL).

The rationale for use of the Spearman Rank Correlation Coefficient was as follows. Upon inspection apparently there was a relationship among mean parent involvement scores, mean teacher's self-concept scores, and school population socioeconomic level by schools. This revelation prompted the researcher to further explore the apparent relationships

among the variables by use of a statistical technique. The task became to test the following hypothesis: There are no relationships among parental involvement, teacher's self-concept, and school population socioeconomic level. It was necessary to use a nonparametric statistical technique because there was a mixture in the the types of data the researcher was attempting to measure and analyze. Parent involvement scores and teacher's self-concept scores were interval level data. The school population socioeconomic level, at best, is ordinal or ranking scale data (high, middle, low). Therefore, a nonparametric technique was needed for analyzing the data. The Spearman Rank Correlation Coefficient is the nonparametric equivalent to the Pearson Product-Moment Correlation Coefficient (Huck, 1973).

The results of the Spearman Rank Correlation Coefficient, shown in Table V (page 61), between MPISC and MTSCS indicated that Schools 2, 3, and 6 ranked highest among the seven schools (ranking 6, 7, and 5 respectively). These same schools had high mean parent involvement scores and high mean self-concept scores and were classified as upper-middle socioeconomic level (see table in Appendix E). Schools 5, 1, and 7 ranked 4, 3, and 2 respectively on the MPISC and were classified as middle socioeconomic level. School 4 was classified as lower socioeconomic level and had lower MPISC and lower TSCS. In the ranking presented in Table V (page 61), School 4 ranked 1, the lowest in MPISC, TSCS, and SPSEL.

Summary

Chapter IV presented an analysis of data collected for this exploratory study. Analysis of variance, Pearson Product-Moment Correlation

Coefficient, Step-Wise Multiple Regression, and Spearman Rank Correlation were the statistical procedures used to examine the data gathered on the 100 teacher subjects and 2,021 responses from parents in seven selected schools in Shelby County Public Schools to investigate the four questions which guided the study. Findings presented in this chapter are discussed in Chapter V.

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS, AND CONCLUSIONS

The final chapter of this study summarizes the problem and presents a discussion of the findings. Also, this chapter presents the conclusions, implications, and recommendations for future research.

Summary Statement of the Problem

The problem of the study was based on the concern for each child's getting maximum learning, according to his/her capabilities, from the classroom teaching-learning process. The problem gave consideration to a general assumption that a partnership encompassing the values, attitudes, and expectations of the classroom teacher and those of a child's parents would create a more nurturing environment for the child. The problem motivated investigation by this study of answers to the question: "What are the relationships among the teacher's self-concept, teacher's experience, teacher's socioeconomic status, and the number of children in the family and the extent of reported parental involvement in the learning activities of elementary school children?"

Discussion of Findings

The discussion of basic findings is presented in this section. This section is divided into subsections relating to each major question which guided this research, followed by a brief general summary.

Demographic considerations. Several demographic factors about the 100 teacher subject sample, the seven selected schools, and the 2,021 parent subjects who responded to the Parent-Involvement Checklist probably affected the findings in the study. The homogeneity of the 100 teacher subject sample made it difficult to identify relationships statistically. This homogeneity was revealed in the TSCS total positive scores of the teachers (see Table V, page 61). The range in TSCS scores was 292 to 435, and the standard deviation was only 28.19, as compared to the norm of 345.57 and the standard deviation of 30.70 of the TSCS norm group. This homogeneity is further supported by the teachers' Gourman rating data presented in Table VIII. The range of teachers' Gourman ratings was from 305 to 539. (According to Summers and Wolfe (1975), a Gourman rating of *over* 525 was necessary to relate to differences found in their study.) The uniformly low Gourman ratings suggested similarities among subjects in this study. By inspection, it became apparent that, in general, the schools having the higher PISC and higher TSCS scores also had the teachers who had the higher Gourman ratings. Teachers did not represent highly divergent academic training, educational experiences, and cultural backgrounds.

Geographically, the sample was restrictive. The study was delimited to personnel and parents involved in seven selected schools in Shelby County, Tennessee, Public School System. This limitation might have skewed the findings of this research. Most of the 100 teacher subjects had been exposed to the same or similar educational philosophies, training, and cultural background. In such a homogeneous subject population, relationships are difficult to establish because of low variability

TABLE VIII

TEACHERS' GOURMAN RATINGS AND SCHOOL POPULATION SOCIOECONOMIC CLASSIFICATION

SES Level:	Upper Middle			Middle			Lower
School:	2	3	6	5	1	7	4
Teachers' Gourman Ratings:	527	519	383	539	479	447	516
	497	408	383	450	450	383	450
	383	383	383	383	444	383	383
	383	383	383	383	427	383	383
	383	383	383	383	427	367	383
	383	383	383	383	388	367	361
	383	383	383	383	383	361	361
	383	383	367	383	383	357	355
	383	383	357	383	383	347	305
	383	379	339	361	383	347	
	342	368	326	361	383	347	
	325	367	305	325	383	324	
	325	361	305	305	383	305	
		325			383		
		324			383		
		305			383		
		305			383		
					361		
					361		
					342		
					325		
					305		
Mean:	390.8	373.1	360.0	383.3	387.4	362.9	388.6

of the demographic and personal characteristics.

Data were gathered and analyzed to answer the following four basic questions which guided the exploratory study:

1. What is the relationship between the extent of parental involvement in children's learning activities and the teacher's self-concept (as measured by the *Tennessee Self-Concept Scale*)?

2. What is the relationship between the extent of parental involvement in children's learning activities and the teacher's experience?

3. What is the relationship between the extent of parental involvement in children's learning activities and the socioeconomic antecedent of the teacher?

4. What is the relationship between the extent of parental involvement in the children's learning activities and the number of children in the family?

A basic question. Before the exploration of the four questions was made, a basic question had to be investigated. The basic question was: "Are there significant differences in parental involvement in children's learning activities among schools, classes (teachers), and grade levels?" Probably a subsidiary finding was the most significant finding in this study. This subsidiary finding reported in Table II (page 56) was that there were highly significant differences in parental involvement among schools. This finding formed the bases for the investigation of the other four questions which guided the study. Another major finding reported in Table II was that there were significant differences in the extent of reported parental involvement among classes within the same

grade level within the same school.

The differences in parental involvement among the schools can be attributed to the school population socioeconomic level, the teacher's self-concept, and the principal's attitude, values, and behaviors related to parental involvement. Only schools which were administered by principals who reportedly expressed positive attitudes, concepts, and behaviors related to parental involvement had been included in the research. Results reported in Table V (page 61) indicate that there was a significant relationship between/among MPISC, MTSCS, and SPSEL. Other findings in this study indicated that the differences in the extent of parental involvement among schools could be attributed to teacher's self-concept (TSCS) or school population socioeconomic level. According to this study, about half of one percent of reported parental involvement can be attributed to the number of children in the family. The following appeared to be the main factors related to the extent of parental involvement in the children's learning activities: (1) the teacher's self-concept; (2) the socioeconomic level of the school population; (3) the principal's verbally and behaviorally expressed attitude, concept, and practice related to parent involvement; (4) the number of children in the family; and (5) other factors such as teacher's personality, school and learning climate, and level of parental expectations of their children.

The socioeconomic level of the school population affected some findings indicated in the data analyses. There are highly significant differences among means of parental involvement for the schools (Table II, page 56). The researcher projected that the reasons for this difference might be the differences of the socioeconomic levels among the schools.

Schools 3, 2, and 6 were classified as upper-middle socioeconomic level; these same schools had higher mean parent involvement scores and mean self-concept scores than the other schools in the study. The mean PISC and the mean TSCS for the schools were included in Table V (page 61). The socioeconomic levels of the schools are indicated in Appendix E. A Spearman Rank Correlation Coefficient between mean PISC and mean TSCS also indicated that Schools 3, 2, and 6 ranked highest among the seven schools (ranking 7, 6, and 5 respectively). Schools 5, 1, and 7 were classified as middle socioeconomic level. These three schools had middle mean PISC scores and middle mean TSCS. In the Spearman Rank Correlation, these three schools ranked middle (i.e., Schools 5, 1, and 7 ranked 4, 3, and 2 respectively on the MPISC). School 4 was classified as lower socioeconomic level and had the lowest mean PISC and mean TSCS. These findings initiated the following questions:

1. Does being assigned to a lower socioeconomic level school depress a teacher's self-concept and effectiveness as a teacher?

2. If so, what can be done to nullify such a tendency or relationship?

3. Does being assigned to a higher socioeconomic level school enhance a teacher's self-concept and effectiveness as a teacher?

4. Are different criteria used in assigning teachers to different schools?

These questions appeared relevant to issues inherent in the study, but they were not germane to the basic research questions this study explored. Subsidiary findings suggest that further research on the four questions mentioned above might be appropriate.

Question One. *What is the relationship between parental involvement in children's learning activities and teacher's self-concept?* Based on the data collected and on the statistical analysis used, the following findings emerged related to Question One. There was no statistically significant relationship revealed between reported parental involvement and teacher's self-concept when the Pearson Product-Moment Correlation Coefficient was calculated from the data of the 100 classes (teachers) individually. However, the Pearson Product-Moment Correlation Coefficient calculated on the MPISC and the MTSCS for the seven schools showed a statistically significant relationship between parental involvement and teacher's self-concept by schools. Also, the Spearman Rank Correlation Coefficient between ranks of means of parental involvement scores and ranks of means of teacher's self-concept scores for the seven schools was significant. These apparently contradictory findings are probably due in part to the two different statistical analyses used and to the fact that relationships were measured at two different levels: one at the individual teacher/class level and one at the overall school level.

These findings should be looked at cautiously. Although analyses of some data failed to reach the stated level of significance, several factors should be noted that may have influenced the findings. These findings might be attributed to the following methodological problems or weaknesses inherent in the research (which future studies should seek to control):

1. Self-reporting instruments were used to gather data on the variables.

2. According to Crowne and Marlowe (1964), there is a tendency

of subjects to be trapped by the phenomenon of social-desirability (i.e., in filling out questionnaires, persons tend to answer questions describing themselves in favorable, socially desirable terms in order to achieve approval of others). The phenomenon of social-desirability might have influenced completion of the Parent-Involvement Checklist because many parents are especially desirous of remaining in good favor with teachers who have academic jurisdiction and power over their children.

3. Although 72 percent of the 2,807 distributed checklists were returned, it is reasonable to believe that a number of subject parents actually expedited the completion and return of the questionnaires without giving careful and adequate consideration to each question before making the response.

4. The research focused on grades K, 1, 2, and 3. Research studies have shown that more parental involvement occurs in preschool education than in the higher grades (Butler, 1970).

Another possible cause of the indicated lack of relationship between parental involvement and teacher self-concept when measured on the individual teacher/class level might be the narrow range of the TSCS scores of the 100 teacher subjects. The range was from 292 to 435. The Pearson Product-Moment Correlation Coefficient is less sensitive to data having narrow range than is the Spearman Rank Correlation Coefficient. According to Fitts (1965), the norm mean of the total positive scores on the TSCS was 345.57 and the standard deviation was 30.70. The mean and standard deviation of the TSCS scores in the 100 teacher sample in this study were 370.08 and 28.19 respectively (see Table I, page 53). In School 6, no teacher has a TSCS score below the mean TSCS score of

345.57. In School 3, two teachers had TSCS scores below the norm mean; in School 2, two teachers fell below the norm mean; in School 7, two teachers were below; in School 1, five teachers were below; in School 5, one teacher was below; and in School 4, three teachers were below.

When the MPISC and the MTSCS scores and the SPSEL were ranked by schools and analyzed by use of Spearman Rank Correlation Coefficients, the findings were as follows:

1. There was a significant relationship between the extent of parental involvement in children's learning activities and teacher's self-concept.

2. There was a significant relationship between the extent of parental involvement in children's learning activities and the school population socioeconomic level.

3. There was a significant relationship between teacher's self-concept and the school population socioeconomic level.

The Spearman Rank Correlation Coefficient is more sensitive to a narrow range of data than is the Pearson Product-Moment Correlation Coefficient. However, both techniques used in this study indicated significant relationships between MPISC and MTSCS.

From the data it was apparent that the socioeconomic level of a school population, parental involvement, and teacher's self-concept are interrelated. The Spearman Rank Correlation Coefficient used in this study indicated that there was a significant relationship between school population socioeconomic level and the extent of parental involvement in the school, and a significant relationship was between SPSEL and teacher's self-concept. If the school community manifests a high level of community

pride, the teachers who work in the schools in the community apparently have high self-concepts. The differences in the seven schools in the study might be attributed to the techniques, the level, and extent to which the community has done the following:

1. Developed its own level of expectations for production and accountability in the education of its citizens.

2. Set its own realistic educational goals for its children and citizens.

3. Based on the community's attitudes and values related to education, maintained a level of support for education in the community.

4. Involved and supported well-trained administrative and supervisory leaders throughout the entire educational structure.

Question Two. *What is the relationship between the extent of reported parental involvement in children's learning activities and the number of years the teacher has taught?* The finding was that there was no statistically significant relationship between the extent of reported parental involvement and the number of years the teacher had taught. This finding is contrary to common opinion prevalent among school personnel. Many believe that with experience (number of years taught) comes increased expertise in the art of teaching and, consequently, in concomitant expertise in getting parents involved in the learning activities of their children. Summers and Wolfe (1975) stated in their research:

> . . . low achievers do better if they have new teachers and if they are in schools with higher achievers. . . . high achievers do best with experienced elementary school teachers . . . [p. 20].

Summers and Wolfe (1975) further stated that many studies have found that, although teacher experience is not a very important factor, it is helpful in the more than three and less than seven-to-ten years experience span.

Question Three. *What is the relationship between the extent of reported parental involvement in the children's learning activities and the socioeconomic antecedent of the teachers?* The researcher considered the variables --teacher's father's occupation (TFOCC); teacher's mother's occupation (TMOCC); teacher's Gourman rating (TGOR); teacher's mother's education (TMOED); and teacher's father's education (TFAED)--as elements which contribute to the socioeconomic antecedent of the teacher. To answer Question Three, the researcher analyzed the relationship between reported parental involvement in children's learning activities and each of the five elements considered a part of the socioeconomic antecedent of the teacher. Following are the findings: There was significant relationship between the teacher's father's education and the extent of reported parental involvement. This finding might be attributed to the degree and quality of exposure, or lack of exposure, the teacher's father might have had to education which, in turn, might have affected his attitude and value placed on education. There is the possibility that the teacher's father's attitude and value placed on education might have been passed down to his children in the socialization process. There is also the possibility that for the most part the population might have been patriarchal and the influence of the father's attitude toward and value on education was stronger than the mother's.

The finding that there is no statistically significant relationship between the extent of reported parental involvement and any of the other four variables--namely, TFOCC, TMOCC, TGOR, and TMOED--which the researcher considered as elements in the teacher's socioeconomic antecedent, might help to diminish the rationale supporting the practice which some school systems use to support placing teachers of similar socioeconomic background into elementary schools serving students having similar backgrounds as that of the teacher.

One cause of a lack of significant relationship between the extent of reported parental involvement and the variables named above probably was the narrow range in the teacher's Gourman ratings. The range of the teacher's Gourman rating was between 305 and 539, with only two teachers scoring above 525. The greater number of the 100 teachers in this study had attended the same few colleges in Tennessee and Mississippi, each of which had a Gourman rating below the 525 rating which is the point in the Gourman rating scale considered higher-rated (Summers and Wolfe, 1975, p. 19). Teachers did not represent highly divergent academic training, educational experiences, and cultural backgrounds. This homogeneity of background and the resulting lack of variation in the teacher group may have influenced the findings reported in the study.

Question Four. *What is the relationship between the extent of reported parental involvement in children's learning activities and the number of children in the family?* The findings indicated that there was significant relationship between the extent of reported

parental involvement and the number of children in the family. In general, the fewer the number of children in the family, the higher was the extent of parental involvement as reported by the parents. This finding might be attributed to the fact that the more children in the family, the greater might be the economic pressure for both parents to be employed; it might be necessary for the mother to be a part-time or full-time employee outside the home. Another factor which might have influenced the finding might be found among the reasons for increased maternal employment. According to Nye (1973) and Bergman and Adelman (1973), participation of married women in the labor force depends on economic need of the family, number and ages of family members, her education, and her husband's social status. Another factor which might relate to this finding is that with a larger number of children in the family the parents, especially the mother, feel the greater necessity of caring for the children at home rather than involving themselves in the children's learning activities outside the home. The parents have less time to devote to each child and in the various schools as the number of children increases.

Summary of findings. The results of the study should be examined in relation to several methodological weaknesses, some of which are inherent in this exploratory study which utilized the *ex post facto* research design with certain inherent advantages and limitations (see Chapter III). The limitations inherent in the *ex post facto* research design are: (1) the inability to manipulate independent variables; (2) the lack of power to randomize; and (3) the risk of improper interpretations

(Kerlinger, 1964). It is important to remember that: (1) the population and sample were restrictive; (2) teachers did not represent highly divergent academic training, educational experiences, and cultural backgrounds; (3) self-reporting instruments were used in gathering the data; and (4) range in scores of variables was narrow.

The major findings arising from the present exploratory study conducted as described in previous chapters are implicit in the following statements:

1. There were significant differences in the extent of reported parental involvement in children's learning activities among schools.

2. There were significant differences in the extent of reported parental involvement in children's learning activities among classes (teachers) on the same grade levels within the same school.

3. There was a statistically significant relationship between the extent of reported mean parental involvement scores and mean teacher's self-concept when grouped according to schools.

4. There was no statistically significant relationship between the extent of reported parental involvement and the teacher's self-concept by classes individually.

5. There was no statistically significant relationship between the extent of reported parental involvement and the number of years the teacher had taught.

6. There was a significant relationship between the extent of parental involvement in children's learning activities and the school population socioeconomic level.

7. There was a significant relationship between teacher's

self-concept and the school population socioeconomic level.

8. There was a significant relationship between the teacher's father's education (an element of the socioeconomic antecedent of the teacher) and the extent of reported parental involvement in the children's learning activities.

9. There was no significant relationship between the teacher's mother's education, teacher's father's occupation, teacher's mother's occupation, or teacher's Gourman rating, and the extent of reported parental involvement in children's learning activities.

10. There was no significant relationship between the predictor variables (teacher's education, teacher's experience, teacher's mother's occupation, teacher's self-concept, teacher's Gourman rating, teacher's father's occupation) and the criterion variable (reported parental involvement in children's learning activities).

11. There was no significant relationship between the predictor variables (teacher's mother's education, teacher's Gourman rating, teacher's education, teacher's experience, teacher's father's education, teacher's father's occupation) and the criterion variable of teacher's self-concept.

12. There was a significant relationship between the extent of reported parental involvement in children's learning activities and the number of children in the family.

Implications and Recommendations

This study was not designed to be all-inclusive; it could be used as a guide for future research. The findings of this study suggest the

need for additional research in teacher self-concept and parental involvement. The investigator suggests that the following recommendations be included in future and/or extended research on the same research problem:

1. The utilization of a wider range of school systems, teachers, and parents should be included in the sample to assure a wide range of TSCS and TGOR.

2. A variable denoting the principal's attitude and actual role in parental involvement should be assessed.

3. A measurement of the teacher's personality should be included.

4. More direct and objective measures of parent involvement should be considered and used.

5. Selection of sample of teacher subjects who represent highly divergent academic training, educational experiences, and cultural backgrounds.

The findings of this study reflect a need for administrators, persons involved in teacher preparation programs, and community development specialists to become more aware and knowledgeable about the value of parental involvement to the child, the home, and the school. Also, the same leaders should accept the responsibility of helping teachers, parents, and students understand the value of parental involvement for optimum development of children.

In the interest of improvement in education for young children, the researcher makes the following recommendations:

1. The findings of the study indicated that there is a need for administrators to provide, through the schools, special accommodations

which would motivate and assure parental involvement of parents who have large numbers of children in the family. Administrators, teachers, and parents should have realistic expectations from the parents.

2. The school principal should be strongly encouraged, then required, to design, initiate, and implement plans of action on parental involvement including needs assessments, short- and long-term goals, implementation activities and strategies, and evaluation procedures for the school she/he administers.

3. Teacher training institutions and personnel responsible for preparing teachers should include in the teacher-training curricula courses designed to teach future teachers strategies to accomplish parental involvement.

4. Tennessee educators should encourage teachers to matriculate for degrees at universities which are outside the geographical area in which they have received their earlier education and universities which have merited Gourman ratings higher than 525. On the Gourman rating scale of 250 to 800, above 525 is considered high-rated. According to research done by Summers and Wolfe (1975), all types of students do better if they are taught by teachers who graduated from higher-rated colleges.

5. Educators should up-grade all teacher-training institutions to a level which would assure that all teachers who are graduated from any one of the institutions would be equipped to meet the changing challenges of the teaching-learning process.

6. There should be an increase in the employment of male teachers representing various ethnic and cultural backgrounds and ages to teach

young children through the elementary grades. Special efforts should be made to involve fathers in the learning activities of their children.

Subsidiary findings in this study suggest further research on the following four questions related to self-concept and do have an impact on the quality of the teaching-learning process experienced by teachers and young learners. A part of that teacher behavior is related to his/her relationship and interaction with the child's parents and family. Parental involvement should be a part of the teaching-learning process.

1. Does being assigned to a lower socioeconomic level school depress a teacher's self-concept and effectiveness as a teacher?

2. If being assigned to a lower socioeconomic level school does depress and diminish a teacher's self-concept and effectiveness, what can be done to nullify such a tendency or relationship?

3. Does being assigned to a higher socioeconomic level school enhance a teacher's self-concept and effectiveness as a teacher?

4. Are different criteria used in assigning teachers to different schools?

Conclusions

From the data collection, analysis of the data, and the total research experience, the investigator arrived at the following conclusions:

1. The socioeconomic level of the school population has an impact on the extent of parental involvement in children's learning activities.

2. The socioeconomic antecedent of the teacher is a determinant in the extent of parental involvement in children's learning activities.

3. The principal's verbally and behaviorally expressed attitudes, concepts, and practices related to parents and their involvement is a determinant of parental involvement in children's learning activities. Teachers beset by economic pressures and with lower self-concepts would not be likely to resist the principal's stated or implicit demands relating to parental involvement. Thus, the requirements of the principal for such involvement are likely to cause (uniformly) teacher compliance. This conclusion seems warranted based on low Gourman ratings, homogeneous TSCS scores, and highly significant findings of the ANOVA (between school differences) as shown in Table II (page 56).

4. The number of children in the family is a determinant of the extent of parental involvement in children's learning activities.

The next two subjective evaluations of the researcher are based on 28 typewritten pages of comments written by the 2,021 parents on their individual Parent Involvement Checklists. The comments of the parents expressed in various degrees of articularoty sophistication the ways in which they wanted to be more involved in their children's learning activities, or how they had been involved in other schools, states, or areas of the country, or when other of their children were in grades K, 1, 2, or 3, or why they had not been more involved. This information elicited the following subjective conclusions:

1. The study has raised the level of awareness and influenced activities of administrators, teachers, and parents toward the importance and value of parental involvement in the children's learning activities.

2. This study has enhanced the belief of parents, and encouraged them to behave accordingly, that parents and teachers share the common

obligation to optimize the development of every child to his fullest potential.

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APPENDICES

APPENDIX A

TENNESSEE SELF-CONCEPT SCALE

TENNESSEE SELF CONCEPT SCALE

DIRECTIONS: *Fill in your name and other information on the separate answer sheet.*

The statements in this inventory are to help you describe yourself as you see yourself. Please answer them as if you were describing yourself to yourself. Read each item carefully; then select one of the five responses below and fill in the answer space on the separate answer sheet.

Don't skip any items. Answer each one. Use a soft lead pencil. Pens won't work. If you change an answer, you must erase the old answer completely and enter the new one.

RESPONSES	Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
	C	M		M	C
	F	F	PF-PT	T	T
	1	2	3	4	5

1. I have a healthy body.
2. I am an attractive person.
3. I consider myself a sloppy person.
4. I am a decent sort of person.
5. I am an honest person.
6. I am a bad person.
7. I am a cheerful person.
8. I am a calm and easy going person.
9. I am a nobody.
10. I have a family that would always help me in any kind of trouble.
11. I am a member of a happy family.
12. My friends have no confidence in me.
13. I am a friendly person.
14. I am popular with men.

15. I am not interested in what other people do.
16. I do not always tell the truth.
17. I get angry sometimes.
18. I like to look nice and neat all the time.
19. I am full of aches and pains.
20. I am a sick person.
21. I am a religious person.
22. I am a moral failure.
23. I am a morally weak person.
24. I have a lot of self-control.
25. I am a hateful person.
26. I am losing my mind.
27. I am an important person to my friends and family.
28. I am not loved by my family.
29. I feel that my family doesn't trust me.
30. I am popular with women.
31. I am mad at the whole world.
32. I am hard to be friendly with.
33. Once in a while I think of things too bad to talk about.
34. Sometimes when I am not feeling well, I am cross.
35. I am neither too fat nor too thin.
36. I like my looks just the way they are.
37. I would like to change some parts of my body.
38. I am satisfied with my moral behavior.
39. I am satisfied with my relationship to God.
40. I ought to go to church more.

41. I am satisfied to be just what I am.

42. I am just as nice as I should be.

43. I despise myself.

44. I am satisfied with my family relationships.

45. I understand my family as well as I should.

46. I should trust my family more.

47. I am as sociable as I want to be.

48. I try to please others, but I don't overdo it.

49. I am no good at all from a social standpoint.

50. I do not like everyone I know.

51. Once in a while, I laugh at a dirty joke.

52. I am neither too tall nor too short.

53. I don't feel as well as I should.

54. I should have more sex appeal.

55. I am as religious as I want to be.

56. I wish I could be more trustworthy.

57. I shouldn't tell so many lies.

58. I am not the person I would like to be.

60. I wish I didn't give up as easily as I do.

61. I treat my parents as well as I should. (Use past tense if parents are not living.)

62. I am too sensitive to things my family says.

63. I should love my family more.

64. I am satisfied with the way I treat other people.

65. I should be more polite to others.

66. I ought to get along better with other people.

67. I gossip a little at times.
68. At times I feel like swearing.
69. I take good care of myself physically.
70. I try to be careful about my appearance.
71. I often act like I am "all thumbs."
72. I am true to my religion in my everyday life.
73. I try to change when I know I'm doing things that are wrong.
74. I sometimes do very bad things.
75. I can always take care of myself in any situation.
76. I take the blame for things without getting mad.
77. I do things without thinking about them first.
78. I try to play fair with my friends and family.
79. I take a real interest in my family.
80. I give in to my parents. (Use past tense if parents are not living.)
81. I try to understand the other fellow's point of view.
82. I get along well with other people.
83. I do not forgive others easily.
84. I would rather win than lose in a game.
85. I feel good most of the time.
86. I do poorly in sports and games.
87. I am a poor sleeper.
88. I do what is right most of the time.
89. I sometimes use unfair means to get ahead.
90. I have trouble doing the things that are right.
91. I solve my problems quite easily.
92. I change my mind a lot.

93. I try to run away from my problems.

94. I do my share of work at home.

95. I quarrel with my family.

96. I do not act like my family thinks I should.

97. I see good points in all the people I meet.

98. I do not feel at ease with other people.

99. I find it hard to talk with strangers.

100. Once in a while I put off until tomorrow what I ought to do today.

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APPENDIX B

PARENT-INVOLVEMENT CHECKLIST

PARENT-INVOLVEMENT CHECKLIST

School # _____ (cc 1) Parent # _____ (cc 5-6)

Teacher # _____ (cc 2-4) Number of Children in Family _____ (cc 7-8)

NOTE: In the blank above write the number of children you have. Circle YES or NO in response to each of the following statements as each applies to your involvement and your child in kindergarten, first grade, second grade, or third grade.

I am a parent of a child in the elementary school. During this school year I have been involved in the children's learning activities by having done the following:

cc 9 1. Served as a homeroom parent . . . . . Yes No

cc 10 2. Served as a tutor for my child or other children who needed special help (in reading, math, music, art, science, etc.) . . . . . Yes No

cc 11 3. Complimented and encouraged my child or other students who made progress over a designated period . . . . . Yes No

cc 12 4. Assisted with planning a field trip experience for the children . . . . . Yes No

cc 13 5. Went on a field trip to help with the children . . . . Yes No

cc 14 6. Promoted, directed, or assisted in the production of a play, an art exhibit, musical program, science fair, athletics, etc. . . . . Yes No

cc 15 7. Read stories to the children in the classroom . . . . . Yes No

cc 16 8. Operated audiovisual equipment at school . . . . . Yes No

cc 17 9. Took pictures of children at work in school . . . . . Yes No

cc 18 10. Planned and gave parties at school (birthdays, special days) for the children . . . . . Yes No

cc 19 11. Saved "good junk" for use in learning activities in the classroom . . . . . Yes No

cc 20 12. Participated in school sponsored instructional work sessions or workshops . . . . . Yes No

cc 21 13. Came to visit the classroom . . . . . Yes No

cc 22 14. Attended and supported school activities (athletic activities, musical and art programs, plays) . . . . . Yes No

cc 23 15. Helped with clerical work related to teaching . . . . . Yes No

cc 24 16. Called or wrote a note to encourage the teacher in his/her efforts to teach the children . . . . . Yes No

cc 25 17. Served as a member of a booster club tending to such areas as public relations, fund raising, and supportive of scholarship, athletics, guidance and counseling, and the school . . . . . Yes No

cc 26 18. Set aside a special study place in my home for my child to study . . . . . Yes No

cc 27 19. Served as a member of school evaluation committee . . . Yes No

cc 28 20. Joined the Parent-Teacher Association (PTA) or a comparable organization . . . . . Yes No

cc 29 21. Worked in the PTA or a comparable organization . . . . Yes No

cc 30 22. Provided technical service related to my occupation which enhanced the quality of education the school offers . . . . . Yes No

cc 31 23. Worked as a paid substitute teacher, clerk, or aide in the school . . . . . Yes No

cc 32 24. Worked as a volunteer substitute teacher, clerk, or aide, or in some other role in the school setting. (Please specify: _____.) . . . . Yes No

cc 33 25. Assisted with or set up learning centers in the school. Yes No

cc 34 26. Attended classes as a student--continuing my own education (vocational-technical school, adult education, extension classes, college or university classes, job-related classes) . . . . . Yes No

cc 35 27. Selected, cooperatively with my child, educational TV programs and viewed them with him/her . . . . . Yes No

cc 36 28. Planned family vacations to incorporate educational experiences for my child . . . . . Yes No

cc 37 29. Other. (Please list activity: _____ _____.) . . Yes No

APPENDIX C

PERSONAL DATA SHEET

PERSONAL DATA SHEET

(MODIFIED FORM OF DUNCAN'S SOCIOECONOMIC STATUS SCALE)

School # _____ (cc 1) Participant # _____ (cc 2-4)

Teaching Grade(s) _____ (cc 5)

Under each numbered statement check one item most appropriate to you.

cc 6 1. Number of years of teaching experience:
- ____ 1-3
- ____ 4-6
- ____ 7-9
- ____ 10-15
- ____ 16-20
- ____ 21 and above

cc 7 2. Marital status:
- ____ Single (never married)
- ____ Married
- ____ Divorced
- ____ Widowed

cc 8 3. Age:
- ____ 20-29
- ____ 30-39
- ____ 40-49
- ____ 50-59
- ____ 60 and over

cc 9 4. Sex:
- ____ Male
- ____ Female

cc 10 5. Race:
- ____ Black
- ____ White
- ____ Other (please specify: _____)

cc 11-12 6. How many years of educational training has your mother or guardian had?

____ 1-3
____ 4-6
____ 7-9
____ 10-11
____ Completed high school
____ 1 year of college
____ 2 years of college
____ 3 years of college
____ 4 years of college
____ Bachelor's degree
____ Master's degree
____ Doctorate
____ Other professional degree
____ (specify: _____)

cc 13-14 7. How many years of educational training has your father or guardian had?

____ 1-3
____ 4-6
____ 7-9
____ 10-11
____ Completed high school
____ 1 year of college
____ 2 years of college
____ 3 years of college
____ 4 years of college
____ Bachelor's degree
____ Master's degree
____ Doctorate
____ Other professional degree
____ (specify: _____)

cc 15-16 8. Check the income range which is most appropriate to *your parents* when you were a student in junior and senior high school.

____ Below $2,000
____ $2,000 - 2,999
____ $3,000 - 3,999
____ $4,000 - 4,999
____ $5,000 - 5,999
____ $6,000 - 6,999
____ $7,000 - 7,999
____ $8,000 - 8,999
____ $9,000 - 9,999
____ $10,000 -14,999
____ $15,000 and above

cc 17 9. How many children were in your native family?

____ 1 child (you were the only child)
____ 2 children
____ 3 children
____ 4 children
____ 5 children
____ 6 children
____ 7 children
____ 8 children or more

WRITE THE ANSWERS TO THE FOLLOWING QUESTIONS:

cc 18-19 10. What was your father's occupation while you were in junior and senior high school? _____

cc 20-21 11. What was your mother's occupation while you were in junior and senior high school? _____

cc 22-23 12. What was your legal guardian's occupation while you were in junior and senior high school? _____

13. Your academic training: (Please write in information.)

Institution(s) attended:	Years attended
_____	_____
_____	_____
_____	_____
_____	_____

Year Graduated:	Degree:
_____	_____
_____	_____
_____	_____
_____	_____

Thank you for your cooperation in this research study!

APPENDIX D

INFORMED CONSENT FORM

INFORMED CONSENT FORM

Dear Teacher:

Recent federal legislation on privacy and freedom of information requires that any human subject in an experiment of survey sign approval that the data be used in a professional and confidential manner. The data which will be elicited from you via the three measuring instruments used in this study will not be used in any manner revealing your individual identify. To assure anonymity, numbers instead of names are used to designate participants: schools, teachers, and parents. Please do not write your name on any of the forms you will fill out. Numbers will be used to match you and the parents of the children in your classroom.

Please sign this form to indicate your consent to participate in this research study.

Thank you,

Charlene Belton Michael
Researcher

Signature of Teacher:_____

Date: January 1976

Note: Please detach this form from the other forms and return it to the principal separately.

APPENDIX E

DEMOGRAPHIC FACTS AND COMPOSITE POPULATION SIZE AND SAMPLE SIZE

TABLE IX

DEMOGRAPHIC FACTS AND COMPOSITE POPULATION SIZE AND SAMPLE SIZE

School	Suburban/ Urban/ Rural	School Pop. Socio-economic Level	Grades in School	Grades Participating	Teacher Population					Teacher Participation	Partial Participation	Number of Students	Parent-Involvement Checklist Returns	
					Total	Black		White						
					No.	No.	%	No.	%				No.	%
1	Suburban	Middle	K-4	K-3	22	7	32	15	68	22	0	607	506	83.4
2	Urban	Upper Middle	K-8	K-3	13	5	38	8	62	13	0	339	201	59.3
3	Urban	Upper Middle	K-8	K-3	18	6	33	12	67	17	1	500	428	85.6
4	Rural	Lower	K-6	K-3	9	4	44	5	56	9	0	260	190	73.1
5	Suburban	Middle	K-6	K-3	13	4	31	9	69	13	0	361	216	59.8
6	Urban	Upper Middle	K-8	K-3	14	6	43	8	57	13	1	364	275	75.5
7	Rural	Middle	K-8	K-3	17	3	18	14	82	13	2	376	205	54.5
Total					106	35	33	71	67	100	4	2807	2021	72.0

Note: Two teachers did not participate to any degree.

APPENDIX F

COVER LETTER FOR PARENT-INVOLVEMENT CHECKLIST

February 1976

Dear Parents:

I am presently conducting a graduate research study at The University of Tennessee. Responses to the statements on the attached pages will furnish the information I need. The purpose of this part of the study is to measure the amount of parent involvement in children's learning activities in the elementary schools. Please be kind enough to help me gather this research data which will help you and others of us who are seriously concerned about the growth and development of people to raise the quality of education for our children. Please respond to every statement, then fold the Checklist, place it in the attached envelope, and return it to your child's teacher.

Please do not write your name on the form.

Thank you for your cooperation.

Respectfully,

Charlene Belton Michael

NOTE: PLEASE FILL OUT BOTH SIDES OF THE QUESTIONNAIRE.

APPENDIX G

ITEM ANALYSIS OF PARENT-INVOLVEMENT CHECKLIST

TABLE X

ITEM ANALYSIS OF PARENT-INVOLVEMENT CHECKLIST

Item*	Percent Answering Yes (Grade Levels) K	1	2	3	Percent of All Parents
1. Served as a homeroom parent.	26.8	31.7	23.6	25.0	26.9
2. Served as a tutor for my child . . .	34.1	34.3	36.9	36.5	35.1
3. Complimented and encouraged my child . . .for progress . . .	88.4	88.1	89.8	89.9	88.9
4. Assisted with planning a field trip . . .	10.7	10.2	13.0	13.5	11.7
5. Went on a field trip . . .	21.9	18.3	19.1	18.5	19.3
6. Promoted, directed, or assisted in the direction of a play . . .	10.8	17.0	16.9	14.6	14.6
7. Read stories to the children . . .	6.9	9.8	8.7	6.4	7.8
8. Operated audiovisual equipment . . .	4.7	4.1	3.9	3.9	4.1
9. Took pictures of children . . .	5.1	4.8	5.4	3.7	4.7
10. Planned and gave parties . . . for the children	38.7	43.3	35.4	36.5	38.3
11. Saved "good junk" for use in learning activities . . .	57.4	46.3	51.6	46.2	50.3
12. Participated in school-sponsored instructional . . . workshops	16.2	9.1	9.3	9.0	10.9
13. Came to visit the classroom .	77.7	71.9	72.9	68.2	72.4
14. Attended and supported school activities . . .	62.1	64.3	64.2	64.7	63.5
15. Helped with clerical work . . .	7.9	8.1	4.1	6.2	6.7
16. Called or wrote a note to encourage the teacher . . .	48.3	47.8	44.7	48.3	47.2

TABLE X (Continued)

Item*	Percent Answering Yes (Grade Levels) K	1	2	3	Percent of All Parents
17. Served as a member of a booster club . . .	11.4	14.4	13.9	14.8	13.5
18. Set aside a special study place in my home for my child . . .	67.1	69.6	73.1	72.1	70.3
19. Served as a member of school evaluation committee	3.6	3.5	2.8	3.5	3.4
20. Joined the PTA or other comparable organization	59.4	69.1	67.9	64.7	64.9
21. Worked in the PTA . . .	23.9	24.6	26.0	25.0	24.8
22. Provided technical service . . .	8.7	6.7	8.2	4.9	7.0
23. Worked as a paid substitute . . .	3.9	4.6	3.7	4.7	4.3
24. Worked as a volunteer substitute . .	12.0	11.7	12.8	9.7	11.4
25. Assisted with or set up learning centers in the school	5.9	3.7	5.4	3.9	4.6
26. Attended classes as a student . . .	26.6	27.6	28.9	30.4	28.2
27. Selected, cooperatively with my child, educational TV programs and viewed them with him/her	84.0	79.1	78.7	72.5	78.5
28. Planned family vacations to incorporate educational experiences . . .	61.1	66.3	66.6	61.6	63.6
29. Other (please list activity)	10.7	11.7	7.6	12.1	10.4
TOTAL PARENTS RESPONDING	507	540	461	513	2021

*See Appendix B for complete statements of items on Checklist.

APPENDIX H

CONTINGENCY TABLE

TABLE XI

CONTINGENCY TABLE SHOWING NUMBER OF CHILDREN IN FAMILY AND PARENT INVOLVEMENT

Parent Inv. Scores	Number of Children in Family									Total
	1	2	3	4	5	6	7	8	9 or More	
0,1	16 4.5%	26 3.2%	8 1.7%	7 3.5%	4 4.8%	6 14.3%	2 8.3%	2 16.7%	4 26.7%	75 3.7%
2,3	38 10.8%	35 4.3%	23 4.8%	18 9.1%	16 9.0%	6 14.3%	3 12.5%	3 25.0%	0 0.0%	142 7.0%
4,5	34 9.6%	76 9.4%	56 11.7%	18 9.1%	13 15.5%	7 16.7%	1 4.2%	2 16.7%	3 20.0%	210 10.4%
6,7	70 19.8%	133 16.4%	98 20.2%	25 12.6%	10 11.9%	8 19.0%	8 33.3%	2 16.7%	2 13.3%	356 17.6%
8,9	63 17.8%	185 22.9%	94 19.4%	35 17.7%	18 21.4%	5 11.9%	1 4.2%	0 0.0%	0 0.0%	401 19.8%
10,11	64 18.1%	133 16.4%	96 19.8%	33 16.7%	7 8.3%	3 7.1%	4 16.7%	0 0.0%	1 6.7%	341 16.9%
12,13	29 8.2%	91 11.2%	39 8.1%	23 11.6%	9 10.7%	5 11.9%	3 12.5%	1 8.3%	4 26.7%	204 10.1%
14,15	17 4.8%	53 6.6%	32 6.6%	23 11.6%	5 6.0%	1 2.4%	1 4.2%	0 0.0%	0 0.0%	132 6.5%
16,17	11 3.1%	43 5.3%	21 4.3%	9 4.5%	1 1.2%	1 2.4%	0 0.0%	2 16.7%	0 0.0%	88 4.4%
18-29	11 3.1%	34 4.2%	17 3.5%	7 3.5%	1 1.2%	0 0.0%	1 4.2%	0 0.0%	1 6.7%	72 3.6%
Totals	353 17.5%	809 40.0%	484 23.9%	198 9.8%	84 4.2%	42 2.1%	24 1.2%	12 0.6%	15 0.7%	2021 100.0%

VITA

Charlene Belton Michael was born in Heath Springs, South Carolina. Most of her childhood was spent in Camden, South Carolina, where she was graduated from Browning Home and Mather Academy. She received a Bachelor of Arts degree with majors in English and education from Knoxville College, Knoxville, Tennessee; a Master of Arts degree, with emphasis on curriculum and early childhood education, from Teachers College, Columbia University, New York; and a Master of Science degree, with focus on education for the handicapped and the disadvantaged, from The University of Tennessee at Knoxville. In 1973 she entered the interdisciplinary Doctor of Philosophy program in the College of Home Economics at The University of Tennessee.

The writer merited membership in the following honor fraternities: Alpha Kappa Mu; Kappa Delta Pi; Phi Kappa Phi; Omecron Nu; Phi Delta Kappa. She is listed in the 1969 and 1970 editions of *Personalities of the South*; *Two Thousand Women of Achievement*, 1972 edition; *The World Who's Who of Women*, 1973 edition; and *Community Leaders and Noteworthy Americans*, 1973-74.

The writer is a licensed speech pathologist and has had wide and varied experiences in education and community affairs as an administrator, consultant, teacher, and speech and language therapist. She is presently Assistant Director of the Educational Opportunities Planning Center at The University of Tennessee. She is a life member of the National Education Association, member of the Tennessee Education

Association, Speech and Hearing Association, League of Women Voters, and the American Association of University Women. She has served as a board member of the YWCA, Agape-Alcoholism, and Goodwill Indistries. She is past president of the following organizations: Knoxville Education Association; Knoxville Chapter, Knoxville College Alumni Association; and Knoxville Alumnae Chapter of Delta Sigma Theta Sorority.

The writer is the wife of Joseph M. Michael, Sr., who is a Contract Compliance Officer with the U.S. Energy Research and Development Administration in Oak Ridge, Tennessee. She is the mother of Joseph M. Michael, Jr., and the late Charles Belton Michael.