To the Graduate Council:

I am submitting herewith a dissertation written by Sharon Melton entitled "Relationships Between Sixth-Graders' Perceptions of Parental Acceptance-Rejection and their Performance at School". I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Education.

Dr. Robert Kronick, Major Professor

We have read this dissertation
and recommend its acceptance:

Dr. Kathleen Puckett

Dr. Lloyd Davis

Dr. Tom George

Accepted for the Council:

Associate Vice Chancellor and
Dean of The Graduate School

RELATIONSHIPS BETWEEN SIXTH-GRADERS' PERCEPTIONS OF PARENTAL ACEPTANCE-REJECTION AND THEIR PERFORMANCE AT SCHOOL

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

SHARON MELTON
May, 2000

DEDICATION

This dissertation is dedicated to my mother

ElizabethWatson

who empowered me with the freedom to achieve
by accepting me as I am.

ACKNOWLEDGMENTS

There are many people to whom I am grateful for making this educational endeavor a success. I have benefited greatly from the knowledge of each of the professors, who have proficiently participated in this program of study. Dr. Quarles, who has encouraged me as well as other members of our educational cohort group, to not simply begin this program but also to complete it should be commended for taking a personal interest in the success of his students. Ms. Roberta Thurmond, his able assistant, has been not only a wealth of information, and a friend, but also a source of support as she straightened curves and removed obstacles that might deter my progress.

I am indeed grateful for my dissertation committee, Dr. Kathy Puckett, Dr. Lloyd Davis, Dr. Tom George, and Dr. Robert Kronick. A special thanks should go to Dr. Puckett for her editorial advice. I am indebted to Dr. George, who took time to listen to my research interests and wisely encourage me to talk to Dr. Kronick, who has ably served as my chairperson. Under his advisement, I have learned much more than this dissertation reveals about how schools can help troubled youth.

I wish to especially thank Frank McNeely, who recommended to Rubbermaid Corporation, they support this research by making gift items available to participating families. Their willingness to donate small items greatly increased the amount of participation by parents of students at Trewhitt School.

I would like to thank the students, teachers, parents, and administration of Trewhitt School for participating in this research project. Ms. Linda Whitmire, Trewhitt

Elementary School Counselor, served as an invaluable voluntary assistant to me during the process of collecting data at her school.

I also am indebted to Dr. Ronald Rohner, who graciously allowed me to make use of his surveys. His theory of parental acceptance-rejection that guided this research is deserving to be understood and applied to the psychological work of all school counselors, social workers, teachers, et al.

Lastly, the greatest debt I owe to my husband, Danny. Without his love and understanding, I would never have completed this project.

ABSTRACT

Much demographic information and statistical data about students and their families are available to educators. However, school officials do not have a clearly defined method of identifying youngsters who may become dropouts and/or juvenile delinquents. Without early intervention(s), many of these troubled children become completely alienated from their schools and frustrated to the point that their educational deficits cannot be remedied.

This study was guided by Dr. Ronald Rohner's Parental Acceptance-Rejection Theory, which postulates that children, who feel rejected or not accepted to some degree by their primary caretaker(s), are likely to develop an impaired sense of self-adequacy, self-concept, and world view. One hundred thirty students and their parents separately marked a Parental Acceptance-Rejection Questionnaire (PARQ), which is concerned with parental attitudes/actions. With the use of these surveys, this study has attempted to learn if there exists a relationship between children's perceptions of their parents' attitudes toward them and their achievement and classroom behavior.

This research reveals that data collected from the sixth-grade students, who participated in this study, revealed a moderate correlation (.52) between the level of acceptance they perceived by their parents and their achievement scores. There was an even stronger correlation (.60) between their behavior scores and the level of acceptance they perceived from parents.

Also, this data seem to indicate that a student's behavior, as well as his/her academics, are affected when parental scores differed from their sons/daughters' scores

on the PARQ. Twenty-nine students had PARQ scores that were as much as one standard deviation below their parents' scores. Twenty-seven of these twenty-nine students had scores on their comprehensive tests that were below the average scores of their classmates. Additionally, twenty-two of these students were also reported by their teachers on the Teacher Evaluation of Student Conduct form (TESC) to exhibit more than an average number of behavioral problems in the classroom when compared to their peers.

The implication from this study is that parents should be educated to help them understand that students' emotional quotient can be impaired by their perceptions of their parents' attitudes/behaviors concerning them. Although parents may report they physically care for and emotionally nurture their children, it is the students' perceptions that may impact their school day.

TABLE OF CONTENTS

CHAPTER I

BACKGROUND/STATEMENT OF PURPOSE

Introduction.....1

Parental Acceptance-Rejection Theory.....6

Statement of the Purpose.....8

Significance of the Study.....9

Definition of Terms.....15

Delimitations of the Study.....16

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction.....18

Internal Dynamics.....22

Parental Support Increases Protective Factors for Youth.....27

Evolution of Acceptance-Rejection Perceptions.....36

The Parental Acceptance-Rejection Theory.....40

Parenting Effects on School Outcome 44

Assumptions 45

Null Hypotheses 46

CHAPTER III

METHODOLOGY

Introduction.....47

Population and Selection of Sample.....47

Data Collection from Participants.....48

Survey Setting.....50

Instruments.....52

Research Design.....57

Summary.....59

CHAPTER IV

RESULTS

Introduction.....61

Data Analysis 61

Analysis of Data of Four Students.....62

Analysis by Respondents 64

Discussion of Parental Notes.....66

Tests of Null Hypotheses.....67

Additional Analysis of Data.....70

CHAPTER V

DISCUSSION AND STRATEGIES FOR FUTURE

Introduction....73

Application of Major Findings 73

Case Study of a Second Grader....76

Case Study of a Third Grader....80

Applying Research to Parenting Problems....86

Strategies to Enhance Success Rate of Youth....92

Recommendations for Future Research....95

Summary 100

REFERENCES 105

APPENDICES 111

VITA 141

TABLE OF ABBREVIATIONS/SYMBOLS

Abbreviation/Symbol	Term
PARTheory	Parental Acceptance-Rejection Theory
CPARQ	Child Parental Acceptance-RejectionQuestionnaire
PPARQ	Parent Parental Acceptance-Rejection Questionnaire
TESC	Teacher's Evaluation of Student's Conduct
Ternova	Terra Nova Comprehensive Test
Stdgndr	Student gender
StdCond	Student Conduct
1	Male Respondent (father)
2	Female Respondent (mother)
3	Respondent is family member
4	Respondent is non-family member

CHAPTER I

BACKGROUND OF THE STUDY

INTRODUCTION

On April 20, 1999, in Littleton, Colorado, two students at Columbine High entered their school wreaking havoc by destroying the building and killing twelve classmates, and a coach before killing themselves. In Jonesboro, Arkansas, two elementary students pulled a fire alarm, causing students and teachers to immediately exit the building. In the ensuing confusion while students were exiting the building, these two children, who had been truant from school that day, opened fire on their peers. At a prayer gathering in the commons area of a Kentucky high school, a student, who was said to have taunted Christian youth, began firing into the circle of students when they gathered to pray. With the commission of these as well as other heinous acts, outraged youth have left an indelible scar on the present cultural, social, and psychological climate of our educational institutions.

Thirteen months prior to the Columbine shooting, a freckle-faced, fifteen year-old youth in Eugene, Oregon, stood before a judge and heard charges that he had murdered two schoolmates at Thurston High School. One day earlier, on May 19, 1998, prior to the shooting rampage in the school cafeteria, Kip Kinkel had been arrested at school for having a gun on campus. He had been released into the custody of his parents, who were schoolteachers, themselves. Hours later, they were dead—murdered by Kip--victims of the rage their son felt from within. With his newfound freedom, this troubled youth returned to school the following day to finish the task he had begun the day earlier.

The development of these tragic situations and other similar crises that have taken place recently in American schools and homes should stir educators and parents to begin to search for more clearly identifiable indicators of the psychological well-being of youth in our schools. Researchers must begin in earnest the task of determining what variables, factors, or processes, are present or absent in the lives of children that encourage their success or failure as human beings and as students.

Shirley E. Wells, author of At-Risk Youth: Identification, Programs, and Recommendations states that the environmental and interpersonal factors, which form the personalities and lifestyles of youth, are complex. Factors that place youth at-risk are weighed against the protective mechanisms from family as well as social and educational settings that may support and encourage youth in a positive direction. Risk and protective factors may even vary for youth as they leave the various stages of childhood and continue into their adolescence. Certainly, these factors vary as families may face the stresses of occupational changes, births, deaths, divorces, etc. across the span of time. Jessor (1992) argued that the degree of the risks would need to be measured against protective factors present on specific occasions or at given time intervals i.e. youth appear to make decisions according to a "resultant" of the risk versus protection (p.33).

Educational literature abounds with articles concerning the stresses and conflicts adolescents must face as they mature into adults. Teachers' pedagogical strategies have always been challenged by youth who come to school psychologically, emotionally, and academically unprepared to learn. An important goal of educators is that of enabling students to feel CBUPO (feelings of competence, belonging, usefulness, and potency).

Unfortunately, some students experience factors either deliberately or coincidentally, which causes them to lack a feeling of competence socially and/or academically (Sagor, 1993).

According to one survey, ten percent of the students in one classroom were taking sixty-five percent of the teacher's time for discipline problems, leaving her very little time to teach the class (Comer, 1980). Additionally, there is little doubt that much harm is done to educational programs when students abuse materials, buildings, and wreak havoc with graffiti, false bomb threats, and/or fire alarms (1980).

The age at which young people are now defined as " juvenile delinquents" is spiraling downward and shows no sign of stabilizing. The increasing numbers of children becoming "discipline problems" as early as kindergarten and first grade are indicative of more serious behavioral problems as they approach middle school years and high school unless interventions are successful. Without more objective criteria to target those children and families that require additional support, the number of students becoming at-risk of failing and dropping out will most likely continue to increase. Sagor suggests that one reason many interventions or programs for youth are ineffective is that they are not grounded in any theories that spring from plausible causes for being at-risk. Therefore, the likelihood that the programs will veer off course or never have a clear course of commitment is very great indeed since they offer only "quick fixes" at best (Sagor, 1993).

Much information has been written concerning various factors relating to educating students, who were culturally disadvantaged, of low socioeconomic status, members of certain ethnic/minority groups, or members of certain family structures, etc. Studies that have been undertaken such as Baumrind's (1966) dealt with typologies of families i.e.: authoritarian, authoritative, or permissive. In these families, Baumrind studied how parenting practices affected the psychological outcome of children. Macoby (1980) extended this body of knowledge with his concepts of permissiveness-restrictiveness and warmth-hostility as additional dimensions of parenting. Other researchers looked at the nature of the family structure itself as a determining factor of parenting success (Hess & Holloway, 1984;Weston, 1989).

Although differences in structure of families and varied parenting practices revealed some small differences concerning student outcome, there was no true clarifying issue that could be successfully addressed to improve the likelihood of an at-risk student performing better in school. These studies, like many others previously written, generally dealt with psychosocial problems that were present in schools as a result of negative peer pressures, minority status, problems of urban living, or the interactions of low socioeconomic groups.

Although government programs often award grants of money for intervention plans or make monetary resources available, these studies seemed to give no clear implication as to the direction a successful program should take. Also, literature that relates the role of parental influence to the success or failure of children in school is somewhat limited in quantity as well as in scope.

By examining the problem from a different perspective, Dawson (1996) investigated the interactive family processes--not family structure itself. His findings revealed that the interpersonal relationships among family members were an important indicator of student outcome. Implications from this study were that educational-specific-practices, such as motivational techniques or increasing parent-school involvement, would perhaps produce more successful students. These programs he had hoped would be initiated should be created by parents and could perhaps be duplicated by other parents who wanted to become more active participants in their child's educational development.

As a follow-up to this study, which revealed the important role that parents have in their child's development, and also to other previous studies that emphasized relationships between parents and children, the current study will be undertaken. However, many children who need improved parental interactions are not likely to get it unless the school or another social agency is the initiator for change. It is unfortunate that many parents are either unconcerned about their child's educational outcome or unaware that their parenting skills and attitudes in the home are limiting the child's academic successes; therefore, school authorities may need to identify and initiate changes for the benefit of these youth.

The focus of this research will not simply be directed toward demographic issues such as socioeconomic status, ethnicity, minority group status, etc. Instead, this research will be more concerned with the value of interpersonal relations within the basic family unit—whatever the structure of that unit might be. A distinction will be made between

actual parental behaviors/attitudes toward the child, and what the child perceives are the parents' attitudes or behaviors toward him (her). Implications of the child's perceptions of acceptance versus rejection will possibly appear as a predictor of school outcome—academically and socially. Assessments of student behavior will be done by the student's teacher to check for an existing relationship between the child's perceived lack of acceptance by a primary caretaker and the child's behavior at school.

This study has made use of PARTheory, a psychological perspective on the interactions between the parent and child. This research data was analyzed to discern student perceptions of parental treatment and to see if a correlation existed between the children's perceptions of their parent's attitudes toward them and their school success.

PARENTAL ACCEPTANCE-REJECTION THEORY

The Parental Acceptance-Rejection Theory (PARTheory) was conceived in 1968 by Dr. Ronald Rohner, at the Center for Family Studies at the University of Connecticut in Storrs, Connecticut. This particular concept of "parental attachment" has evolved from psychological work on the "warmth dimension" which has been explored for the last half-century by various psychologists such as Macoby, Dawson, and Baumrind. Earlier completed studies of PARTheory have already necessitated the creation of a variety of objective and subjective questionnaires , which have been translated into several different languages, and correlated using the concept of parental-acceptance-rejection both in the United States and worldwide (Rohner, 1991).

Since the inception of the PARTheory in 1968, and Rohner's creation of the surveys that children could mark to indicate their degree of acceptance-rejection they

perceive from their caretakers/parents, research has been done to validate his theory and his methodology. The instruments used in this study have undergone several cycles of use-correction-use since their beginnings in the late sixties. Tests of concurrent validity with other psychological behavioral scales have shown that the surveys developed by him are quite acceptable as assessment instruments for this study. Tests of internal and external validity as well as tests of reliability have also been performed.

A major field of interest to him is that of anthroponomy, (Rohner, 1980) a theory of socialization that could allow for the prediction of antecedents and consequences of human behavior anywhere in the world. His premise is that human beings respond similarly to acceptance and/or rejection by their significant caretakers regardless of their culture. Hence, much of his research has been done with cross-cultural emphasis.

The population of this study consisted of 375 sixth-grade students who attend an elementary school in southeastern Tennessee. Dr. Ronald Rohner, of the Center for Family Studies at the University of Connecticut has allowed copies of his survey forms to be made for each participating student, as well as for the child's mother/significant caregiver. These survey forms were used for the purpose of exploring the relationships that a child has of his significant caregiver. The Teacher's Evaluation of Student Conduct Form (TESC) was utilized by the teacher to assess the child's behavior at school. The child's questionnaire (Child PARQ) as well as the parent's (Adult/Maternal PARQ) was created to explore the interpersonal relationship between the child and his significant caregiver.

STATEMENT OF THE PURPOSE

The purpose of this study was to examine the relationship between the child's perceived feelings of parental acceptance and the child's school outcome--behaviorally and academically. This study was initiated to check for significant differences in the child's perceived feelings of acceptance from parent(s) compared to the parent(s)' reported feelings of acceptance for the child. In addition to this finding, the study attempted to see if a relationship exists between a student's higher levels of perceived rejection from his (her) primary caretaker(s) and excessive behavioral problems as reported by the teacher. The study also purports to check for a correlation between a student's perception of rejection and his academic achievement as revealed by scores on a comprehensive test. And if a correlation exists, does the student's level of academic achievement appear to be impacted more seriously as the Child PARQ scores decline?

The main thrust of this study was to investigate the importance of the child's perceived attitude of the significant caregiver toward him/her. Is there a relationship that exists between this perception and a child's success at school? The study was undertaken to reveal if students who felt that their parents accepted them to a high degree did indeed perform better academically and socially. An effort was made to examine the discrepancy--if one did exist—between the caretaker's self-reported attitude about how he feels he treats the child and how the child reports that his caretaker feels toward him/her. Also, this study attempted to discern if a discrepancy (if it exists) was perhaps a possible indicator of poor academic achievement? In other words, did this dysfunctional relationship—in cases where it appears--affect the student's success at school?

Furthermore the study may show that a correlation exists between the scores reported by teachers on the behavioral form and the achievement scores of students on a comprehensive test. In other words, are the students who perceive rejection by parents likely to be discipline problems when they are at school? If these at-risk youngsters can be identified in their elementary years, interventions to assist them or parenting classes for their caregivers can perhaps improve the likelihood that they will finish school and become more informed citizens and better parents themselves. If nothing more, the student's home life will be enhanced by the more positive atmosphere in the home that occurs as a result of the information given to the parents regarding parenting skills.

SIGNIFICANCE OF THE STUDY

This current research may reveal that a renewed emphasis should be placed upon the responsibility of parents to be guardians of their child's emotional quotient as well as their physical well being. The research may reveal one technique that may work to begin to identify at-risk students while they are in the lower grades of elementary school. The study may reveal that a student's own assessment of his/her personal feelings of acceptance versus rejection by parents is a potential indicator of school success. Although many people may feel that the school should not attempt to educate the entire family, very few would not admit that the task of the school is to promote the social, intellectual, and psychological well-being of each and every child (Comer, 1980). After all, schools are institutions where many children are made to first experience a social setting that may seem foreign to their own family culture. This is especially true for children of minorities, recent immigrants, or underprivileged families. From this research,

it may appear that a mandate for the school will be to become a flagship in promoting proactive parenting skills that are not only clear and viable, but also necessary to the survival of public or private schools.

Unless the school works to identify these youngsters, the families--especially dysfunctional ones--cannot begin to understand that they need help. The children cannot be helped unless they get comfort from anxiety, solace from physical and emotional pain, and encouragement to focus on the learning task (1980). As Piaget has commented, "An organism won't respond unless it's sensitive to a stimulus" (As cited in Bates, Ames, Gillespie, and Streff, 1972).

It is imperative that researchers study the causality of negative behavior patterns and work to identify factors that positively affect the outcome of school children. It is hoped that this study will further the understanding of the identification of at-risk children while they are in elementary school. Since behavioral patterns are "set" within a child very early, this may be a probable reason that programs that attempt to rehabilitate older juvenile delinquents have been only marginally successful, if at all. As a result of very early identification, programs or interventions to increase protective factors for the child that involves parents and educators alike should be implemented.

These early interventions, which must involve the most significant person in the child's life i.e. his primary caregiver, should enhance each child's opportunities to develop to his/her fullest potential. School programs that offer support only when school is in session, when parents are unavailable may need to be reevaluated. More pertinent

parenting programs could be implemented and promoted which would finally "stop the cycle" of physical and mental abuse among dysfunctional families.

Since rehabilitation of older youth has only shown minimal success, grants and public funds could be redirected in a proactive manner to implement parenting programs of young children to monitor and reeducate parents who appear to need support from outside agencies. These parents will in turn, hopefully become partners with educators to produce children who are more teachable. The parents who: refuse to improve parental practices, refuse available resources, and persist in having no interest in their child's life, could potentially lose custody of their child to someone who would try to meet that child's psychological and physical needs.

Since it is difficult to understand what really goes on 'behind closed doors" or in the homes of children, surveys using behavioral scales of perception or family inventory-type scales such as this questionnaire used by children in this study of " PARTheory", should be especially insightful. These attitude surveys, used in conjunction with other school records, and test scores may be instrumental in assessing which homes need support agencies to intervene with a plan for the family or which parents should be ordered to participate in parenting sessions.

Because this study attempts to view parents' attitudes from the perceptions of the children--not by simply viewing their overt behaviors, or asking questions about the physical care of their children, less deception is possible on the part of the adults responsible for the child's care. In other words children understand the "spirit" with which activities are performed not simply that the activities were performed. Any local

juvenile system that has difficulty making judgments (because of a lack of objective criteria) concerning the necessity of intervening in the lives of a family may find this research to be enlightening.

Perhaps this research may show that this PARTheory--or one similar to it--could be a helpful tool to evaluate the success of a mandatory parenting class for parents who have been cited by juvenile authorities for abuse or neglect of their children. Presently, many local juvenile agencies require some parents to take a parenting course—perhaps even present a certificate of attendance. However there is no evaluation of their behaviors following their coursework to see if that program effectively improved their parental practices that is required by juvenile authorities, children's services, or the local school systems. And the opinion of the children, themselves, have not been especially monitored nor considered.

For juvenile authorities, the study may be used to give insight into measures that clarify when a young child is possibly going to be at-risk because of the parents' lack of involvement. In the study of at-risk youth by Wells, (1990) she contends that this area of early identification has always been the weakest link in the process for supporting our youth. At the local school level, administration and special service personnel should find that student surveys, along with student achievement scores, and attendance records, etc. are helpful measures to indicate when interventions at school and at home should be put into place to support an at-risk student.

A different thrust of this study will be to reiterate the importance of the child's *perceived* attitude of his significant caregiver rather than simply listening to the parents.

For the most part, counselors and teachers have seen enough patterns of good parenting to be able to also have input into this decision of which families need help. In many past research studies, the actions and attitudes of parents were assessed as positive or negative. Generally, these conclusions and inferences have been made by subjective observation of the parents' behaviors, socioeconomic status, etc. However, this study may show that the significant caregiver may feel he/she may be supportive of his/her youngster when, in fact, the child feels unappreciated and unloved. In actuality, parents can sometimes appear to an outsider to be supportive of their youngsters when the child, the true insider, is made to feel like a liability.

The study may reveal that students who feel that their parents accept them to a high degree perform better academically. Some facets of parenting programs may need to be redirected or rewritten that would be enlightening to all parents of school-aged children. These newfound skills could empower better bonding between parents, who may not understand that their "nagging and scolding" is offensive to their offspring, who feel they never receive a kind word from their parents. Better communication and proactive parenting skills could be taught to parents when their children's perceptions of acceptance and warmth do not concur with their own.

While this research study did not focus on multicultural groups, it should be noted that families may be the only direct route to helping some students of certain ethnic backgrounds. For example, Puerto Rican or other Hispanic family groups find life in the United States quite stressful and at times at odds with their cultural heritage. In their traditions, the importance of the individual is secondary to the importance of the family.

These children are taught that their personal ambitions should not supersede the needs of their families. They teach their children that their personal identity very much comes from being a part of a family unit. Quite frequently, the family dynasty is threatened from Hispanic youth understanding and speaking English while their parents are continuing to use Spanish in the home. Hence, any educator, who works with these students must involve the parents of children and must be sensitive to the diversities of their culture (Wang and Reynolds,1995).

Furthermore, the study may show that students who perceive rejection by parents (regardless if this feeling were intended by parents), were more likely to become behavior problems at school. In schools, teachers must spend an inordinate amount of time dealing with discipline problems while losing valuable class time and psychic energy attempting to keep these children on task. Programs could be created for these youngsters, who interfere with others' education, while not achieving academic success themselves. These students begin to become at-risk students even while they are very young. Jonathan Kozol writes that a fourth-grade teacher expressed the dilemma in this way,

"These kids are aware of their failures,...Some of them act like the game is already over" (p.109).

By the fifth or sixth grade, students simply stay out of school more and more. By the time at-risk youth have reached junior-high, parents no longer have control over their lives. Youth are influenced by the culture of their peers with whom they associate and parental influence becomes almost nil. The school dropout rate would be much higher than it appears if school systems reported students, who started first grade but who never

but who never reached junior high. Additionally, a more realistic number would be given if they reported those junior high students, who attended only once or twice a week or a month as dropouts even though their name remains on school rosters (Kozol, 1991).

DEFINITION OF TERMS

PARTheory is used to denote Parental Acceptance-Rejection Theory as developed by Dr. Ronald Rohner. This theory deals with the interaction of parents and children on a continuum with rejection on one extreme and acceptance on the other extreme.

Parental Acceptance constitutes the warmth dimension of human attachment. It is made up of the physical, verbal, and implied behaviors such as comfort, security, nurturance, support, or simply love that bonds a parent with the child.

Parental Rejection absence of positive sentiments of love, care, concern, praise, etc, or the presence of aggressive, or verbal abuse to the child.

At-Risk Student will be defined to be a student who may not reach his fullest potential within the educational setting because of exposure to multiple risk factors. Generally the child meets this criteria by possessing or being exposed to several risk factors that tend to create poor academic adjustment. Those risk factors usually are one of the following four types: school-related, community-related, student-related, and family-related. Criteria may include, but are not limited to: retention of one or more grades, parent with criminal record, low-achieving student, behavioral problems at school, legal problems within family, etc.

Risk is defined to be conditions that would contribute most likely to the development of psychopathology, criminal, or antisocial behaviors.

Protective Factor is a psychological mechanism, which serves as a support or insulator to mitigate against the involvement with risk-taking behaviors despite the availability of these behaviors/risks.

At-Risk Behavior is the participation in several risk-taking endeavors that lead to negative consequences.

Academic Success is defined to be a student who is competently operating on a level commensurate with peers as measured by his/her most recent standardized test score. Academic success in this study will be measured by the Terra Nova standardized test, which has national norms and is administered to all sixth-grade students in the state of Tennessee.

DELIMITATIONS OF THE STUDY

1. The students involved in the study were primarily from a rural area in Southeastern Tennessee. The sample of students—mainly Caucasian--was not a diverse population ethnically.
2. This one-and-half-year study to assess parental influences was somewhat brief. A longitudinal study over a longer period of time would perhaps yield more conclusive information concerning students' overall school outcome.
3. The objective of this study was an attempt to gain understanding about the early identification of at-risk youth. These youth and their parents, who might be helped with psychological supports, are oftentimes overlooked by educators and unidentified until their opportunity for public education has passed. As the researcher attempted to find patterns from a large sample, a limitation is that there was no in-depth study of

these youth and their families. In order to insure complete anonymity for respondents on the questionnaires, it was not possible to study any individual families. However, in the analysis of data, the researcher relates one clear example of how useful and enlightened educators can become by listening to the responses of a second grade student during a counseling session.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Since the earliest beginnings of American schools, teachers of all subject areas and educational levels have mused over the underlying rationale for children's academic successes/failures. Plausible theories have been explored through educational research and discussed in every faculty lounge, hallway, and classroom. Are youth exposed to too much violence on television, have too little supervision, or are uninvolved in too few structured activities? Are the successes of children and youth deterred by negative peer pressure, an inadequate support system, or the lack of good nutrition, etc.? Or has there been a gradual decline or lessening of parental involvement, which has permitted an increase in juvenile violence? Speculation has also been made that our youth are negatively influenced by a lack of moral values that pervades the entire culture of America. In summary, is it possible to discern the common denominator--if it exists--that increases the likelihood of youth committing violent crimes, becoming juvenile offenders, or dropping out of school? Or do youth face a cumulative number of risk factors without the benefit of many of the protective support systems that have existed in our families heretofore?

Researchers have scientifically studied student success in relation to the demographics of families, communities, ethnic groups, social strata, etc. Theories based on psychosocial, psychological, ecological, and emotional premises have been developed.

Even though no clear answers have surfaced, these variables as well as others have been studied which leads researchers to some conclusions but perhaps even more questions concerning youth, their phenomenological perspectives, and their outcome.

Throughout educational history, various viewpoints on the upbringing of children have been suggested. One early writer, Erasmus, in the 1500's, enlightened parents on his theory of the way to school youngsters for a successful life. This theory, developed by Erasmus, concerning the development of good character traits, prompted him to urge the parents of children to be aware of the importance of body posture. In essence, his teaching was based on the simple belief that students who would have good body posture would also have good character traits. However, no research was carried out to verify that this theory had merit.

Parental rejection and abuse of children first came to the attention of American people in the state of New York in 1874 when a case was successfully prosecuted (as cited in Rohner, 1986). The case of a nine-year old illegitimate girl, who had been indentured to a family, was brought to the attention of a church lady who was visiting the tenements. After investigating the screams of the young girl, named Mary Ellen, this church missionary discovered that the child was being tied to a bed, cut with scissors, and beaten daily. This church lady was told that the caretakers of this small girl could not be prosecuted since the American legal system had no laws against such criminal actions because the family had total control over its children. However, she thoughtfully reasoned that animals were protected from cruelty. By defining Mary Ellen as a part of the animal kingdom, she was able to use the law created for the protection of animals to

seek relief for her. In fact, the perpetrators, who had abused her, were finally convicted. She was removed from this family to whom she had been indentured. They were given one year in jail for their crime (1986).

In 1925 after studying youth and their parents, the psychologist Chen Hequin listed seven inborn qualities of children that parents should promote in their children: active play, imitation of others, curiosity, mastery, mutually binding social relationships, pleasure in the outdoors, and seeking praise of others (Chen, 1925). Sutherland, a psychologist and contemporary of Chen, wrote in the Pedagogical Seminary (1930) that the family greatly influenced the characteristics of the child.

Much research has been done which serves to enlighten the educational community concerning important variables such as family income, family size, birth order, educational level of parents, etc. which affect the outcome of youth—emotionally, psychologically and academically. However, Coleman (as cited in Bianchi & Robinson, 1997) argued that human social capital was not simply derived from an affluence of money, education, or social strata; instead, more significance should be placed upon the children's ability to access the available adults that are important in his/her life. In a statement concerning statistical research involving income, socioeconomic status, and the number of televisions or books in the home, Coleman stated it was more necessary to understand the degree of involvement of parent(s) with their children and the quality of family interactions than to count televisions (1997).

Bianchi & Robinson alluded to the notion that until we can show what key elements of systematic differences in single-parent families affects youth outcome,

conclusions reached that deal only with financial hardship are perhaps unwarranted and unfounded. Also, investigations that make direct comparisons between structures of families without studying personal interactions will be shortsighted at best in their opinion (1997). Kellam et al.(as cited in Rohner, 1986) had researched family structure cross-culturally. They found that the stem family, a structure in which parents lived with at least one grandparent, showed the most acceptance toward their children However, a mother-grandmother structure appeared to show as much acceptance toward children as did the structure of the nuclear family (p. 59).

A variety of factors besides family structure may also affect paternal interactions. For example, the number of children in the household may impact interaction time for each individual child. Lavigne (as cited in Rohner, 1986) studied twenty-eight college females and found that they reported the highest perceived parental acceptance if there were one or two siblings and acknowledged a significantly smaller amount of perceived acceptance if there were four or more youth in the home (p.60). Nuttal replicated this study in Puerto Rico with over five thousand students who attended schools and achieved similar results (as cited in Rohner, 1986).

Continuing in this vein of thinking, Jonathan Kozol (Kozol, 1991, p.170) quoted a letter writer who wrote that "Putting more money into poor districts, won't change anything....Money is not the answer...It has to begin in the home". Therefore caution is warranted in attributing negative outcomes for children simply to a dearth of social capital, family structure, or to inadequate supervision.

At the beginning of this twentieth century in the year 1900, Helen Key, a famous Swiss sociologist prophesied that policy makers and welfare agencies should hail this century as "the century of the child" (Tiffin, as cited in Mason and Steadman, 1998), (Faas, 1970). Perhaps because of this, much emphasis has been given to the conceptualization and the developmental stages of *children* along with their socioeconomic background and family demographics without any undue amount of attention being focused on the *youths* becoming morally upright or responsible citizens.

INTERNAL DYNAMICS

Although research has been done that consistently shows that parents exert a powerful influence over their children's development, very little study has been given to the elements of competent parenting that really makes a difference in student outcome or success in social settings. In other words, when educators remind parents to become involved in their child's education, exactly which parenting behaviors, practices, skills, etc really make a difference. Even though, "Talk to your young people" is the message that has recently been stressed by means of radio, television, magazine articles, etc. much less information has been forthcoming regarding what really constitutes the type of communication between students and their parents that positively will impact behavior and/or attitude? Although student outcome of exceptional children has been somewhat researched, even fewer studies have been done with the average or normal population of school children (Bogenschneider, 1997).

As far as how to study youth is concerned, Gestalt field theorists espoused the idea that man must be studied as a complete individual organism--a more humanistic

approach to psychology (1970). Maslow adhered to the belief that man was essentially good. And unless a person's psychological well being was stymied by rejecting parents, physical or emotional traumas, repressive cultures, or constant rebuff, then that that person would develop into a self-actualized human being (1970). Fromm, too, agreed that values in a culture should be maintained, which would remove barriers that would hinder the development of anyone from reaching their full potential. Although Fromm and Maslow agreed with the concept that behavior is influenced by culture and environment, this humanistic approach to psychology emphasized that the ultimate effect of these interactions is determined by the individual and his/her unique perspective (p. 87).

Influences—both external and internal that affect the perceptions and probably chart the course of actions of youth are multifaceted and therefore difficult to discern. Psychologists generally agree that perceptions of each individual are formed by covert processes. This unseen task of perceiving could be termed an individual's insight, and is as complex as it is diverse and ongoing. Early theorists, such as Piaget, have spent considerable time and effort on the study of the more rational concepts of perception and cognition than they have dealt with psychological perceptions of adults or children.

However, implications from even these theories, derived by Piaget, can quite possibly lend us information concerning psychological perceptions. The child's concept of development of conservation of concepts as it is relative to a child's maturity level most assuredly would have bearing on the psychological construct of perception as well (Siegler, 1986). For example, in a study with children, he learned that a five-year old

may not detect that a line segment is the same length when it is broken into two or three parts because the child's visual perception has not developed to this degree of remembrance. In other words, the children did not possess this ability to conserve or retain this memory of length. Other researchers (as cited in Siegler,1986) discussed this same phenomenon in an example of water being poured into different containers. Children at five were not able to discern that the amount of water was the same after it was poured into different shaped containers. But, the children, who were eight years of age, had no problem perceiving that the amount of water would not have changed even though the water level may have appeared higher in one container than the other. In other words, children appear to have a certain level of maturity at which they retain cognitive concepts even if appearances change somewhat.

At first, implications of this developmental level in cognition were not compared to the perceptual stages that may psychologically affect children. In other words, is there a comparable level of remembrance that children would have concerning their perceptions of the looks on adults' faces? When do children perceive an action or attitude at the current "face value" or do they interpret it in light of past experiences? Following Piaget's theories, Brunswick (as cited in Sigel and Hooper, 1968, p. 476) contrasted the computer-like precision of the reasoning process to the less precise approximations of implicit intellectual fact finding. He compared the cognitive process to a train that switched at scheduled junctures to the perceptive process that would engage all facets of sensory stimuli in the decision-making process. An important point that Brunswick wrote concerning the understanding of perceptions was

...perception must simultaneously integrate many different avenues of approach, or cues...The various rivalries and compromises that characterize the dynamics of check and balance in perception must be chiefly responsible for the above noted relative infrequency of precision. On the other hand, the organic multiplicity of factors entering the process constitutes an effective safeguard against drastic error (p. 91).

As Wordsworth observed in a poem, "The child is father to the man." (as cited in Siegler, 1986, p.14) meaning that the child will eventually become a father who perceives as an adult very much as he did when he was a child. Siegler felt it was imperative to study both children and adults to discern the interactions and changes in patterns of information processing.

Qualitative research and in-depth case studies of individuals and/or their families are able to give invaluable insight into the interpersonal relationships within a family unit. In the research concerning Dibs, who was a small boy with a severe emotional behavioral disorder, a vast amount of information concerning family interactions was gleaned from the anecdotal recordings made during play therapy sessions (Axline, 1964). In this study, certainly there was no indication of a lack of parental education or low socioeconomic status. However, Dibs' traditional-type family suffered desperately from an inability to accept family members, with all their human frailties, as being valued in their own right. Dibbs' parents refused to psychologically accept their own child in a positive, warm manner since they assumed him to lack the ability to be successful. Their desire for perfection within themselves caused them to shun Dibbs because of flaws they perceived in him. There is abundant evidence from observations of Dibs' play that he perceived and internalized their feelings correctly. The insecurities that the parents, themselves, suffered from, became a curse to Dibs and even to his sister, who was

constantly being sent away to boarding schools—giving her also some sense of rejection. Perhaps since Dibs could very well have been the brightest and most sensitive member of his family, he suffered the most because of his refusal to be valued and appreciated only for his intellectual capabilities.

Another case study involving a small child, Annie, was written about a family on the opposite end i.e. the lower level of the socioeconomic spectrum. This family suffered from many psychopathological problems with roots going back to the grandparents of the child (Howells & Brown, 1986). In this study Annie was brought to the attention of a psychologist because she suffered from depression, anxiety, enuresis--among several other woes. As the dynamics of this family were revealed through interviews of many family members from three generations, it became obvious that each and every family member selectively accepted, rejected, or simply neglected certain family members—some to a lesser degree than others. All familial relationships appeared to be skewed and dysfunctional. Cultural, social, intellectual, and emotional deprivation was present in the lives of practically every family member from children to grandparents. The family itself had considerable burdensome contact with all local social agencies, hospitals, juvenile, and penal systems. This author summarily states,

> In the past, there has been a tendency to concentrate research on the more obvious areas, such as somatic disease, technology, and material and economic needs. The subject of emotional disorder has been neglected. This neglect has its roots in the seventeenth century, when great discoveries began to be made in the field of somatic medicine and efforts were all directed to that area. We are now at a point in history when it may be possible to redress the balance and concentrate as much interest in the emotional as in the physical field (p.329).

PARENTAL SUPPORT INCREASES PROTECTIVE FACTORS FOR YOUTH

In 1915 infant mortality rates of children at ten asylums in the eastern part of the United States during their first year of life reached as high as seventy-five percent. Most often the reason for death of these babies was "hospitalism" (Junge, 1997 p.3). A pediatrician, Harry Bakivum, noted a "failure to thrive" was connected to a lack of emotional bonding in infants who were hospitalized and unable to properly attach to their mothers. He turned nursing practices around at Bellevue Hospital by encouraging nurses to soothe, touch, and hold the babies. Infection rates dropped immediately. Other practitioners also observed that children who had had loving care appeared to develop better intellectually also (1997). Since scientific evidence for this was difficult to prove, and resistance to this new idea emerged, this information lay dormant for many years.

An early experimenter in the area of systems of protective support was Harry Harlow, a university professor at the University of Wisconsin (Wiley and Sons, 1980). Harlow's experiments were performed in the 1950's with infant monkeys, which had been separated from their mothers shortly after birth and raised by 'surrogate mothers' made either of heavy wire or of wood covered with cloth. Some monkeys were fed by the wire mother while others were fed by the cloth monkey; however, all the monkeys, when given a choice of mothers, spent more time clinging to the cloth 'mother'. Unfortunately, the monkeys, who had only the wire mothers, developed into adult monkeys with unnatural behavior patterns. Especially affected were the areas of sexual behavior and their ability to mother their own infant monkeys. "Motherless monkeys" was the term that Harlow used (as cited in Rohner, 1980) to describe these adult mothers who often

were indifferent or abusive to their young. Harlow's studies revealed that protective factors being absent in their young lives increased the likelihood of their perpetuating this cycle of bizarre behaviors in their mature years and appeared to affect their ability to nurture their young (1980).

Almost every psychologist, psychiatrist, or any learned student of animal or human behavior would agree that neither animal nor man has a monopoly on conflict or psychotic pathology. It was Bowlby (1969) another attachment theorist, who stated

> ...a canary that first starts building its nest when insufficient building material is available not only will develop pathological nest-building behavior but will persist in such behavior even when, later, suitable material can be at hand... (p.27).

Bowlby argued that self-reliance in childhood and adulthood depended on a secure attachment or bond early in the life of a child. As a researcher, he believed that any person lacking this secure first attachment would be compelled to recreate the familiar even when those earlier experiences had been very negative (1969).

Another significant implication for the importance of protective factors was made by Mary Ainsworth, (1989) when she published her results of a study done involving the "Strange Situation:" In this research a team observed the interactions between mothers and children. Securely attached babies cried when separated from mothers briefly but were happy when reunited. Insecurely attached children were more likely to cling, whine, or scream when their mothers left. They continued to be agitated and anxious during this separation and then appeared to refuse the soothing and comfort of their mothers when they were reunited.

In another study by Maim and Solomon (as cited in Junge, 1997) a new category of attachment was created i.e. of "disorganized". These researchers reported that these children appeared to be the most confused of all when their mothers left. At times they were dazed and confused. And in their mothers' absence, they could not seem to settle into any meaningful activities.. Responses to their mothers' return appeared inconsistent when they were reunited.

Another theorist, Rutter (1987), grouped protective mechanisms into three categories: family cohesion/absence of discord; availability of extra support; and resilient personality factors. She found that youngsters with positive attributes elicited positive feedback, which encouraged their building of self-esteem. She hypothesized that families that operate within certain controls provide a cushion for youth to call upon when necessary--with the extended family possibly offering additional support as needed.

Hirschi's report (1969) on social control as a theory examined the affective domain of intimacy of children and their parents. He found that a close bond between the children and their parents appeared to act as a deterrent to the youths' committing acts of delinquency.

In a study of parenting styles, a rejection-oriented discipline style appeared more likely to produce adolescents who experience depression (Kaslow et. al.,;Lefkowitz and Testing, 1984). Another study had reached a similar conclusion; a nonnurturing parenting style will more likely lead to a low level of self-esteem (Bachman, 1982).

A study of self-identified protective factors for youth (Kiehlbauch, 1995) explored the various mechanisms that encouraged youth in an inner-city area to become

socially acceptable. Forty-six youth aged 16-25 worked as leaders in a program for elementary and middle school youngsters. On a self-report inventory by the participants, parental support was identified to be the most important personal encouragement that the high-risk as well as the low-risk students reported. Those students, who were involved in more risk-taking behaviors, reported having to rely more on an extended family and less on an immediate family. The low-risk students usually relied on parents as their first line of defense with some extra support from their extended families or friends.

As a result of many dysfunctional relationships between youth and their parents, the family structure may provide fewer nurturing interactions around the home and less monitoring of youths' activities away from home. Parents or youth may incur problems with each other, which remain unresolved further weakening the bonds between them. Poor interpersonal relationships and parenting skills may invite more negative interactions and cause both teens and their caretakers to feel embittered and cheated. The end result is that each tends to withdraw affection and support from the other (Kronick, 1997). As this cycle repeats itself, positive interactions decrease until youth are--for all practical purposes--alienated from what should be their most basic support system.

Boredom is another variable that appears to break down the resiliency of youth. According to research by Kiehlbauch (1995), youth will often engage in risk-taking behaviors because they have nothing positive to do. Therefore parents, who do not encourage their children to become involved with extracurricular activities may inadvertently encourage anti-social behavior (1995). Rohner defined this lack of interest in children's interests as a type of undifferentiated rejection (1998). For children to

perceive rejection by a parent, there need not be an open confrontation between the child and the caretaker, the youth simply may not believe that the parent cares about his interests or activities. Therefore his/her emotional needs, i.e. the need for attention or recognition are not being fulfilled in the home. Unfortunately, data on the outcome of children, who sense this undifferentiated rejection, can not be easily found; however, this emotional deprivation may well be as damaging to youth as if they had endured physical abuse.

And within the confines of a gang or group activity with peers, he/she may gain recognition that was once sought from the family. Youth, who are estranged from family and with protective factors unavailable, are more likely to drop out of school, increase their risk-taking behaviors, and become charged with crimes for being involved in illegal actions. At this point, the parent(s) are made to become involved; and the youth does receive attention from his parent(s)--albeit in a negative way (Kiehlbauch, 1995).

To further validate this point, in another study by Kronick a comparison was made concerning the number of organizations in which students were participating. The results showed that three students, who had persisted to graduate from high school were members of thirty-five sports teams, clubs, or activities while one hundred forty-three alternative school students were enrolled in only thirty-two organizations altogether. (Kronick, 1998).

On the other hand, Rohner (1998) states that research, in which he used to develop his personality theory, shows that, generally, children who feel accepted by their parents eagerly anticipate their parents' acknowledgements of their achievements via

academic, athletic, and social activities and therefore have more self-esteem. These highly motivated individuals tend to develop more satisfying positive social relationships (1998). In the school setting, teachers are able to recognize these children who have a more internal locus of control because learning opportunities are embraced by these students which further increases their internal locus of control. (Kronick, 1997).

Kronick discussed the importance of internal locus of control as a protective mechanism for youth. This term denotes the feeling that one possesses over his(her) destiny. When young people are able to set personal goals and realize them, they can gain a stronger sense of independence and strengthen their locus of control. Those students, who are at the greatest risk, are on the opposite end of this continuum and feel they can accomplish little without the commendations from peers, parents, teachers, etc. It is unfortunate that many of our externally controlled youth are propelled by outside forces that may be negative rather than positive. A youth, who is externally controlled, exhibits behavioral tendencies that seem to shift as often as the direction of a ship on the high seas that is without a sail being buffeted "to and fro"—constantly searching for a lighthouse. Needless to say, these youth have a difficult time gaining stability in school attendance, coursework, or personal relationships.

Even so, students, whose external locus of control is from positive sources, such as parents, youth leaders, coaches, etc. are more likely to stay in school albeit they may or may not ever exhibit true leadership either at school or in the workplace. In other words, the external locus of control can be a positive as well as a negative motivating factor depending on its source and the personality of the youth themselves. Albeit these

externally controlled students may gain confidence from being successful followers but continue to be fearful of initiating plans themselves.

Neither is an inner locus of control a guarantee that youth will direct their energies to follow the straight and narrow pathways. There is no doubt that many youthful offenders and juvenile delinquents have an internal locus of control but seem to be driven to accomplish goals that are illegal, immoral, or destructive in some manner. There is no doubt that our juvenile detention centers as well as our prisons have quite a large number of prisoners among their population, who sensed that they could control or fulfill their own destiny. But, neither is it surprising to find that a long list of our nation's presidents, scholars, scientists, etc. also had a strong inner locus of control and felt they could achieve goals for themselves and for others.

Also, there is abundant evidence that not all children and adults, who have perceived that their parents accepted them, did indeed develop an internal locus of control or possessed the personality characteristics attributed to confident youth. . In one research study, Kronick found that students, who were considered at-risk, exhibited an internal locus of control when they discussed accepting the responsibilities of parenting more so than did graduating students who stated an abortion would be preferable to accepting responsibilities of parenthood. (1997).

Another conundrum is that not all rejected children develop into delinquents who have no internal locus of control; in fact, some students, who live with neither parent, or who most probably perceive their significant caregiver has other priorities besides themselves, still appear to thrive.

Compas (1987) defines coping mechanisms as constantly changing behavioral and cognitive efforts to enhance one's ability to deal with stressful situations. These variables or coping mechanisms do not lie dormant or static within the psychological being of a person; instead, they seem to be continually in a state of flux. That is, youngsters are constantly responding--positively or negatively--to the stresses of family, school, work, and peer relationships as they mature from one stage of adolescence to the next.

Rhodes and Jason (1990) described one coping theory as a social stress model, which attempts to explain that high-risk behavior is a release valve for some delinquents who can not deal with their family or ecological problems. Behaviors that involve risk may serve as escape mechanisms for teens when too few protective factors are present. In other words, this research indicates there exists a pseudo-type quotient with stress or risk factors in the numerators and protective mechanisms in the denominator. When the numerator is larger than the denominator the youth will concede to high-risk behavior to relieve stress.

Belonging and love are a part of the basic innate needs that Glasser explains must be satisfied (as cited in Sagor, 1993). Glasser states that youth who are failing in schools are lonely and in need of a sense of belonging and respect (Glasser, 1969). If schools are to be successful, he suggests that educators accept students where they are, teach them to make responsible judgments, and pick them up again if they fail to succeed the first time. When teachers refuse to accept failure from their students, the students' personal respect and integrity will be increased since they can sense that someone sees value in their life

(1969). Glasser's choice theory differs greatly from the behaviorists, who assume that children and their parents would interact in ways that would benefit them extrinsically. Instead, he believes that as we continue through our life stages, we also seek survival, power, fun, and freedom. Glasser's theory was that our choices of behavior would be related to the many past satisfying experiences that serve to motivate us to continue to satisfy our basic desires. And when students have a good concept of personal efficacy because of their ability to recall satisfying choices, they will have a strong internal locus of control.

Both Glasser and Kronick (1997) contend that home and school should work cooperatively to remediate the sense of failure that pervades the psychological well being of many youth. The school should be a good "parent" even to the parent in these situations by becoming a complete human resource agency (p. 196)

Studies of ethnic groups and their family configurations by Soto (as cited in Wang & Reynolds, 1995), have revealed to educators that the family relationships may serve as a protective factor; however, at times the idiosyncrasies of various cultural groups may impact children's education. For example, the lack of competitive spirit among Hispanic families may adversely affect the child at school since many classrooms engage in academic or sports competitions, which is contrary to the spirit of cooperation the Hispanic families have in their own community (Rohner, 1980).

Studies of various other potential protective factors have been undertaken. According to Jessor & Jessor, (1977) church attendance was found to be a protective factor in drug use. Seifer (1992) also found social support for both the mother and the

child served to protect the high-risk children. A large number of children in the family was considered to make children less resilient—four children or less with a space of two or more years between children encouraged more protection against risk factors (1992).

In a dysfunctional home, children may perceive they are unworthy of attention or cannot be successful. At school they are made to feel that the curriculum, programs, test scores, etc take precedence over their desires and feelings; therefore, alienation becomes a serious threat to their educational opportunity (Kronick, 1997). When schools offer inadequate support systems or acceptance to a child with a fragile ego, the educational institution becomes as foreign a friend as the home from whence he/she came.

EVOLUTION OF ACCEPTANCE-REJECTION PERCEPTIONS

Brooke et al. (1992) describes the parent-adolescent relationship as being crucial to their psychological domain. Attachment is defined as the bond or affection that a child feels toward his (her) parents. He speaks of four types of attachment i.e. identification with parents, lack of conflict with parents, warmth of parents-child relationship, and involvement with parents. Any of these types give strength to the child's psychosocial ties and cause him(her) to respond positively to direction and reinforcement while he(she) practices imitating parental behaviors as he(she) matures. Brooke found that nonconflict and mutual affection between parent and youth served to make him(her) resistent to the drug culture.

In Mother/Child, Father/Child Relationships, Staub (1978) wrote

A warm nurturant, affectionate relationship between children and parents, in contrast to a cold, indifferent, distant relationship, seems to contribute to the development of positive tendencies (pp. 72-3).

He writes that even a brief encounter with a warm, affectionate person may have at least a temporary effect upon a child's behavior. In a summary of research, Staub also concluded that students were more affected by learning when information was presented by an individual, whom they perceived as caring. He also gave strong evidence to support the theory that harsh discipline created violent tendencies and more aggressive behavior from children even if there was an affectionate environment, otherwise (1978).

Kagan (1984) wrote that culture also dictates the development of certain parenting characteristics as well as personality traits, which will affect a person's ability to form social, emotional, and psychological attachments. In his study, parents, who were Mayan Indians, normally behaved in a rather somber, serious fashion among their children. And even though a child had a close attachment to his mother, who was always nearby when he was young, and met his needs—usually before he cried--grew up to be rather quiet and subdued. Emotional spontaneity was not necessarily a desirable character trait for the Malayans;hence, this show of emotion as a personality trait was not cultivated. Therefore Mayan children, who were very happy seldom showed a sense of excitement (1984).

A child's perception of parental rejection may possibly develop when a child experiences unfulfilled needs or when there is a pattern of delayed gratification of an unmet need. Kagan speculated that a child who felt there was inconsistency in having needs met would be more likely to become stressed. As an outgrowth of this stressed and broken relationship, a child feels insecure in the social world. Typically that child may not be concerned about curbing an anti-social behavior, or building better relationships

since he felt no viable sociable attachment to begin with. A child, who has developed a secure attachment to a caregiver, wishes to please that caretaker since this mutual reciprocal relationship has brought comfort and enjoyment to life. And with the advantage of being a part of one harmonious relationship, the child feels a freedom to confidently engage in other relationships at school and elsewhere (1984).

On the other hand, Kagan and other psychologists agree the rejected child may begin to reject others before they can have an opportunity to reject him—thus protecting his/her fragile, damaged ego. As Kurt, an interviewee in a study done at an alternative school in Loudon, Tennessee reported, "They don't like us, so we don't like them." (Kronick, 1998, p. 111). In short, there is a rejection of the rejectors. Simply put, we reject those who reject us.

Another example of this is the case of a four year-old girl, Sara, who had been referred to a family psychotherapist (Wachtel, 1994). This doctor worked with the child and her mother-- a single parent. During her sessions with the parent, the therapist discovered that the small child's temper tantrums were related to her father's absence from the home. She had also been instructed to not mention his name around the newly established apartment she and her mother shared because the mother stated it would make Sara's separation from her father worse. During the therapeutic sessions, the counselor advised the mother to make an effort to give Sara opportunities to talk about her father. Eventually Sara's feeling of rejection by her father decreased. Her behavior and demeanor improved as more frequent visitations were initiated with this father, who had been a significant caregiver prior to the divorce (Wachtel, 1994).

Occasionally, adolescents who feel they do not meet the acceptable fit within their parent(s)' expectations also assume this rejection role as a coping mechanism for their youthful insecurities. Oftentimes, these youth will reattach themselves to their earlier caregiver within a reasonable length of time, assuming there had been a good degree of acceptance before adolescence, and if at-risk behaviors have not become physically addictive and therefore causing youth to stay in the culture of the street (Rohner, 1975). Quite often youth who have learned to survive on the streets become so involved in this street culture that they have great difficulty in leaving former sexual, social, or career acquaintances behind. Parents, who feel animosity toward their child for becoming a failure or a "black sheep in the family" can hinder this reunification process—or make it impossible altogether for the "prodigal child" to return when the youth senses that there will be further rejection. "The power of a parent's disapproval is directly related to the bond of affection that exists between parent and child" (Wachtel, p. 221).

When Belsky's model (as cited in Bogenschneider et al., 1997) of the determinants of parenting was examined by using nearly twelve hundred pairs of fathers and adolescents, it appeared that this "goodness of fit" characteristic between adolescent and parent should be studied further. One significant element of this ability or inability for youth to reattach themselves to a parent may be involved in this mismatch of parent personality versus the characteristics of the youth involved.

Kagan's idea of the child model is "Each parent has a template for a small set of developing characteristics that represents their ideal form" (1984, p.101). Oftentimes, psychologically insecure or inept parents ascribe to standards--perhaps they themselves

never fulfilled. Their insecurities tend to cause them to develop a negative or rejecting attitude toward their children, whom they fear may also fail in their endeavors. Parents, according to Kagan, who are secure, generally overlook small deviations and accept their children's failures as "bumps in the road". However, parents who are insecure themselves, may develop hostility to their offspring. The children, in turn, may tend to assume the role of a failure because this seems expected of them.

THE PARENTAL ACCEPTANCE-REJECTION THEORY

Rohner (1998) writes "The extent to which children experience or fail to experience parental love (parental acceptance and rejection) may have a greater influence on them than any other single class of experience" (p. 19). Having done a great deal of research in the United States as well as cross-cultural studies elsewhere in the world, Rohner believes the feeling of parental acceptance-rejection affects the social-cognitive development of children and their psychological functioning as youth as well as when they become adults.

This acceptance-rejection theory of parental warmth is a continuum that places affectional bonding elements on the acceptance end of the scale and negative elements that characterize rejection on the opposite end. Parental rejection, according to Rohner, may be expressed in four ways: (1) unaffectionate or cold parenting (lack of warmth/acceptance), (2) acts of hostility or aggression (physical or mental), (3) lack of parenting care (neglect), (4) perceived attitudes of rejection (indifference).

Observed acts that parents perform may or may not indicate to the child what affection, if any, the parent feels because of the family's own cultural norms/social skills

and /or the presence of inhibitions of the parents. Kagan wrote "parental rejection is not a specific set of actions by parents but a belief held by the child" (Kagan, as cited in Rohner, 1986 p. 25)

PARTheory is a socialization theory encompassing five classes of questions that make an effort to predict or explain antecedents and consequences of parental attitudes worldwide. The first two classes of questions studied are concerning personality theory: the first relates to the outcome of children who feel rejected and the second asks what happens in adulthood when there was perceived rejection in childhood. The third question deals with the protective mechanisms surrounding individuals and how these factors interact with the degree of inborn resiliency of each individual. Fourthly, PARTheory also asks what societal, familial, or individual predictors exist for the development of certain parenting attitudes. Lastly, the question of whether a person's artistic/creative nature, religious beliefs/behaviors may be predicted by their childhood experiences of acceptance-rejection. Rohner has shown in studies abroad and in the United States that there is a predictability of outcome involving the acceptance-rejection of children and parents in the first four of these questions. However, the last question involving the artistic nature of human beings is not clearly delineated from former studies (Rohner, 1990).

As a focus of personality development, PARTheory espouses the existence of a relationship of dependent/independent behaviors to parental acceptance/rejection. According to Rohner's theory, adults and children can be placed somewhere on the continuum between acceptance, which yields feelings of independence, and rejection on

the opposite end, which yields feelings of dependence. Very young children, who are on the rejection end of the continuum will bid for response from caretakers by clinging, whining, or attempting to remain close to them physically. If needs of acceptance remain unfulfilled, inappropriate bids for attention with misbehavior will often result. These behaviors may only serve as a precursor to more socially inadequate behaviors in which a youth may become engaged in during his/her adolescent years. These youths' time and energy may be spent creating mayhem with hostile or aggressive actions against their perceived enemies either alone or in a group with whom they affiliate and feel accepted (1986).

At higher levels of psychological hurt, an individual may no longer allow himself(herself) to display normal emotions all the while harboring paranoia, hysteria, anger, etc. The resulting tendency may be to forsake bids for approval of others and become very introverted—still requiring positive support--but neither recognizing nor making bids from others to fulfill that need.

Many individuals are able to cope with rejection because they can depersonalize interpersonal encounters. In other words, these copers are less likely to feel that the ill will was directed toward them. For whatever reason they seem to possess a greater sense of self that alleviates much of the harm or hurt that may or may not have been intended by others. This inborn sense of personal efficacy remains a source of mystery to Rohner as well as other humanistic psychologists (1990). The acceptance that an individual perceives or requires for self-fulfillment will be unique to that individual. Likewise, the individual's own unique psychological makeup will empower him/her to be able to

depersonalize some negative behaviors by parents and not be impacted as another individual might be by the same episode or interaction.

However, Rohner acknowledges that any child's self concept (sense of inner self) will be increased by positive interactions with his/her parents. A major facet of the personality aspect of the PARTheory is the theory that the self-concept of all children worldwide concerning their feelings of appreciation, admiration, worthiness, and capability may be dependent upon their parent's perception of them. A perceived feeling of acceptance, coming from the child's major caretakers, encourages a high level of self-adequacy, self-efficacy, and self-esteem. On the other end of the continuum, the rejection a child perceives makes him/her feel unworthy. Therefore the child assumes a sense of inadequacy since he(she) perceives the significant caretakers(s)' belief to be that he/she cannot be successful.

Another added psychological disadvantage to a rejected child is that he/she may develop a mental representation that creates an ominous world view, which stymies both his/her social and academic efforts. In short, the child does not accept himself/herself and therefore feels that others will not like him/her. If the child's parent is also a product of negative parenting practices by his/her caretakers, this world view will be exacerbated and perhaps reinforced. When these children, who have developed ominous world views, become parents of their own children, they will generally model and exhibit parenting skills according to what they experienced during their upbringing. Hence, the cycle of poor parenting skills perpetuates itself unless the school or another social agency

intervenes to enlighten parents concerning the importance of their children's emotional and psychological quotients.

PARENTING EFFECTS ON SCHOOL OUTCOME

According to research reports (Bradley, 1985, and Parcel and Menagham, 1990, a positive family environment, especially one that was engaged in culturally-enriched programs was beneficial to the cognitive development for children. Steinberg et al. (1992) wrote that school performance was affected by authoritarian type of parenting style. Stronger school involvement was indicated as a factor of students' having a sense of belonging. Fuligni and Eccles studied 1771 white, lower-middle-income seniors concerning parental strictness and monitoring of behaviors. It appeared that young adolescents were less willing to break established parental rules if higher levels of monitoring were present. Also, those students achieved better in school when monitoring existed.

Baumrind, (1967, 1971) analyzed the parent/child interactions along with parental warmth for its effects on school outcome. She found that families, who communicated frequently, produced children who were more cheerful, friendly, self-controlled, and socially accepted. Macoby and Martin (1983) found a positive association between students' academic success and their having responsive, caring, and sensitive parents. Barratt (1991) found that performance on mathematics and overall scores on scholastic aptitude assessments showed an increase when higher levels of maternal involvement with the children were present.

Rosenberg, et al. (!995) made a distinction between parental practices as related to a child's global self esteem and his/her specific academic or scholastic self-esteem. The type of self-esteem, which had direct effect on school achievement, was specific self-esteem. The parenting styles of younger parents, especially those who had smaller extended families appeared to have less knowledge concerning child development, and possessed an inability to recognize need for support (Nath, Borkowski, Whitman, and Schellenbach, 1991).

ASSUMPTIONS

After a review of previous literature, the following assumptions shall be made:

1. The PARTheory is an acceptable perspective to study the interpersonal relationship between the child and the significant caregiver.
2. Parental attitudes are transferred to the child both, directly and indirectly. Students perceive attitudes of parents—correct or not--through various verbal, nonverbal, physical, and other subtle psychological means.
3. The child form of the acceptance-rejection questionnaire developed by Rohner has the capability of accurately assessing the child's perceived parental attitude toward him(her).
4. The maternal form of the questionnaire concerning parental acceptance-rejection, developed by Rohner, is a fair assessment of the mother/caretaker's parental attitudes.
5. Teachers are capable of making evaluations concerning students' behavior at school.
6. Terra Nova Achievement scores are acceptable forms of reported academic outcome.

7. Students are both capable of accurately assessing and reporting their perceptions of their parents' attitudes of acceptance-rejection toward them and also willing to do so.
8. Parents will accurately assess their behaviors or treatment of their children on a questionnaire sent to their home.

NULL HYPOTHESES

After analyzing the previous readings, and acknowledging the aforementioned assumptions, this study will investigate the following null hypotheses:

NULL HYPOTHESIS 1

There exists no significant relationship at the .05 level between the total achievement scores of sixth graders and the students' perceived acceptance from their primary caregiver as reported by the student form of the parental acceptance-rejection questionnaire.

NULL HYPOTHESIS 2

There exists no significant relationship at the .05 level between the number of behavioral problems of sixth grade students as reported by their teacher(s) and the students' perceived degree of acceptance-rejection by the primary caretaker as measured by the student's questionnaire of parental acceptance-rejection

NULL HYPOTHESIS 3

For a 6^{th} grade student, there exists no significant relationship at the .05 level between the degree of discrepancy of a child's perceived feelings of acceptance-rejection and his caretaker's perceptions of her behavior toward her child, which impacts both the academic and social success of the student in the classroom.

CHAPTER III

METHODOLOGY

INTRODUCTION

The methodological aspects of this study will be divided into four sections and a summary. These subtopics are as follows: population, data collection, instruments, and research design. Information pertinent to each of these aspects will be presented. An explanation will be given concerning the choice of the school that will be the focus of this project. The steps involved in the collection of data will be delineated. Information concerning the history, development, validation and reliability of the surveys will be examined. In the last section and the summary, the methodologies concerned with the statistical procedures used in processing the data will be addressed.

POPULATION AND SELECTION OF SAMPLE

The entire fifteen classrooms consisting of approximately 375 sixth graders at an elementary school in southeastern Tennessee were the population for the study. Six elementary schools transfer their students above the fifth-grade level to this campus, which serves the county as a middle school. These students remain on this campus until their ninth grade of school is completed. With these students coming from similar Southeastern backgrounds, the researcher decided to study a sample of ten of these classrooms that were chosen by lottery from the fifteen classrooms in the population.

These sixth graders were regular education students except for approximately sixty students who had a certifiable disability. These students with special needs had mild or moderate disabilities in one or more of the following areas: mathematics, reading,

or expressive and/or receptive language impairments, Approximately thirty-five students have been evaluated as having Attention Deficit Disorder (with or without hyperactivity). Four students have a moderate or severe behavioral disorder.

This school's special education program is one of inclusive teaching strategies with these students, who have special needs, being taught in the fifteen self-contained classrooms by their regular education teachers. All students remain in the regular education classrooms with the special education teachers and assistants coming to the classroom to be co-teachers, and to give consultation and assistance. There is an open laboratory time that students may attend for extra help on their work.

The sample of ten of these classrooms was the focus of this study. Those classrooms that were used were the first ten randomly drawn from a hat that contained the instructors' names for all fifteen groups. Each classroom had an equal opportunity to have been chosen. All students, as well as their parents, who were members of these ten classrooms, were asked to participate in the study.

DATA COLLECTION FROM PARTICIPANTS

Data collection took place for this study during a free reading time that all students were given each day. Early in the school year, the researcher obtained a list of the student identification numbers. The researcher assigned research numbers to each student in the participating classrooms. This research number was the only identifier on the student's envelope that was sent home to the parents. It was also the only identifier on any survey forms that related to that student whether completed by the parent, student, or classroom teacher.

To gather data for this study, the researcher made two classroom visits to each of the ten groups of students who were asked to participate in this research. Initially, the researcher visited each of the ten self-contained sixth-grade classrooms and discussed the project with the students. Each child was given a packet to take home. The packet contained a parental consent letter explaining the research project, and maternal PARQ questionnaire. Each maternal caregiver/significant parent was asked to mark the questionnaire, regarding her attitudes or practices concerning parenting. The parents were asked to return the packet within five school days if they agreed to participate.

Within the ten classrooms that were selected to be included in this study 198 students agreed to take home the packet of material about this research. The researcher had left packets for students who may have been absent, arrived late for school, or involved in another facet of the school program such as testing for special services, attending speech class, returning library books, etc. at the time the initial visit was made.

The school counselor made a follow-up visit to the classroom teachers to remind students to return the envelopes and also to explain to students that they could still participate in the study even though they had been originally absent when the researcher was there. The school counselor also agreed to assist the researcher in this project by maintaining a master list, which connected the research numbers with the student identification numbers. In this way the counselor was able to direct the researcher to the appropriate students, who had permission to be participants.

Of these 198 packets that were taken by the students, 130 envelopes (66%) were returned to the researcher with completed parental surveys and letters of consent for

students to participate. All of the 130 students, whose parents had granted permission for their participation, signed a form of assent and marked a survey at school.

SURVEY SETTING

The library was available for students to use to mark their surveys. Those students, whose parents had returned their surveys and letters of informed consent, voluntarily went to the library where they signed their personal assent forms stating they agreed to be a part of this study. The students were given a Child PARQ (Parental Acceptance-rejection Questionnaire) to mark. Each of the Child PARQ survey forms was identified with a research number that had been previously assigned to the envelope containing their parent's PARQ survey and would also be used on the TESC (Teacher's Evaluation of Student Conduct) form. The completed student survey was paired with its adult/parent counterpart and placed in a large envelope wherein the TESC for each student was also placed when the data collection was complete. A large yellow envelope marked with the research number was used to contain all three forms for each student.

In the library the counselor and the researcher assisted students who had difficulty reading the survey, understanding questions, or marking their responses. When all participating students in each classroom had completed surveys, incentives for the students were awarded. They were asked to choose a candy bar and then draw an alphabetical letter from a basket. As an additional reward for the participating students, the researcher awarded five dollars to the class member, who was holding the same alphabetical letter that she drew from a basket containing all letters of the alphabet. One five-dollar incentive was given away per classroom.

In addition to these incentives, each student was also given a covered divided dish to take home to their caretaker(s). Rubbermaid Corporation made these dishes available as a "thank-you" gift to participating families.

Neither the classroom teacher nor the counselor had access to any PARQ surveys. The counselor was able to also identify to the classroom teacher whose behavior was being evaluated on the TESC by temporarily attaching a "post-it" note with the student's name to the TESC form. In an appropriate place on the TESC, the teacher also recorded the student's Terra Nova comprehensive test score from his/her fifth grade year of school. When the data were finally collected and paired for each student, the counselor destroyed this master list that connected the student identification numbers with their research numbers.

As a final part of the data collection process, the classroom teachers filled out a behavior evaluation, The Teacher's Evaluation of Student Conduct Form (TESC), for their students. To insure student confidentiality, the counselor assisted the researcher and the teacher by letting the counselor know which students were being evaluated. The counselor attached a "post-it" note to temporarily identify to the teacher which student is being evaluated on the Teacher's Evaluation of Student Conduct Form (TESC). Also on this form, the researcher had provided a place for the student's most recent composite scaled score on his/her Terra Nova Achievement Test. Before the researcher saw the evaluation form, the counselor removed the temporary notes. In this way, neither student names nor identification numbers appeared on any data that was gathered by the

researcher. And neither the counselor nor the classroom teacher saw the Mother PARQ or the Child PARQ.

INSTRUMENTS

This study utilized (a) Parent PARQ, (b) Child PARQ, (c) Teacher's Evaluation of Student Conduct, and (d) standard scaled scores from the Terra Nova comprehensive test. The two versions of the PARQ questionnaires had 60 questions each, concerned with four dimensions of parental warmth, which were dispersed throughout the questionnaire. The four dimensions of parental acceptance-rejection were: (1) affection/warmth—consisting of 20 items, (2) aggression/hostility—consisting of 15 items, (3) neglect/indifference—consisting of 15 items, and (4) undifferentiated rejection—consisting of 10 items. Each of these dimensions was measured on a four-point Likert-like Scale. The response format was a scale from (a) almost always true, (b) sometimes true, (c) rarely true, to (d) almost never true.

The PARQ (Parental Acceptance-Rejection Questionnaire) has been constructed on a rational-theoretical basis and translated into more than fifteen languages. In 1973 an item analysis was done to correlate each individual test item with the total scale score ((Rohner, 1990). Those items that had low scale correlation were removed; others were added. Since that time continual revisions have been made to make the questionnaire more easily understood by children and adults. The guidelines of the American Psychological Association were used in 1975 to more completely analyze the validity and reliability of the questionnaire. The validity study of the PARQ was done by using a modified version of two other validation scales. One scale was Schaefer's (1964) Child's

Report of Parent Behavior Inventory (CRPBI), and the second scale was Bronfenbrenner's Parental Behavior Questionnaire (BPB) (Rohner, 1990). The method for validating concurrent validity externally was to modify these already validated scales by inserting items cyclically from PARQ until the complete PARQ test was itself validated. Cronbach's coeficient alpha (Nunnally, 1967, pp.204-235) was the principal reliability assessment. The alphas of internal reliability for the adult/parent tests ranged from .86 to .95 with a median at .91. The child version was from .72 to .90 with a median of .81. Construct validity was performed with a group of students who were asked to separate the 60 items on the survey into the four different dimensions of parental warmth. They were told how many questions were involved with each dimension. The raters chose the acceptance-rejection items with 100% accuracy, the aggression/hostility items and neglect/indifference with 83% accuracy error, and the undifferentiated neglect was 40% accurate (Rohner, 1990). Considering this last category is less-easily defined than others, it is understandable that this categorization was somewhat less accurate.

The two different versions of the acceptance-rejection questionnaire that were used in this study explored the various manifestations or perspectives of the dimension of parental warmth. Cross-cultural studies have shown that all children experience parental warmth from the four basic dimensions of parental acceptance-rejection which are addressed: (1) affection/warmth consisting of 20 items, (2) aggression/hostility consisting of 15 items, (3) neglect/indifference consisting of 15 items, (4) undifferentiated rejection consisting of 10 items. These four categories are dispersed throughout the questionnaire with 27 items requiring reverse scoring.

The Mother PARQ (Parental Acceptance-Rejection Questionnaire) is a self-measurement instrument on which a parent (usually a mother) reports her perceptions of her behavior toward her child as related to acceptance-rejection (See Appendix C). Most of the items refer to maternal behavior rather than to maternal attitudes; however the outcome of her reported behaviors proposes to measure the treatment of her child on the continuum scale of acceptance at one end and rejection at the opposite end.

The Child PARQ attempts to document the student's perspective of their parent's attitudes and practices toward them personally (See Appendix C). The child version PARQ, which was written on a lower elementary grade reading level, also consists of 60 items that directly parallel the questions on the parent version of PARQ. For example Child PARQ question 1 reads:

"My mother says nice things about me..."

whereas Adult PARQ question 1, which is written in a similar manner and on the same reading level reads,

"I say nice things to my child".

By assessing these words or actions by parents, which were self-reported, the researcher was able to hopefully discern the level of acceptance-rejection the parent believes he/she is displaying. The other 59 questions are divided among the four dimensions of warmth and dispersed throughout the questionnaire.

The parental affection/warmth scale refers to the interpersonal relationships of the caregiver and the child. Within this dimension, a measurement is acquired concerning the child's perception of his (her) parent(s)' acceptance as an unqualified love which may

or may not be demonstrated to casual observers. Items designed to measure perceived warmth and affection include, "My mother says nice things about me" (Child PARQ). Parents who exhibit this love generally like their child, accept his personality, spend time with their child—comforting, praising, interacting positively both physically and verbally. The routine caretaking of a child may or may not indicate parental warmth as some children may feel they are an added burden or an extra duty/task their parents must attend to.

The aggression/hostility dimension refers to a withdrawal of love from the child psychologically, if not physically. Parents interacting with their child may seem critical, angry, or antagonistic toward their offspring. The child learns to expect and receive unkind words, sentiments, harsh glances, or perhaps physical abuse from the primary caretaker(s). Test items designed to measure hostility include: "My mother says many unkind things to me" (Child PARQ) and on the maternal version of PARQ, "I say unkind things to my child" (Maternal PARQ). To answer these questions, parents reflect on their interactions with their children for harsh criticisms, or constant scolding. Physical touch may be slapping or pushing the child on the occasions when the family is together.

Parental neglect/indifference measures the extent to which the mother is perceived to be indifferent toward the needs of the child. As explained in a video by Rohner, the parent appears to be unavailable when the child has a need. Love and physical response may be withdrawn from the child while the parent(s) is busily earning an income, finding self-fulfillment, or attempting to reach a personal goal (Rohner, 1989). An example of a survey item that deals with this component of parental rejection

would be "My mother forgets things she is supposed to do for me sometimes" (Child PARQ). The maternal version states, "I forget things I have told my child I would do sometimes" (Mother PARQ).

Undifferentiated rejection is a dimension of parenting exhibited by little overt interactions between parent(s) and the child. The child may be sent to his room, requests ignored, little quality time spent with him (her). In undifferentiated rejection, the survey item reads, "My mother sees me as a big bother" (Child PARQ). Neither hostility nor aggression may be directed toward the child. However, the child may simply perceive he/she is a burden or "in the way of adult fun or activities". The child is made to feel that if he were not around, everything would be better for those around him. In this dimension of rejection, where no obvious abuse takes place and the observed physical needs of the child are met, quite possibly only the child may be aware of his/her perceptions. These children—for one reason or another-- simply feel no one really cares whether they are happy or not. They feel unloved and their psychological needs are simply not met by interpersonal responses from their parent(s).

The Teacher's Evaluation of Student Conduct was used to assess the behavioral problems the child experienced in the classroom as reported by the classroom teacher. This survey consists of a five-point Likert-like scale that categorizes the number of times the child typically engaged in improper classroom conduct on a regular daily basis. The numerical scale continues from "almost never" to "very often." Sample items that deal with the student's display of misbehavior are "Destroys property of others," or "Is cruel and makes fun of others," or "Disrupts classroom routine." Typical misconduct is

represented over the eighteen questions on this survey, which is scored with a low of 18 to a high score of 90. Survey items deal with the student's attitude and actions toward the teacher as well as to his peers and his academic work

Achievement scores were gathered from the Terra Nova test battery, which is given to all sixth graders in Tennessee. For this research study the Total Standard Scale Composite Score, which involves the domains of reading, mathematics, and English were used as a measure of achievement.

RESEARCH DESIGN

Overall the study was made to investigate if a child's perception of parental warmth possibly influenced his school outcome, behaviorally and/or academically. The researcher also wished to see if a discrepancy existed between the parent's views of their nurturing habits and the child's perception of their parent's attitudes or practices.

Scores from the Adult (Maternal) Parental Acceptance-Rejection survey were compared to the Child PARQ to see if students are likely to perceive their parent's nurturing similar to their parent's beliefs about their practices of nurturing their children. The four dimensions of the parent and child versions of the questionnaires were each scored to reach a composite score for their perspectives of parental treatment of the child. A Pearson's product-moment correlation coefficient was calculated to check for relationships between the composite score of the parent's version (Parent PARQ) and the student's composite score on his/her Child PARQ survey. A significance level of $p < .05$ was set for this relationship.

A Pearson product-moment correlation coefficient was calculated to check for a significant relationship in the student outcome as measured by the Terra Nova Achievement test, and the student's self-report of parental acceptance-rejection score as measured on the Child PARQ test. A significance level of $p < .05$ was set for this relationship.

Terra Nova is a comprehensive test that is currently administered to all sixth graders in the state of Tennessee and was used in this study to assess the student's academic achievement during his school career. In this study the researcher chose the standard scale scores because they are generally more reliable indicators of actual achievement than percentiles or national curve equivalent scores. The scores for the "Total Test" involving mathematics, reading, and English were used in this research.

The scores on the PARQ range from a low of 60, for highest rejection, to a high of 240, for a highest acceptance level, with 150 being the true midpoint of the scoring range. Each of the four dimensions of warmth contribute a score, which is then combined to make a total score on the Child PARQ survey.

This composite acceptance-rejection score from the Child PARQ was correlated with the composite score from the Terra Nova comprehensive test to discern if significant relationships existed between the achievement level of students and their perceived acceptance-rejection by their parents. To check for a correlation between these two composite scores, a Pearson r was calculated. A statistical level of significance at the $p < .05$ was set for this test.

Finally, each teacher assessed the classroom behavior of each student on the Teacher's Evaluation of Classroom Conduct, an instrument devised by the Center of Family Studies for this purpose. The scores on this assessment range from a low of 18, which entails many behavioral problems (poor conduct), to a high of 90, which indicates the child is engaged in positive classroom interactions and behaviors on most school days. The composite score on the Child PARQ was used again also to see if a relationship exists between a child's perceived feelings of acceptance-rejection and his behavior or conduct at school. A Pearson *r* correlation coefficient was calculated to check for a relationship between behavior problems of students at school and their perceived acceptance-rejection by parents. A level of significance at the $p < .05$ was set for this test.

SUMMARY

In order to complete this study, several phases of work were involved. The methodology for this study has addressed several areas.

First of all, the population and sample were discussed. From a population of 375 students, 130 students actually became participants. These students' parents as well as classroom teachers marked surveys.

Secondly, the survey setting and data collection process was discussed. This chapter has explained that students were marking surveys at school if their parents had given permission for them to do so. Parents previously had already marked PARQ surveys in their homes and returned them to school.

Finally, the design of the research was discussed. A correlation was made between Child PARQ scores and Adult PARQ scores. Also another correlation made

was between Child PARQ scores and the Teacher's Evaluation of Student's Conduct form (TESC). To discern if there is any relationship between children's perceived acceptance and their academic outcome at school, a correlation was done between the scores on their surveys (Child PARQ) and their most recent scores on the composite score for reading, math, and English from their Terra Nova test. TESC scores were also correlated with Child PARQ scores to see if a relationship exists between a child's perceived acceptance-rejection and their behavior at school.

This research was designed to show that a survey such as the Child PARQ may be a helpful tool to gather information concerning students' perception of their parental relationships. The data collected was analyzed to find out if children's perspectives of parental nurturing may influence their academic achievement and behavior at school. Therefore this methodology should answer the questions that are asked regarding children's perceptions and their outcome at school.

Two case studies were also completed by the researcher, a school counselor. These studies have been inserted within this study to elucidate many of the psychological and academic problems that can arise when students perceive a lack of parental concern. The personal crises that these small children have incurred because of their perceptions of parental neglect seemed to affect every facet of their school day. A concise report of this action research is given in the application section of Chapter V of this study.

CHAPTER IV

RESULTS

INTRODUCTION

The main focus of this study was to collect, assess, and analyze information concerning the implications of children's perceptions of their parents' attitudes toward them. The thrust of this research specifically has been to test the null hypotheses concerning the relationships between children's perceptions of parent' attitudes toward them and their academic and behavioral outcome at school. An attempt was also made to discern if a correlation existed between a youngster's perception of his/her caregiver's attitude toward him/her and the parent's perception concerning his/her efforts at rearing the child. And, in those cases where there exists a skew or diverging scores between the parent's perception and the child's perception, did the data show that those students whose opinions differed from their parents were more likely to have lower comprehensive test scores and/or behavioral scores?

DATA ANALYSIS

Of the 130 sixth graders who were participants in this study, 58 (45%) were male students while 72 (55%) were female students. The parent surveys were marked by the following caretakers: 14 by fathers (11%), 94 by mothers (72%), 18 by other family caretakers (14%), and 4 by foster parents or other caretakers (3%).

The 60 PARQ responses on each of the 260 surveys were scored by hand. The scoring was done in such a manner that the lowest possible score (rejection) was 60 while the highest possible score for warmth/acceptance was 240 with 150 being the midpoint.

As shown in Table 1, the mean for the student version of the parental acceptance-rejection questionnaire CPARQ for all cases in this sample was 206.98. Standard deviation for this means was 26 points.

Table 1.Child PARQ Means by Gender

Child PARQ Respondents	Means	Standard Deviation
Males	199.40	27.10
Females	213.08	23.10
Mean for All Cases	206.98	25.79

The average for the acceptance scores from male respondents was 199.40, which was somewhat lower than the mean for female respondents, which averaged 213.08.

ANALYSIS OF DATA OF FOUR STUDENTS

An interesting analysis of scores from the four students whose forms were marked by non-family members is presented in Table 2. Scores on the Child PARQ for these students ranged from a low of 149 to a high of 205.

Table 2. Students Scores if PPARQ Surveys Marked by Non-Family Members

Respondent	CPARQ	PPARQ	TerraNova	TESC
Male1	149	213	590	53
Male 2	205	195	607	57
Male 3	186	199	510	49
Female 1	191	216	535	43

These four students, whose adult surveys of parental acceptance-rejection surveys were marked by caretakers, who were not family members, had the lowest PPARQ mean obtained--182.75. Of these four students, three were male and only one was a female. On one male student's Child PARQ survey, his score was 149, a rather low score, while his caretaker's perception score of acceptance (Adult PARQ) for this student was 213. Even though the adult's score of 213 was not especially high, there is a great discrepancy between the perception of this caretaker and this student. The student's conduct score was 53, which was more than a standard deviation below his peers. Another male student, whose form was marked by a caretaker, who was not a family member, had a Child PARQ score of 186. However, this caretaker's score from the survey was only 199, which could be considered to be fairly low. On the survey from the third male student, whose form was marked by a non-family caretaker, the Child PARQ score was 205, actually higher than the 195 that was reported by the caretaker's score. But for this male student, as with the other three students, the conduct score was 57, which is considerably below the average score of 74 for his peers.

The only female and the fourth student's Child PARQ score was 191 while the caretaker Adult PARQ score's for her was 216. However, as far as the student conduct score is concerned, she undoubtedly exhibited very poor behavior in the classroom since her teacher evaluated her behavior at 43 out of a possible 90.

In addition to these students having lower conduct scores than their peers, it is obvious from the table that their Terra Nova scores are also below average. In fact the

mean for these four students on their comprehensive test was 560.5—two standard deviations below the group average of 637.15 (See Appendix A-4).

ANALYSIS BY RESPONDENTS

Students, whose Adult PARQ surveys were marked by paternal caregivers, had the highest mean acceptance score (CPARQ) that was obtained--210. 86. As shown in Table 3, the means for parental acceptance scores coming from all child and adult respondents on the CPARQ and the PPARQ, respectively were 206.98 and 215.83.

Table 3. Means of Students' Scores by Respondent

Respondent	CPARQ	PPARQ	Terra Nova	TESC
All Caretakers	206.98	215.83	637.15	74.15
Mother	209.36	218.07	641.54	76.93
Father	210.86	215.29	638.50	68.71
Family Member	196.89	206.78	630.17	69.17
Other	182.75	205.75	560.50	50.50

On the adult survey, the paternal respondents averaged 215.29 while the mean for maternal responses was only slightly more at 218.07. The range from all adult PARQ scores extended from a low of 158 to a high of 240. The mean for acceptance-rejection scores for students (CPARQ) who had caretakers, who were not family members, to respond was 182.75 while these caretakers who were not family members scored their personal perceptions of acceptance-rejection (PPARQ) of these youngsters to be 205.75.

The mean for the reported Terra Nova standard scaled score on the composite tests involving reading, language, and mathematics for these participants was 637.15 (standard deviation of 38.11) with the lowest score being 510 and the highest being 713. Average scores from students who had mothers to mark their surveys was 641.54 while the average for the scores on the Terra Nova was 638.5 if father marked the Adult PARQ. The average for the scores of students whose other family members marked the survey was 630.17 while the mean for those students whose survey was marked by a caretaker, who was not a family member, was 560.5.

The range of scores for all students went from a low score of 33, which was made by one student, to the maximum score of 90, which was obtained by 33 students. The student who scored the lowest score of 33 was a male student whose mother had marked the PPARQ and obtained a score of 220. This student's Child PARQ survey showed his perception of acceptance to be 191--more than one standard deviation below his mother's rating of her perception of parental acceptance-rejection.

In particular, this student's score was lower in the categories of warmth and acceptance and undifferentiated rejection. Items that were marked had to do with the parent occasionally saying unkind things about him, leaving him with some other person at times, and ignoring him when he asked for help. Another item that the student marked was concerned with the parent's stating that it was generally the (student's) fault when he got into trouble. Items that the student marked as sometimes true was that he was often criticized and seldom praised by his parent(s). In addition to the low conduct score of 33,

this student's Terra Nova score was 558, which is below the entire sample's average of 637 by two standard deviations (See Appendix A-4 for Mean of Group).

The sample's overall average score on the TESC (Teacher's Evaluation of Student Conduct) form for the 130 students was 74.15. The average evaluation score on the TESC for those children, whose mothers marked their PARQ surveys was 77 while the average for the scores for those students, whose fathers marked their Adult PARQ was 69. The average TESC score for students if family members other than the mother or father marked the survey was 69 while the mean TESC score was statistically different at 50 for those students whose survey was marked by a caretaker who was not a family member.

DISCUSSION OF PARENTAL NOTES

A few parents took time to write notes on the surveys. One mother wrote that her eyesight was poor, but she marked the form the best she could. Another parent wrote words across the columns, which stated "Never" in response to, "I say unkind things to my children." She also wrote, "I love my children" by the item which asked for a response on "I complain about my child." And by the item which reads, "I treat my child kindly," she wrote "Always." The daughter seemed to agree with her mother in that her score on the Child PARQ was 237 (maximum of 240) and had a conduct score of 88 (maximum of 90) while her Terra Nova score was within the average range for her peers. Without any more information regarding this student's educational background or intelligence capabilities, we can assume this score is probably adequate for her.

Another mother of a male student wrote at the end of the survey, "I love my children very much and thank God every day for my children." However, the student's Child PARQ score was 169, significantly lower than the mother's score of 236 (maximum 240). His student conduct score was 78 and his Terra Nova score was 624—both measurements only slightly lower than his classmates. Since parents were not prompted in any way to write notes on these forms, the fact that these parents took time to write a note may indicate that parents would be willing to become more involved in a qualitative study of their perceptions of their parenting styles. However, there were no negative notes written concerning parental relationships with their sixth-grade children, possibly indicating a researcher might only receive feedback from parents who perceive they have good parenting skills.

TESTS OF NULL HYPOTHESES

Null Hypothesis1 states that there exists no significant difference (tested at the .05 level) between the total achievement scores of sixth graders and the students' perceived acceptance from their primary caregivers as reported by the students on the Child PARQ.

This null hypothesis is rejected at the .05 level since a Pearson *r* was performed on this data and found a moderate correlation of .52 (significant at the .05 level). Thus it would seem that perceived acceptance-rejection is associated with 27.04 per cent of the variance in the achievement level of students as measured by the Terra Nova comprehensive test.

Null Hypothesis 2 states that there exists no significant relationship between the number of behavioral problems of sixth grade students as reported by their teacher

(TESC) and the students' perceived degree of acceptance-rejection by the primary caretaker as measured by the Child PARQ.

This hypothesis is rejected because the Pearson *r* correlation for the Terra Nova score for each student and his/her Child PARQ score was .60, a fairly strong measure of a relationship of these two variables. In other words, those children who had better behavior also had higher comprehensive test scores. By squaring the correlation of .60, the variance of 36 per cent can be found. Therefore, it would seem that 36 per cent of the variance in the behavioral problems of students may be associated with the students' perception of their parents' warmth/acceptance toward them.

Null Hypothesis 3 states there exists no relationship between the degree of discrepancy of a child's perceived feelings of acceptance-rejection and his/her caretaker's perceptions of his/her behavior toward the student that would impact the student's academic and social success at school.

This hypothesis is rejected for several reasons. From this research that involved 130 youngsters revealed that a discrepancy between the child's attitude and the parent's perception possibly impacted the educational process. According to a Pearson *r*, which was done to check for a relationship between the scores from the Child PARQ and those of the Adult/Maternal PARQ, there was a correlation of .27 between the Adult or Maternal PARQ scores and the child's self-report on the Child PARQ. This correlation indicates that there may be a degree of discrepancy between the attitudes that parents have and what children perceive personally.

From observation of the scores, (see Appendix B), those students whose scores differed most from their parents seemed to have the lower Terra Nova Scores. Since this sample of students revealed a standard deviation of 25 on scores on their Child PARQ, this number was used to seek a significant discrepancy between the child's perception of his parent's attitudes and the parent's score on the Adult PARQ. The number of students who scored their parent's attitude of acceptance more than twenty-five points (one standard deviation) below their caretaker's score on the Adult PARQ was 29. Of these 29 students, only two of them scored as high as the average score on their Terra Nova test. And, for those two students, one score was 644 while the other was 647—not far above the average. In other words, 27 out of 29 students (93 percent) from this sample scored below average on their Terra Nova test if their Child PARQ score was one standard deviation below their caretaker's score on the Adult/Maternal PARQ. Thus it would appear that when a discrepancy exists as great as one standard deviation between the child's perception and the adult caretaker's perception, there is a strong likelihood that the student's comprehensive test score will be below average.

These 29 students, whose scores on the Child PARQ was more than one standard deviation below the score their parents had on the Adult PARQ, also had lower conduct scores as measured by the TESC by their classroom teacher. In fact, 22 of the 29 students i.e. 75.9 percent scored below the average conduct score of 74 (possible 90) as measured by the TESC for this sample of students. The average for these 29 students as a group was 64.72—ten points below the average of the entire sample of students.

ADDITIONAL ANALYSIS OF DATA

The means and standard deviations of scores on the Child PARQ, Adult PARQ, and TESC surveys, as well as the Terra Nova comprehensive tests are found in Appendix A. In addition to these descriptives, bivariate correlations for the Child PARQ, the Adult PARQ, the TESC, and Terra Nova scores taken two at a time can be found in Appendix A.

Forty-three students scored 88 or above (possible 90) on the behavioral assessment form, the TESC. As a group, their mean for the comprehensive Terra Nova was 663, which is nearly 30 points higher than the average of 637.14 for the entire sample of students. When only the Child PARQ scores of the 39 students who achieved a maximum score of 90 on the TESC are averaged, the Child PARQ mean then becomes 225 (possible 240).

However, the 34 students whose behavior score was assessed to be more than one standard deviation below their peers (58 or below), had a mean of 187 on the Child PARQ. Similarly, their average on the Terra Nova was 598.5--also more than a standard deviation below the sample's average of 637. Therefore, this data seem to show that those students who have a score on the Child PARQ as much as one standard deviation lower than their caretaker on the Adult PARQ also are likely to have comprehensive test scores that are also below the average of their peers.

Correlations of each of the four dimensions to the total CPARQ scores are shown in Table 4. Information concerning the ways that children sense a lack of approval or acceptance can perhaps be gleaned from these data.

Table 4. Correlations of Dimensions of PARTheory to Total Child PARQ Scores

PARTheory Dimensions of Warmth	Correlation to Total CPARQ
Warmth-Acceptance	.83
Aggression-Hostility	.21
Neglect-Indifference	.75
Undifferentiated Rejection	.83

When the category of aggression/hostility was correlated with the total score, the relationship was .21. This indicates that perhaps only 4 per cent of the variance in the scores came from these youths feeling that their caretakers were particularly hostile or aggressive toward them. However, when the categories of warmth-acceptance, undifferentiated rejection, and neglect-indifference are calculated, the correlations are .83, .83 and .75 respectively. Considering these .83 relationships yield approximately 79 percent of the total variance of the Child PARQ score, there appears to be a strong relationship between the students perceived lack of warmth-acceptance and their total score on the Child PARQ. Likewise the undifferentiated rejection affects the total score as does the .75 (variance of 56 percent) for neglect-indifference. Considering the .21 from the aggression-hostility index was the lowest category that was found to be affecting the total score, it is evident that these students feel or sense rejection in many

subtle ways. In other words, these youth did not have to feel physically threatened in order to feel rejection from their caretakers.

CHAPTER V

DISCUSSION AND STRATEGIES FOR FUTURE

INTRODUCTION

This chapter examines the major findings that emerged from the analysis of data in this study in relation to prior research relative to youth, who may be at-risk because of a low emotional quotient. The importance of youths' perception of their parent(s)' attitude toward them in the development of sound emotional intelligence will be summarized. Recommendations for the application of these findings and/or strategies for future programs directly involving parents to attempt to inform them of the importance of better parenting skills will be discussed. Areas of this study that seem unresolved and require further research will be suggested.

APPLICATION OF MAJOR FINDINGS

According to the findings of this study, students who perceive that their parents accept them generally scored better on comprehensive tests, and had fewer behavioral problems at school. Whether educators call it self-esteem, self-concept, locus of control, or emotional quotient, this data strongly suggests that children's perceptions of their parents' attitudes appears to impact their success at school.

When children do not perceive that they are cared for by at least one significant adult, counseling for the caretaker(s) should perhaps be a part of the child's educational program. Objective assessments such as this survey or subjective interviews with at-risk students may be used along with achievement scores, discipline and attendance records,

etc. to help identify those youngsters who have depressed emotional quotients that stem from their parents' inability to nurture them emotionally.

According to Daniel Goleman, there are hundreds of studies, which show that how parents treat their children has a lasting effect on the youth (1995). More recently, Goleman has observed that emotionally intelligent parents are a great asset to their children. Those parents who understood the ways of belonging and getting along were more apt to empower their children to possess good social skills. In one study that involved parents attempting to teach their children how to operate a video game, the researchers were able to glean much information about the interactions between the parent and the child. Some parents were overbearing and acted as though their children should already know how to operate the game while others patiently allowed their children to explore and ask questions until they gained proficiency. Some parents were not willing to acknowledge that their children had emotions or feelings; instead, it appeared that this new experience of teaching their youngster made them rather uncomfortable. Many of these parents lacked the ability to empathize with their children, who—in turn—appeared to feel fearful of failure even before they had had an opportunity to understand what to do. In short, many of the parents acted as though they were intimidated by the experience of coaching their children. Likewise the children had difficulty taking the time and patience to explore or ask appropriate questions. Parents who appeared to have poor emotional control of themselves seemed to hope that possibly their young person would eventually pick it up on his/her own. These parents were unable to gain a closer relationship with their children when their youngsters experienced

difficulty in operating the game. Oftentimes, they bargained with them to give it up for awhile, try it later, or ask another person. In actuality, the parents' skills ranged from practically nonexistent to those of an excellent coach or patient teacher.

This team of researchers at the University of Washington found that if parents were emotionally adept, the children learned more easily, were less anxious, displayed better social skills, and were better liked and accepted by their peers. In this study when IQ was held constant, the students who had emotionally intelligent parents had higher scores on math and in reading by the time they were in the third grade (Goleman, 1995)

A report from the National Center for Clinical Infant Programs credits student success to classroom social skills between the student and his peers as well as his teacher. In this present study, the researcher found this to be also true (1995). Those students, who exhibited good relationships with their teacher and had high scores on the conduct evaluation form, were more likely to score higher on their achievement test. There was a strong relationship between the students' scores in conduct, achievement scores and their score on the Child PARQ (their perception of their parents' attitudes toward them).

The point is well made that a child's basic knowledge of facts and/or intelligence quotient is a factor in academic success. However, researchers at the University of Washington found that the child's being able to know when to ask for help and how to manage his/her behavior appeared to be the key elements for academic superiority. According to their summary, one in five children are being retained in an early grade because of the lack of expertise in one or more areas of emotional intelligence.

In their report (National Center for Clinical Infant Programs) they list the seven categories of emotional intelligence that they feel are the key ingredients to a "heart start" in school: (1) Confidence (2) Curiosity (3) Intentionality (4) Self-Control (5) Relatedness (6) Communication skills and (7) Cooperativeness (Goleman, 1995 p.194).

Unless the school system is able to identify and make available information for improved parenting skills for their parents, many of these children with inadequate emotional skills will grow up to not only lack academic skills, but will most likely also lack the psychological maturity to rear their own children. It is at school where educators, who see many children, are more able to identify those children who flounder at social skills as well as academic skills. It is at school where some parents are for the first time perhaps observed by educators or other members of our society who are outside their own family or social class.

CASE STUDY OF A SECOND GRADER

From counseling with elementary school students, I have observed that some parents perceive they are doing all that they can to maximize their child' success at school even though the child may have a different perception. This discrepancy between perceptions of a parent versus the child became abundantly clear in one case study I did of a second grader at my school. This child who was small, of slight frame, and underweight compared to her peers, was referred to guidance because the classroom teacher could not establish clear communication with the girl's mother after repeated efforts to do so. The teacher asked me to talk to this young girl and ask her why she never would come back to school with notes signed by her parent.

The teacher was placing the child's papers in her backpack. Since children in this classroom were rewarded for remembering to bring homework and other signed items back to school, she felt that it was perhaps not the girl's fault. This 7-year old would occasionally state that her mother said she was too busy to sign papers for her.

I brought this youngster to my counseling office and briefly interviewed her to see if she could help us figure out how we could help her. Immediately she began to confide in me that her mother spent all her time with her little infant brother, who had been born with a birth defect. She also frankly stated that her mother spent some time with her sister who was in kindergarten; but she did not have time to do anything with her. I explored what an evening was like at her trailer home and she told me that she spent much time in her room with two or three gerbils—her only friends. Voluntarily, she admitted to me that her mother probably hated her, but liked her brother and sister.

I found it quite disconcerting that she could be speaking about feelings of hatred that she perceived her mother had for her in such a frank and forthright manner. It was as if she did not allow herself to become emotional about this conclusion she herself had reached. She felt she was made to stay in her room during most evenings because her mother did not want to deal with her. Also, when she left her room, she feared that her younger sister would enter her room and kill her gerbils. She mentioned that after her sister would play with the gerbils, they would generally die or the mother gerbil would eat them. I was not sure whether she stayed in her room at her mother's insistence or

because she feared for her gerbils' lives. In either case she was somewhat a prisoner in her own room.

Only when she discussed her gerbils would she become somewhat spontaneous and animated. She would tell me that she kissed them and I perceived that these animals were serving as a protective factor for her emotions. I felt that I needed to share her concerns with her mother and asked her if she would allow me to talk to her mother about her concerns. She agreed to this.

The only time I was able to see her mother was in the parking lot when she came for her kindergarten daughter. I talked to her as she sat in the car because her infant son was asleep in the car seat. I explained to her that her daughter's teacher and I were concerned about her daughter's lack of progress, low self-esteem, and poor social relationships. This mother explained that her daughter screamed or cried most all the time when she was at home with her. She mentioned that her daughter was cruel to her siblings and refused to participate in any activities that her other daughter did. Her perception was that she, as a mother, was doing the best she could do. She stated that her daughter felt abandoned by her father who had not contacted her in months. She said she did not have time for meetings and she could not manage her daughter well enough to help her with homework. She stated there was something very wrong with her daughter and she needed to taker her to a doctor.

Although this small child's case may seem extreme, I have found in counseling with elementary students that it is not at all unusual for small children to feel they are

unloved. With some children they feel this way only on rare occasions. However with other students, it is a daily perception.

There is no doubt that this mother's perception of correct parenting for her daughter involved only with caring for her physical needs. Needless to say her daughter's emotional needs were not being met. I continued to offer some emotional support for this small girl in guidance until her mother called the school and requested that she not go to counseling any more. Instead of using the school counselor, she stated she desired to use a local mental health agency that could identify what was wrong with her daughter.

This small girl continued to cry at school at times, accomplished little that year, and was retained in the second grade. At school I attempted to support her through parent volunteers and encouraged social agencies to become involved with this family. However, none of the workers in the family resource agencies actively engaged themselves with any members of this struggling family.

It was at school that this small girl was easily identified as a troubled girl. She was inadequate not only academically but also socially. Family members most probably had been passing off her social inadequacies by assuming she was unusually shy or possessed a quiet passive nature. However, within her group of peers, she was easily identified as an at-risk child by her teacher, parent volunteers, cafeteria workers et al.

This parent was very much ignorant of the importance of nurturing a child emotionally. She did not realize how negative she had become about her own child I am sure. It was obvious that she preferred to have no emotional ties with this child. The behavior she exhibited at school was the opposite from what the parent reported. The

mother felt she was aggressive and loud. We saw another picture entirely i.e. she was too passive and timid. One teacher's words were that when you look in her direction, she acted as if she wanted to crawl into her desk.

The importance of emotional and psychological support that parents give their children during their early developmental years of life can not be understated. Educators and counselors should seize every opportunity to enlighten caretakers about the importance of positive interactions, communication, and rapport between parents and their children. Even though this information concerning parenting skills may seem to be late in coming, children, youth, and adults at any age can benefit from information concerned with how to have personal relationships that are emotionally healthy.

CASE STUDY OF A THIRD GRADER

Many times I find that parents--as well as teachers--are stressed already and may become so involved in children's impulsive acts of defiance that they have difficulty accepting the child and/or even trying to understand why the child is behaving in such a manner. All they can see is that their lives at home or at school are in turmoil because of this disobedient child. Unfortunately, many interventions that are tried by parents and educators alike appear to exacerbate the child's problems rather than to alleviate them. Because the child can sense this rejection on the part of all significant adults, his/her behavior appears to worsen many times.

In the past, educators at local schools chose not to interfere with psychological problems incurred by children from families with social problems. However, since students with special needs are now included in almost every classroom, regular

education teachers are attempting to also meet their needs. Unfortunately, one child—let along more than one—can disrupt an entire classroom of learners and their teacher. Now school officials, along with an entourage of school psychologists, social workers, et al. are realizing that more than ever these young people with low emotional quotients not only negatively impact their personal school career, but also threaten the security of the entire school community.

As a school counselor, I have observed one student's behavior, academics, and social standing improve during a school year when parents and teachers worked together to meet his needs. This effort was and always should be a collaborative one; otherwise, at-risk youth and their families will become more alienated than before.

A third grader, with whom I have worked, has had behavioral problems at school since kindergarten. Before he became a third grader, he had been tested twice for learning and/or psychological disabilities--once by school authorities and also by a private psychological team. Although test results seemed to indicate he had tendencies toward attention-deficit hyperactivity disorder, oppositional-defiant behaviors or other emotional disorders, neither testing agency had been willing to give a clear diagnosis on any of these.

Because I had been asked to offer guidance and educational support for this student, by his teacher, and his parent(s), I began to explore what educational plan would make a positive impact on this young man's behavior. Since this youngster had been in the principal's office regularly for misbehavior in the cafeteria, in the bathroom, in the hallways, etc. he was well known around the school. He was not accepted by his peers; in

fact, he had no friends at school although he attempted to pretend he had a girlfriend or two at different times. His parents, who were exasperated with the administration of our school because they had been called regularly in this child's past school career (K-2), had attempted to enroll him in another school for his third grade year. Even though the family paid tuition to this new school, he was kicked out within a week and had to return to our school for which he was zoned.

I began working with the teacher and the student on incentive plans for improved behavior. Unfortunately, none of these worked more than an hour or so or a day or two if we were fortunate. But I learned what incentives were more successful. I also observed that on those days that his parents offered additional incentives, his behavior improved dramatically. Other ideas for interventions were attempted with some measurable success. However, I realized that the parents were the key ingredients in this recipe for school success.

I explained at a conference with the stepmother present that we were going to explore all avenues available to help their son; however, I needed their input and their efforts if our plan were to succeed. I explained a discipline plan that I felt would be beneficial to them and to us. I also explained how to implement more proactive parenting skills. Even though this child's father was not present at our meeting, I felt this stepmother was trying to help their son.

I explained issues that I had observed that I felt we could resolve by taking note of antecedents and goals for this child's poor behavior. Since I understood this student's familial background, I suggested that he be given as many opportunities as possible to

gain a sense of belonging, attachment, power, and trust in others. Because this student perceived his father as being the disciplinarian, I sent information and videos home with this youngster concerning proactive parenting habits. In a later conference with the father present, I pressed the necessity for his staying positive about his son and letting this small boy know how happy he is to be his father.

From talking to this third grader in my office as well as studying his achievement scores, I knew that this father had done well in helping his son with reading and math. However, the father had not been able to help his son with social relationships. Since he was the only child in this home, he had not experienced any personal relationship or friendship with another child of any age. Before the stepmother came to be a part of the family, this small child had lived with only the father. He had not been invited to friends' homes because he was always known as the problem child in the community.

The father seemed equally unprepared to deal with social relationships. To reiterate the point to this father that his son's success was relative to his relationship with him, I mentioned how well his son did in reading and in math—the areas on which the father had placed emphasis. Now, I explained we needed to plan together how we could give his son this sense of socially belonging here at school. I related to him that his son must learn that he would gain respect and power from good relationships instead of seizing illegitimate areas of control, power, and attention while at school. I encouraged these parents to help him feel an attachment for a friend by having friends over as an incentive for good behavior. I would reinforce this plan by having him bring a friend to guidance when he came to my office.

I also worked with this impulsive youngster on his learning to take time to think about the consequences of good versus poor choices of behaviors. Even though his classroom teacher felt he could not sit with the other students because of his disruptive behavior, we worked on a compromise plan to have a friend at his table whenever he earned this privilege. This peer would be one who had an area of academic weakness that our behaviorally at-risk student could help him with. In this way, a legitimate area of power or control could be found for this third grader. With this coordinated effort by the counselor, teacher, parent, and the student, the atmosphere in this classroom is one more attuned to cooperation of students and teacher rather than frustration. Although this student often has "bumps in the road", his teacher, parents, and I are coordinating efforts to keep him feeling more positive and in control of his own behavior.

In the past his entire classroom of peers had rejected him. He perceived this rejection on the part of his classmates and teacher. He had become so aggressive, disruptive, and malicious that the teacher was constantly interrupted. This child's educational plan is an example of what a concerted effort must be made by all significant adults in a child's life to help him/her improve and become more successful. This child's most serious problem was that he did not feel he was a part of his classroom. Assisting his parents and/or teacher in a simple application of techniques of behavior modification by us educators here at school would give only short-term success at best. The perceptions that this child had, which, I believe, originally came from the lack of positive interpersonal relationships in his home had to be somewhat reconciled if he, the principal, teacher, or his classmates got any relief from his disruptive behaviors.

Goleman states that the perceptions of children are formed from the time they are infants. All the interactions that infants, toddlers, and young children experience create an overall perception as to whether the people in the world around them can be trusted to care for them. This small boy, who had been abandoned (rejected) by his mother, had never been cared for by anyone to whom he felt a real attachment. His father had a past history of alcohol and drug abuse that had wreaked havoc with any relationships he had previously had. I perceived that much of this small child's impulsiveness stemmed from a lack of trust in the significant others around him. He felt compelled to push and shove his way to the front of every line because he did not perceive that his teacher would watch out for him.

Children such as this student are at a greater risk of failing in school and/or becoming at risk when their parents are inept at nurturing them emotionally. Studies like those that Goleman was involved with show that children who are treated with indifference and neglect may fare even worse than students who are abused in a straightforward manner (195). From this study the chart on correlations in Chapter IV reveals that the category of hostility and aggression did not correlate as well with the total Child PARQ score as did the category of neglect and indifference or undifferentiated rejection.

Youngsters, who perceive they are not cared for, are depressed, inattentive at school, appear stressed, and cannot cope with the competition that exists in most classrooms. Many of them exhibit some tendencies that are akin to PTSD (Post Traumatic Stress Disorder) in that they perceive any criticism by the teacher as a personal

attack. Their minds tend to shut down as their anxieties and fears rise (204). They feel more and more alienated from the world of their classmates who appear to them to easily gain success and popularity.

However, just as psychiatrists deal with victims of PSTD such as Vietnam veterans or other individuals who have been severely abused, kidnapped or raped, children and youth also, who have suffered from parental indifference or neglect can be helped. Even though children may have not received adequate attention, were ignored by caretakers, or deprived of affection or tenderness, their emotional wounds can be healed and scars can be dealt with in a skillful and individual manner. Identifying these youngsters in any formal manner is difficult and time-consuming. Teaching educators what to look for and helping them understand some possible reasons for students to behave like this third grader is an initial step to developing individual educational plans for them.

APPLYING RESEARCH TO PARENTING PROBLEMS

Jerome Kagan (1984) gives four basic types of temperament—timid, bold, upbeat, and melancholy. Each of these personality types would gain a different attitude concerning their parent(s)' feelings toward them since their perspectives would be altered according to their own unique outlook on events occurring around them. In other words, timid or shy individuals would take a slight attitude of indifference from their parents as a major act of unconcern for their welfare. Other upbeat children may never be aware of this slight act of indifference. According to Kagan, (217) even at birth, timid infants

display tendencies to become easily upset over small inadequacies on the part of their parents.

Even though a child's temperament may be easily recognized at birth, and even though his/her parents erred in understanding how to raise an emotionally healthy child, Kagan offers suggestions on how to improve the opportunities for success for children and/or adults. However, his suggestions involve using correct parenting habits to supplant those that were in error. These parenting skills would need to be learned by parents and individualized for the child, who is exhibiting a low emotional quotient.

Unfortunately, most parents' knowledge of youth is somewhat limited because they only have opportunities to observe, and interact with their own children. Therefore, educators are in a much better position to take the lead in explaining to parents when they observe that their children are in need of some type of emotional engineering to help them. This, in effect, is what I advised our parents in the above example to do. Because this youngster felt so out of control in the school setting, he was attempting to gain control of the classroom from the teacher in all sorts of illegitimate ways. I told them we would join with them in attempting to create opportunities for their child to feel needed and to learn he belonged in the classroom with the other children—a feeling we observed he had not had before.

If the school had attempted this intervention without parental support, the plan would have been only partially successful and certainly not long lasting. However, these parents were at a loss and quite surprised to find that we wished to work with their child and desired their help. We worked with them to help them understand that school

success is much more than academic success. At the same time, we could use his academic assets to teach him to have legitimate areas of power and control here at school. We requested that they help him form friendships in his neighborhood and learn cooperative play with his friends. With the classroom climate of cooperation being reinforced by positive parenting habits, we have seen him learn to appreciate the value of friendship.

Integration of available resources from social agencies with the school's support system should be an integral part of any student's plan for growth. Rather than an emotionally deprived youngster being made to feel that he/she is an outsider or a foreigner in their own school, they should be made to feel there is a safety net around them that provides help when it is needed. Parents should be made to feel that the school system is there not to point out their inadequacies at parenting but to join with them in meeting their children's needs—regardless of whether they are academic or emotional.

This research should be helpful to school counselors, administrators, and social workers in human services. Considering the many programs and resource agencies that can now become involved with the families of students at earlier ages than ever, this would be an opportune time to focus on the emotional or psychological quotient of the students themselves. The results of this study underscore the need for a more holistic approach to the upbringing of our youth. Kronick (1998, p. 174) stated that, "...not all human service problems should be treated with one method, such as teamwork; but the argument of this chapter is that for at-risk students, collaboration is a must."

And what should be fairly obvious from the analysis of data from this sample of sixth graders is that there is a strong correlation between academic success and a child's perception that his/her parent cares about them. However, when children are unsure about their parents' feelings of warmth and acceptance, the likelihood of their school achievement being below average seems to greatly increase. When parents perceive that they are caring for their youngsters, yet the children feel unappreciated, the comprehensive test scores seemed to decline further. Considering the effect that children's perceptions may have on both their behavior and their academic success, it should be clearly obvious that the success of schools depends very much upon the success of the interrelationships between the parents of the school families and their children.

Rohner makes it evident that the solution to this is found in dealing with children where they are and helping each of them in an individual way. He writes ...

> The truth is, however, that mankind has certain limiting biological and genetic dispositions—endogenous regulatory mechanisms, so to speak—but that these proclivities can be modified through experience, at least within narrow ranges. Experience interacts with these endogenous regulatory mechanisms to produce what seem at times to be limitless worldwide variations in culture and individual behavior (Rohner, 1975, p. 167)

Cross-cultural research that Rohner has done has revealed that children everywhere respond to the warmth of a nurturing caretaker. When students have been made to feel unworthy, they become at-risk because they sense that their endeavors will be in vain. School authorities, for the most part, believe that standards should be met in a similar fashion by all regardless of youths' unfortunate backgrounds, desires, interests, etc. Because educational institutions seem to operate within the auspices of this

philosophy, teachers who are already overwhelmed with dealing with state mandates, federal regulations, and local politics acknowledge the despair in these troubled youth but have little mental or physical energy to become involved. Oftentimes, instructors, administrators, and parents perceive they can do little to lift these students from their educational coffins.

As much research has been done on the benefits of competent parenting, one author (Bogenscheider, 1997) states that what is needed is a systematic attempt to disentangle the facets of parenting skills that contributes to successful students (p. 345). Almost all past studies have dealt with different aspects of parenting that had focused upon demographics and social status or the educational background of parents. In this current study, there has been a serious attempt to determine if the child's perception of his/her relationship to his/her caretaker correlated with school outcome. As researchers decipher more of these key ingredients, better interventions can be put into place that would relate directly to the problems in each individual and his/her family..

The data from this sample studied reveal that youths' perceptions of acceptance-rejection by their parents significantly correlates with their school success, both behaviorally and academically. Those students, who perceived a higher degree of acceptance from their parents, were somewhat more successful as a group on their Terra Nova tests and also exhibited fewer discipline problems to the classroom. Additionally, those students who appeared to disagree with their caretaker's assessment of their perception of acceptance-rejection seemed to have lower scores both academically and behaviorally.

With a correlation of only .27 appearing between the scores on the students' perception and the caretakers' perception, perhaps better communication between parents and youth would be a viable goal. Another interesting point should be made concerning the greater likelihood of youth feeling less accepted if the caretaker, who marked their form, was not a parent or family member (Table 3, Chapter IV). In every instance, these students seemed to have lower scores on their comprehensive test and the TESC (Teacher's Evaluation of Student's Conduct form), as well as their self-reported PARQ (Parental Acceptance-Rejection Questionnaire). Although the number of cases in this sample who had non-family members mark their surveys is small, implications for foster care or after school care could be made if further studies showed this trend to be reliable.

An observation should possibly be made here concerning gender differences of scores on Child PARQ scores. Although the differences in averages on the Child PARQ appeared to be rather small, the boys' mean was 199 while the girls' score was 213. This difference could indicate that girls, who are in their pre-teen years, may feel their parents accept them slightly more than do the boys in this age range. One reason for this could possibly be that parents may not compliment their sons as often as they do their daughters for whatever reason. An effort should perhaps be made to make parents aware that they need to show approval and positive affirmation whenever possible in their interactions with their sons. The reason for this is that it is generally, young men, rather than females, who traditionally become involved with more at-risk behaviors and at a slightly younger age than females.

STRATEGIES TO ENHANCE THE SUCCESS RATE OF YOUTH

The importance of understanding the parent-child relationship perhaps does not need elaboration. However, for most schools and most at-risk students, neither schools nor parents have cooperated to put a viable plan for improvement in place. A few more school-home links are being attempted. For example, teachers may be calling parents to tell them when Johnny is not doing his work; however, suggestions (other than referrals to special services) for a plan that all interested parties must collaborate on is generally not even casually mentioned.

For too long the school has attempted to "fix the kid" during school hours with an educational plan that leaves an overworked classroom teacher with limited resources and time to manage the child's problems. Rather than leaving one individual to undo several years of parental and/or educational mismanagement, collaboration among several professionals, the community, and especially the parents should provide a more broad-based system of support that the at-risk student requires. In other words, a support team or multidisciplinary team should embrace the entire protective system of the child. Kronick (1998, Chapter 15) discusses the merits of the location, success, and efforts at collaboration on the part of the directors of Family Resource Agencies that exist in some few areas of rural Tennessee. From that research, it appears that the agencies are understaffed and assist families who require help to simply survive physically. However, very little psychological energy or monetary resources seem to be going to work in conjunction with the local school to put a viable program in place that will ameliorate the sense of failure exhibited by the at-risk students of these families. Those families

involved in these programs appear to be able to make use of some nutritional programs and are visited by the site director; however, an individual plan for each family to help educate their children has not been forthcoming.

Several school systems are presently monitoring the quantity of parent phone calls that their teachers make to the homes of their students and tracking the number of calls that parents make to lesson-line at their local school. Some progressive school systems have hired a parent-school liaison or parent-school coordinator. Those efforts that have been made are far too shortsighted, do not coordinate work with local classroom teachers, and do not serve to ameliorate the underlying problems of troubled families that affect many youth. For whatever reasons, educators seem unable to encourage these at-risk students to feel they can be successful. Many of their parents cannot help because they feel alienated in that they sense their own youth's struggle with the school authorities and programs all the while perhaps recalling their own personal struggles in school when they were young. Teaching these parents to bond with the local school must be an individualized involved process.

Neither has any agency, resource, or educator been bold enough to attempt to clarify to parents on a large scale that the emotional quotient with which their child operates may be his most delimiting factor or his/her greatest asset. Speaking of at-risk students, Kronick states,

> Research clearly demonstrates that these students can be easily identified at their first school entrance and thereafter. Early and direct interventions together, with some school reforms that would encourage school collaboration particularly, for those at-risk should result in fewer adolescent crises. A major contribution to such an outcome would be a high level of involvement between the schools and parents, prior to kindergarten and thereafter, to develop a team approach

characterized by communication and collaboration. Problems begin in the home (p. 174).

This study verifies these statements and attempts to discern what ingredients or elements of the child's home life have a major impact on the child's educational outcome. This research has attempted again to point educators to the serious nature of the interactions between parents and their offspring. Also it has attempted to clarify that a discrepancy between the perceptions of parents and their children can create a serious educational dilemma for all involved.

Parenting skills exist with adults in varying degrees—perhaps depending on the way each individual had been reared by his/her parents. Without any educational interventions or additional information being taught, a cycle of poor parenting continues in families. Before youth become parents, they should be required to take a course in family living while they are in high school. Considering the fact that many students who most need this course may drop out of school, it should be taught no later than the second year of high school—perhaps even the first year. Every student, who graduates from a secondary school, should be required to take this parenting/family living course. In this course of study, the educational curriculum should address this deficit in parenting skills directly. As of now, students who graduate and become parents have no other model to which they have been exposed than the one from which they came. Therefore the deficits in parental nurturing continue from one generation to the next.

Parenting surveys such as the one given to this group of students may be helpful to discern those students and their parents, who are in need of personal/family counseling. School nurses, counselors, and social workers could integrate their programs

to encourage good health practices and better family relations as well as important school-family links. Parent meetings, books, videos, or written pamphlets could be created to explain in an unobtrusive manner how parents' attitude toward their children impacts their child's education. Even parents who are good nurturing caretakers can possibly learn ways to improve their skills in building relationships. Those parents, who are ill equipped to nurture their children because of stress, lower socioeconomic status, inadequate education, or language or cultural barriers could be counseled on an individual basis.

The disjointed, piecemeal fashion with which our nation confronts problems with troubled youth must undergo a major synthesis or integration of services. In the school system where this study was done, the juvenile judge appoints court officers to set up a school court day one day each month for the purpose of linking the school system with juvenile programs that are available to assist at-risk youngsters and their families. Often families are remanded to attend a hearing in the General Sessions Court. In this way a network is built in which resources can be made available to students who are as young as kindergarten..

RECOMMENDATIONS FOR FUTURE RESEARCH

When future studies are designed, the experience of this investigation points toward having a research methodology that involves carefully constructed interviews of subjects as a follow-up to the responses marked on the Child PARQ. Since this PARQ form--or one similar to it--could be given to a large number of students, it may prove to be a helpful tool that is used to enable counselors or social workers to identify youth who

are already at risk or who may become at-risk. A simpler version of the CPARQ used in this study could be developed for even younger children—perhaps given to students as early as the second grade. In doing this, school counselors could identify, counsel and offer support for students who already perceive rejection from caretakers. Many parents would likely be receptive to information concerning parenting skills. Teachers would be informed concerning which students may need additional help or referred for special services.

Counseling sessions should be scheduled for those students who scored in the rejection range i.e. below the median score of 150. By examining the particular responses that students marked, a counselor could easily see some areas of parenting that should be improved. Furthermore, most researchers agree that an interview, because of its flexibility and adaptability, offers invaluable information (Kerliner, 1973). Because written, objective information is sometimes difficult to translate, encode, and analyze into what peoples' perceptions really are, the interview is especially useful. Considering the range of differences in the scores that were collected from the parents/caretakers compared to their children, it is also easy to see that parents may be unaware of these perceptions.

Educators can not simply continue to react to children's problems. They must learn to be proactive in the planning and implementation of an educational plan for all students. Our schools cannot afford to relinquish their privilege of working with students, who are in academic difficulty. DeRidder (as cited in Kronick, 1997) states that

> ...prevention is the most cost effective and humane way to help students succeed rather than incurring the social costs of drug abuse, school dropout, or

> delinquency and the financial costs of welfare, intensive treatment, or incarceration. The root causes of vulnerability for these groups are similar--early identification and early intervention would prevent many dysfunctional behaviors from developing (290).

Belsky (as cited in Bogenschneider, 1997) makes mention of the fact that the competencies that skilled parents must possess can come from their own personality characteristics. He notes that in younger children the most potent characteristic of a good relationship between the parent and the child is the characteristics of the parent. However, as the child becomes mature and grows into adolescence, the child's characteristics take precedence and may dictate the depth of the relationship. A reason for this may be that parents eventually learn to compromise or gain a better relationship to their child as they mature; but, the youth by this time have their own self-concept and locus of control. Generally, this author speculates that the children are always co-producers of the relationship between themselves and their parents because of their own distinct qualities.

Again, through parent education programs, parents can be enlightened concerning variations in personalities and how people tend to react to one another. During this period of adolescence, if the parents do not already have a warm relationship with their offspring, other significant adults may need to intervene to keep a misguided youth on track. Hence, an even greater need for collaboration on the part of the "village" in the rearing of its children.

A recent introduction of resource officers to the school campus, provides one more positive support or influence for rejected and at-risk youth. Although more research is needed, statistics do not now indicate that having a resource officer on campus has

decreased the serious incidences of youth violence. At nearly every school where there has been a violent altercation, or a school shooting, an officer was assigned to the school.

Since a great deal of money is being invested in the placement of resource officers in local schools to protect out youth, to teach classes, and mentor our at-promise youth, educators should be planning evaluation programs and studies regarding their placement. Educational institutions should be making plans to learn what qualifications, certification, and training these officers should have if they work successfully with our youth. Perhaps research may reveal that many of these rejected or alienated youth gain respect for themselves and others because of the mentoring of their school resource officers. However, research might also suggest that their preparation and training has not prepared them to be able to work effectively with at-risk students at the elementary and/or secondary school?

I observed an officer's lack of expertise in dealing with children when the principal of our school requested that our resource officer talk to one of our second graders about his poor behavior and lack of motivation in the classroom. His opening remark to the child was

"Do you want to be part of the solution or are you going to be part of the problem"? I will probably not soon forget this small boy's anxious countenance, as he appeared overcome with fear and dread, when he looked up at the uniformed officer who was waiting on a response. It occurred to me that this child had fleeing thoughts of being locked up and never seeing his parents or friends again. If a student is suffering from

perceived parental rejection or does not feel attached to his/her school, would this type of treatment lead to a solution or a bigger problem?

In this new area of hiring, certifying, and planning that involves school resource officers, much study or research should be undertaken to learn how these officers should be utilized to effect changes in the lives of our troubled youth? What should be the criteria or basis for the selection, certification requirements and/or educational backgrounds of our school resource officers? While some school systems expect that resource officers are only used to monitor school hallways or traffic in and around the school facility, other schools are using them as counselors or teachers of some courses in sociology/criminology. In order for their presence to positively impact the education of our youth, should they be educated to be more like teachers, counselors, and/or traffic policemen or some combination of all?

Troubled youth often enter the justice system early in life and possibly never receive the counseling they need to overcome their problems. As adults, they become even more difficult to rehabilitate them to become productive citizens. Research should be done which may reveal whether the various probation plans and corrective actions of our juvenile programs enables troubled youth to feel accepted. Another important study would be to survey and/or interview juvenile offenders—or adult prisoners to see what their scores were on the Child PARQ (Adult version). By researching the types of parenting skills these prisoners were exposed to and by exploring what attachments, if any, they felt toward caregivers, educators would be able to learn some important issues in parenting.

SUMMARY

Perhaps the most innovative educational plan for all youth is that of a community school that is a full service school, which houses available resources on one campus. In this way the school as well as the community exists as a support system for all youth. When a school operates with this philosophy, even disengaged parents soon realize that an education for their young person is within reach. Students are less likely to "fall between the cracks". And when a student does flounder, the school officials and the youth's parent(s) should take responsible action to get the student "back on track".

Too often our alternative schools have consisted of a poorly designed program in an inadequate facility with a curriculum that is at most a "last ditch effort" at improving students' grades or behavior. For the most part, these schools may feel that they have achieved success and fulfilled their role by simply removing these misfits from mainstream classrooms because they were creating problems. However, without proper guidance, these students will become more wayward, feel more estranged, and enter the workplace less prepared and perhaps more emotionally unstable—not a good scenario for their future or ours.

The weak will only get weaker unless they become enlightened and empowered by those of us who understand what changes must be made to improve their opportunities for success. Children who may have perceived early rejection in the home should be identified and assisted with all available resources and support staff in order to sustain them through their educational endeavors. Social agencies and school guidance personnel should involve themselves with these families as early as possible. Diplomacy, tact,

additional training if necessary, and a genuine concern for the child should enable a school's staff to teach parents to be better tutors, disciplinarians, communicators, and family managers.

Since America joined Ellen Key, the Swedish sociologist, in hailing 1900 as the beginning of the "century of the child," educators as well as other intellectuals have worked to establish the most potable solutions to the problems of child-rearing and childhood education (Faas, 1970, p.12). Perhaps now in the new millenium, that same steadfast commitment will be made to integrate educational strategies into a school model, which is structured enough to be effective—yet flexible enough to empower more of our youth to become competent, responsible citizens. There is no doubt that the trends and changes in the current norms of our present society have jeopardized the future successes of not just a few of our youth, but our culture as a whole.

Our schools have already shown a hesitancy to respond in an efficient and clear manner to the needs of a large number of our youth. It is not simply that many students enter a workforce unprepared for the twenty-first century. The safety of the school community is a primary concern of all officials. Educators in this century, must make vital programming changes to help ensure the success for more of our youth—especially those who feel threatened by societal expectations and who struggle with locus of control regarding their school programs, their relationships with others, and their daily activities.

Initiating programs with children while they are young and including their parents will greatly improve children's opportunities for success. Objective surveys such as this CPARQ could be used to identify students, and their parents, who are in need of

counseling. Many parents will be receptive to information concerning how they can improve their children's educational outcome.

A vital part of our school planning should be a program that empowers at-risk youth and their families to understand that they will be given any needed assistance so that they can become successful. Educators should empower these parents by letting these parents know that they will be available to help their young person become successful and that failure is not an acceptable option.

Too often school authorities and/or educators believe they are implementing proactive programs but continue to design or plan with a reactive mindset. For example, a proactive educational program for at-risk students that involves the student, his parents, and his educators might be a much better deterrent to juvenile crime than issuing fines, citations, and detentions to youth centers. And perhaps a more proactive means of defining zero tolerance would be zero tolerance for students failing in our schools. Rather than looking for objective means of sending kids to the house, schools should be looking for ways to keep them involved. There is no end to the number of studies--some of which have been mentioned in this study--that shows that students, who remain aloof and uninvolved are more likely to engage in acts of juvenile delinquency.

We could not have a better example of the failure of zero tolerance (as it relates to violence and drugs) than that of the incident involving Kip Kinkel that was discussed in the opening chapter of this research. When this young man returned to school the day after he had been sent home for bringing a gun to school, he was perhaps even more upset and possibly did more violence than he had originally planned.

Juvenile authorities, as well as school resource officers, should perhaps receive training on how to coordinate efforts to support parents, students, and educators before at-risk students become embroiled in the legal system because of juvenile crimes. Staff development for the purpose of educating school officials concerning better parenting skills and coordination of services for at-risk youth and their families should be mandated.

School systems should not operate under the belief system that adding a social worker, wellness director, behavioral intervention strategist, or a parent coordinator et al automatically insures that the students in that community will benefit from the service. Often these resources are available to a parent, student, or classroom teacher and he/she is not even aware of their availability.

Government grants, monetary resources, and the availability of vocational education may not be enough for a high school student, who has never had a real attachment to a caregiver. School counselors most probably will not have enough time to help to mend broken relationships between adolescents and their parents even if time permitted to identify these students via surveys or whatever means.

Considering the importance of peers and significant other adults to an adolescent, an interested advisor, youth advocate, or mentor may work best to assist a troubled youth. This friend, mentor, and/or surrogate parent might be assigned to only one troubled youth and his family serving either in a voluntary capacity or paid through juvenile funds or grants.

All school officials—including principals, teachers, resource officers, and nurses may need to offer staff development opportunities to help employees understand the importance of parents' bonding with their child and also with the local school their child attends. The staff of a school must be willing to be flexible enough to change programs or interventions when necessary to meet students' and families' needs even when progress appears slow and/or minimal.

Counselors and social workers should become involved with families—especially at the elementary level as soon as teachers report a child, who is having difficulty because of poor academic progress, excessive absences, poor preparation, or lack of motivation.

To overlook the needs of our at-promise youth is tantamount to a refusal to recognize our societal and democratic goals. And now, much more than in the past, youth will effect and are affected by our culture. Considering America's changing technological society, which has granted youth more freedom, mobility, and economic wherewithal than ever before, the educational imperative to understand, encourage and empower youth to a newfound responsibility to themselves and to their world is a mandate that can be neither overlooked nor understated.

REFERENCES

REFERENCES

Adams, M.J. (1995). Youth in crisis: An examination of adverse risk factors affecting children's cognitive and behavioral/emotional development, children ages 10-16. Unpublished dissertation, University of Texas: Dallas.

Ainsworth, M. (1989). Attachment beyond infancy. American Psychologist, 44, 709-716.

Ames, L.B., Gillespie, C., & Streff, J.W. (1972). Stop school failure. New York, Evanston, San Francisco, and London: Harper and Row Publishers

Axline, V. M. (1964). Dibs. New York: Ballantine Books.

Baumrind, Diana. (1971). Current Patterns of parental Authority. Developmental Psychology Monograph, 4, (1), 39-54.

Baumrind, Diana. (1967). Effects of authoritative parental control on child behavior. Child Development, 37, 887-907.

Bogenschneider, K., Small, S. A. and Tsay, J.C. (1997). Child, parent, and contextual influences on perceived parenting competence among parents of adolescents. Journal of Marriage and the Family, 59, (2), 345-362.

Bowlby, J. (1969). Attachment and loss: Volume 1. London: The Hogarth Press.

Bradley, Robert H. (1985). The Home inventory: rationale and research. Recent Research in Developmental Psychopathology: Book Supplement to the Journal of Child Psychology and Psychiatry, edited by J. Lachenmeyer and M. Gibbs. New York: Gardner.

Brook, J.S., Whiteman, M., Balka, E. B., & Hamburg, B.A. (1992). African-American and Puerto Rican drug use: Personality, familial, and other environmental risk factors. Genetic, Social and General Psychology Monographs, 118: 417-438.

Brown, A.R. (1974). Modifying children's behavior. Springfield, Illinois: Charles C. Thomas Publisher.

Chen, H. (1925). Home education, Shanghai, China: China Commercial Press.

Comer, J. P. (1980). School power. New York: The Free Press.

Compas, B.E. (1987). Coping with stress during childhood and adolescence. Psychological Bulletin, 101, 393-403.

Denzin, N. K., and Lincoln, Y. S. (1989). Handbook of qualitative research. New York: McGraw-Hill.

Erasmus.(1530). De civilitate marum puerilium. Basel.

Faas, L.A. (1970). The emotionally disturbed child. Springfield, Illinois: Charles C. Thomas.

Fuligni, Andrew J. and Jacquelynne S. Eccles. (1993). Perceived parent-child relationships and early adolescents' orientation toward peers. Developmental Psychology, 29, 622-632.

Glasser, W. (1969). Schools without failure. New York, Evanston, & London: Harper & Row.

Goleman, D. (1997) Emotional intelligence. New York: Bantam Books.

Hirschi, Travis. (1969). Causes of delinquency. Berkley: University of California Press.

Howells, J. G. and Brown, W. (1986). Family diagnosis. Connecticut: International Universities Press, Inc.

Kagan, J. (1984). The nature of the child. New York: Basic Books.

Kaslow, N.J., Rehm, L.P., and Siegel, A.W. (1984). Social-cognitive and cognitive correlates of depression in children. Journal of Abnormal Child Psychology, 12, 605-620.

Kiehlbauch, L. (1995). Self-identified protective and risk factors for at-risk youth. Unpublished dissertation. California State University, Long Beach.

Kozol, J. (1991). Savage inequalities. New York: Crown Publishers, Inc.

Kerlinger, F.N. (1973). Foundations of behavioral research. New York: Holt, Rinehart, and Winston, Inc.

Kronick, R. F. (1997). At-risk youth theory, practice, and reform. New York: Garland Publishing, Inc.

Kronick, R.F. and Hargis, C.H. (1998). Dropouts: Who drops out and why and the recommended action. Springfield, Ilinois: Charles C. Thomas.

Jessor, R., & Jessor, S.L. (1977). Problem behavior and psychosocial development. San Diego, CA: Academic Press.

Junge, M. (1997) Bonding with baby. Minnesota Parent (internet website: http://family.go.com/Features/Family_1997)

L`Abate, L. (1990). Building family competence. Newbury Park, London, New Delhi: Sage Publications.

Macoby, Eleanor E. and J. Martin. (1983). Socialization in the context of the family. Handbook of child psychology: Volume4- Socialization. personality and social development, (eds.) E.M. Hethrington and P.H. Mussen. New York, NY: Wiley& Sons.

Means, B. Chelemer, C. and Knapp, M.S. (1991). Teaching advanced skills to at-risk students. San Francisco, Oxford: Jossey-Bass Publishers.

Nath, Pamela C., John G. Borkwoski, Thomas L. Whitman, and Cynthia J. Schellenbach. (1991). Understanding adolescent parenting: The dimensions and functions of social support. Family Relations, 4, (2), 112-122.

National Association for the Education of Young Children. (1978). Mother/child, father/child relationships, edited by J.H. Stevens, Jr. & M. Matthews. Englewood Cliffs, NJ : Prentice-Hall.

Nie, Norman.1975. SPSS: Statistical package for the social sciences. New York, NY: McGraw-Hill, Inc.

Norusis, M.J. (1993). SPSS for Windows. Chicago, Illinois: Microsoft Corporation.

Parcel, Toby L. and Elizabeth G. Menaghan. 1988. Maternal working conditions and child verbal facility: Studying the intergenerational transmission of inequality from mothers to young children. Social Psychology Quarterly, 53, 132-147.

Rhodes, J.E. & Jason L.A. (1990). A social stress model of substance abuse. Journal of Consulting and Clinical Psychology, 58, 395-401.

Rohner, R.P. (1975). They love me, they love me not: A worldwide study of the effects of parental acceptance and rejection. New Haven CT: HRAF Press.

Rohner, R.P. (1986). The warmth dimension: Foundations of parental acceptance-rejection theory. Newbury Park, CA: Sage Publications, Inc.

Rohner, R.P. (1990). Handbook for the study of parental acceptance and rejection. Center for the Study of Parental Acceptance-Rejection, University of Connecticut at Storrs.

Rosenberg, Morris, Carmi Schooler, Carrie Schooler, and Florence Rosenberg. (1995). Global self-esteem and specific self-esteem. Family Relations, 60,141-156.

Rutter, M. (1986). Psychosocial resilience and protective mechanisms. American Journal of Orthopsychiatry, 57, 316-331.

Sagor, R. (1993). At-risk students—reaching and teaching them. Swampscott, Maass: Watersun Publishing Co. Inc.

Schneider, B. and Coleman, J.S. (1993). Parents, their children, and schools. Boulder, San Francisco, Oxford: Westview Press.

Seifer, R., Sameroff, A.J., Baldwin, C.P., and Baldwin, A. (1992). Child and family factors that ameliorate risk between 4 and 13 years of age. Journal of the American Academy of Child and Adolescent Psychiatry, 31, 893-903.

Siegler, R.S. (1986). Children's thinking. Englewood Cliffs, New Jersey: Prentice-Hall.

Sigel, I.E. and Hooper, F.H. (1968). Logical Thinking in Children: Research Based on Piaget's Theory. New York, NY: Holt Rinehart & Winston.

Staub, Ervin. (1978). Socialization by parents and peers and experimental learning of prosocial behavior. Mother/Child, Father/Child, Relationships. National Association for the Education of Young Children. Englewood Cliffs, NJ: Prentice-Hall.

Steinberg, Laurence, Susie D. Lamborn, Sanford M. Dornbusch, and Nancy Darling. (1993). Impact of parenting practices on adolescent achievement: authoritative parenting, school involvement, and encouragement to succeed. Child Development. 63: 1266-1281.

Sutherland, H.E.G. (1930). The relationship between IQ and size of family in the case of fatherless children. The Pedagogoical Seminary and Journal of Genetic Psychology, 38, 161-70.

Wachtel, E.F. (1994). Treating troubled children and their families. New York, London: Guildford Press.

Wang, M.C., Reynolds, M.C. (1995). Making a difference for students at risk. Thousand Oaks, CA: Corwin Press, Inc.

APPENDICES

Appendix A.....Correlations/Means of Data

Appendix B.....Child PARQ Survey Form

Appendix C.....Adult PARQ Survey Form

Appendix D.....Survey Form Scoring Sheet

Appendix E.....Teacher Evaluation of Student Conduct Form

Appendix F.....Letter of Consent-Dr. Rohner

Appendix G.....Superintendent Consent Form

Appendix H.....Principal Consent Form

Appendix I.....Teacher Consent Form

Appendix J.....School Counselor Consent Form

Appendix K.....Parental Consent Form

Appendix L.....Student Consent Form

APPENDIX A-1

Comparing the Means of Child PARQ by Gender

Summaries of CHPARQ
By levels of STDTGNDR

1= Male Student
2= Female Student

		Means	Stand Dev	Cases
For Entire Population		206.9769	25.7876	130
STDTGNDR	1.00	199.3966	27.1047	58
STDTGNDR	2.00	213.0833	23.1016	72

Total Cases = 130

Comparing the Means of Child PARQ by Parental Respondent

Summaries of CHPARQ
By levels of PARENT

Codes for data
1= Father
2= Mother
3= Other family member
4= Other Caretaker/not family member

	Mean	Std Dev	Cases
For Entire Population	206.9769	25.7876	130
Father	210.8571	16.7187	14
Mother	209.3617	26.2563	94
Other Family Mmbr	196.8889	25.8955	18
Other Caretaker/not family member	182.7500	23.8939	4

APPENDIX A-2

Comparing the Means of Responses of Parent PARQ by Student Gender

Summaries of PRNTPARQ
By levels of STDTGNDR

Codes for Data
1= Male Student
2=Female Student

		Mean	Std Dev	Cases
For Entire Population		215.8308	17.3537	130
Male	1.00	214.2241	18.5737	58
Female	2.00	217.1250	16.3215	72

----Comparing the Means of Responses of Parent PARQ by Caretakers----

Summaries of PRNTPARQ
By levels of PARENT

	Mean	Std Dev	Cases
For Entire Population	215.8308	17.3537	130
Father	215.2857	21.8964	14
Mother	218.0745	14.8673	94
Other Family Member	206.7778	23.4911	18
Caregiver/not family member	205.7500	10.3078	4

APPENDIX A-3

Comparing the Means of Scores from TESC by Student Gender

Summaries of STDTCOND
By levels of STDTGNDR

	Mean	Std Dev	Cases
For Entire Population	74.1538	16.1223	130
Males	70.9655	16.3041	58
Females	76.7222	15.6162	72

----Comparing the Means from Scores on TESC by Parental Respondent----

Summaries of STDTCOND
By levels of PARENT

	Mean	Std Dev	Cases
For Entire Population	74.1538	16.1223	130
Father	68.7143	16.3162	14
Mother	76.9255	15.1610	94
Other Family Member	69.1667	16.7411	18
Caretaker/not Family Member	50.5000	5.9722	4

APPENDIX A-4

Comparing the Means of Student Scores on Terra Nova by Student Gender

Summaries of TERNOVA
By levels of STDTGNDR

	Mean	Std Dev	Cases
For Entire Population	637.1462	38.1131	130
Male	633.0862	42.2687	58
Female	640.4167	34.3596	72

Total Cases = 130

----Comparing Student Scores on Terra Nova by Parental Respondents----

Summaries of TERNOVA
By levels of PARENT

	Mean	Std Dev	Cases
For Entire Population	637.1462	38.1131	130
Father	638.5000	33.7314	14
Mother	641.5426	37.2347	94
Other Family Member	630.1667	25.6750	18
Caregiver/not Family Member	560.5000	45.5814	4

APPENDIX A-5

----------Correlation of Child PARQ Scores with TESC Scores----------

	CHPARQ	STDTCOND
CHPARQ	1.0000	.6003
	(130)	(130)
	P= .	P= .000
STDTCOND	.6003	1.0000
	(130)	(130)
	P= .000	P= .

----------Correlation of Scores on TESC and Terra Nova----------

	STDTCOND	TERNOVA
STDTCOND	1.0000	.6465
	(130)	(130)
	P= .	P= .000
TERNOVA	.6465	1.0000
	(130)	(130)
	P= .000	P= .

----------Correlation of Scores on Child PARQ and Terra Nova---------

	TERNOVA	CHPARQ
TERNOVA	1.0000	.5158
	(130)	(130)
	P= .	P= .000
CHPARQ	.5158	1.0000
	(130)	(130)
	P= .000	P= .

----------Correlation of Scores on Child PARQ and Parent PARQ

	CHPARQ	PRNTPARQ
CHPARQ	1.0000	.2728
	(130)	(130)
	P= .	P= .002
PRNTPARQ	.2728	1.0000
	(130)	(130)
	P= .002	P= .

APPENDIX B

CHILD PARQ

Name (or I.D. number) _____ Date _____

Here are some statements about the way mothers act toward their children. I want you to think about how each one of these fits the way your mother treats you.

Four lines are drawn after each sentence. If the statement is basically true about the way your mother treats you then ask yourself, "Is it almost *always* true?" or "Is it only *sometimes* true?" If you think your mother almost always treats you that way, put an *X* on the line ALMOST ALWAYS TRUE; if the statement is sometimes true about the way your mother treats you then mark SOMETIMES TRUE. If you feel the statement is *basically* untrue about the way your mother treats you then ask yourself, "Is it *rarely* true?" or "Is it almost *never* true?" If it is rarely true about the way your mother treats you put an *X* on the line RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Answer each statement the way you feel your mother really is rather than the way you might like her to be. For example, if your mother almost always hugs and kisses you when you are good, you should mark the item as follows:

	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
1. My mother hugs and kisses me me when I am good.....	_X_	_____	_____	_____

O.K., now let's try three more to make sure you know how to answer these questions.

	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
MY MOTHER				
1. Thinks it is my own fault if I get into trouble.....	_____	_____	_____	_____
2. Likes for me to bring friends home.....	_____	_____	_____	_____
3. Spends as much time with me as she can.....	_____	_____	_____	_____

	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
MY MOTHER				
1. Says nice things about me..	____	_____	_____	_____
2. Nags or scolds me when I am bad.....	____	_____	_____	_____
3. Totally ignores me.....	____	_____	_____	_____
4. Does not really love me.	____	_____	_____	_____
5. Talks to me about our plans and listens to what I have to say.....	____	_____	_____	_____
6. Complains about me to others when I do not listen to her.....	____	_____	_____	_____
7. Takes an active interest in me.....	____	_____	_____	_____
8. Encourages me to bring my friends home, and tries to make things pleasant for them.....	____	_____	_____	_____
9. Ridicules and makes fun of me.....	____	_____	_____	_____
10. Ignores me as long as I do not do anything to bother her.....	____	_____	_____	_____
11. Yells at me when she is angry.....	____	_____	_____	_____
12. Makes it easy for me to tell her things that are important to me.....	____	_____	_____	_____
13. Treats me harshly.....	____	_____	_____	_____
14. Enjoys having me around her...	____	_____	_____	_____
15. Makes me feel proud when I do well.....	____	_____	_____	_____

	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
MY MOTHER				
16. Hits me, even when I do not deserve it.....	____	____	____	____
17. Forgets things she is supposed to do for me...	____	____	____	____
18. Sees me as a big bother.	____	____	____	____
19. Praises me to others....	____	____	____	____
20. Punishes me severely when she is angry.....	____	____	____	____
21. Makes sure I have the right kind of food to eat.....	____	____	____	____
22. Talks to me in a warm and loving way.....	____	____	____	____
23. Gets angry at me easily.	____	____	____	____
24. Is too busy to answer my questions.....	____	____	____	____
25. Seems to dislike me.....	____	____	____	____
26. Says nice things to me when I deserve them.....	____	____	____	____
27. Gets mad quickly and picks on me.....	____	____	____	____
28. Is concerned who my friends are.....	____	____	____	____
29. Is really interested in what I do.....	____	____	____	____
30. Says many unkind things to me.....	____	____	____	____
31. Ignores me when I ask for help.....	____	____	____	____

	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
MY MOTHER				
32. Thinks it is my own fault when I am having trouble.....	____	_____	_____	_____
33. Makes me feel wanted and needed.....	____	_____	_____	_____
34. Tells me that I get on her nerves.....	____	_____	_____	_____
35. Pays a lot of attention to me.....	____	_____	_____	_____
36. Tells me how proud she is of me when I am good...	____	_____	_____	_____
37. Goes out of her way to hurt my feelings.....	____	_____	_____	_____
38. Forgets important things I think she should remember.....	____	_____	_____	____
39. Makes me feel I am not loved any more if I misbehave.....	____	_____	_____	_____
40. Makes me feel what I do is important.....	____	_____	_____	_____
41. Frightens or threatens me when I do something wrong.....	____	_____	_____	_____
42. Likes to spend time with me.....	____	_____	_____	_____
43. Tries to help me when I am scared or upset.....	____	_____	_____	_____
44. Shames me in front of my playmates when I misbehave.....	____	_____	_____	____
45. Tries to stay away from me...	____	_____	_____	_____

	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
MY MOTHER				
46. Complains about me.....	____	_____	_____	_____
47. Cares about what I think and likes me to talk about it.	____	_____	_____	_____
48. Feels other children are better than I am no matter what I do.....	____	_____	_____	_____
49. Cares about what I would like when she makes plans.	____	_____	_____	_____
50. Lets me do things I think are important, even if it is inconvenient for her....	____	_____	_____	_____
51. Thinks other children behave better than I do.	____	_____	_____	_____
52. Makes other people take care of me (for example, a neighbor or relative).	____	_____	_____	_____
53. Lets me know I am not wanted.....	____	_____	_____	_____
54. Is interested in the things I do.....	____	_____	_____	_____
55. Tries to make me feel better when I am hurt or sick.....	____	_____	_____	_____
56. Tells me how ashamed she is when I misbehave.....	____	_____	_____	_____
57. Lets me know she loves me.	____	_____	_____	_____
58. Treats me gently and with kindness.....	____	_____	_____	_____
59. Makes me feel ashamed or guilty when I misbehave.....	____	_____	_____	_____
60. Tries to make me happy..	____	_____	_____	_____

APPENDIX C

Parenting Survey

Research Number:_____ Sex of Student:_____

The following pages contain a number of statements describing the way different mothers act toward their children. Read each statement carefully and think how well it describes the way you treat your child. Work quickly; give your first impression and move on to the next item. Do not dwell on any item.

Four lines are drawn after each sentence. If the statement is basically true about the way you treat your child then ask yourself, "Is it almost always true?" or, "Is it only sometimes true?" If you think you almost always treat your child that way, put an X on the line ALMOST ALWAYS TRUE; if the statement is sometimes true about the way you treat your child, then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way you treat your child then ask yourself, "Is it rarely true?" or "Is it almost never true?" If it is rarely true about the way you treat your child put an X on the line RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement so be as frank as you can. Respond to each statement the way you feel you really are rather than the way you might like to be. For example, if you almost always hug and kiss your child when he/she is good, you should mark the item as follows:

Sample Item

	Almost Always True	Sometimes True	Rarely True	Almost Never True
1. I hug and kiss my child when he/she is good.	X			

My relationship to this student is:_____

Please mark X's for your answers on the questions on the following pages.

Neither your name nor your child's name is on this survey.

Thank you for your time.

	TRUE OF ME		NOT TRUE OF ME	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
1. I say nice things about my child.	____	____	____	____
2. I nag or scold my child when he/she is bad.	____	____	____	____
3. I ignore my child.	____	____	____	____
4. I wonder if I really love my child.	____	____	____	____
5. I discuss general daily routines with my child and listen to what he/she has to say.	____	____	____	____
6. I complain about my child to others when he/she does not listen to me.	____	____	____	____
7. I take an active interest in my child.	____	____	____	____
8. I encourage my child to bring friends home, and I try to make things pleasant for them.	____	____	____	____
9. I make fun of my child.	____	____	____	____
10. I ignore my child as long as he/she does not do anything to disturb me.	____	____	____	____
11. I yell at my child when I am angry.	____	____	____	____
12. I make it easy for my child to confide in me.	____	____	____	____
13. I am harsh with my child.	____	____	____	____
14. I enjoy having my child around me.	____	____	____	____
15. I make my child feel proud when he/she does well.	____	____	____	____
16. I hit my child even when he/she may not deserve it.	____	____	____	____
17. I forget things I am supposed to do for my child.	____	____	____	____

Mother PARQ

	TRUE OF ME		NOT TRUE OF ME	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
18. My child is a burden for me.	____	____	____	____
19. I praise my child to others.	____	____	____	____
20. I punish my child when I am angry.	____	____	____	____
21. I make sure my child has the right kind of food to eat.	____	____	____	____
22. I talk to my child in a warm and affectionate way.	____	____	____	____
23. I am impatient with my child.	____	____	____	____
24. I am too busy to answer my child's questions.	____	____	____	____
25. I resent my child.	____	____	____	____
26. I praise my child when he/she deserves it.	____	____	____	____
27. I am irritable with my child.	____	____	____	____
28. I am concerned who my child's friends are.	____	____	____	____
29. I take real interest in my child's affairs.	____	____	____	____
30. I say unkind things to my child.	____	____	____	____
31. I ignore my child when he/she asks for help.	____	____	____	____
32. I am unsympathetic to my child when he/she is having trouble.	____	____	____	____
33. I make my child feel wanted and needed.	____	____	____	____
34. I tell my child that he/she gets on my nerves.	____	____	____	____
35. I pay a lot of attention to my child.	____	____	____	____
36. I tell my child how proud I am of him/her when he/she is good.	____	____	____	____

Mother PARQ

	TRUE OF ME		NOT TRUE OF ME	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
37. I hurt my child's feelings.	____	____	____	____
38. I forget events that my child thinks I should remember.	____	____	____	____
39. When my child misbehaves, I make him/her feel I don't love him/her anymore.	____	____	____	____
40. I make my child feel what he/she does is important.	____	____	____	____
41. When my child does something wrong, I threaten or frighten him/her.	____	____	____	____
42. I like to spend time with my child.	____	____	____	____
43. I try to help my child when he/she is scared or upset.	____	____	____	____
44. When my child misbehaves, I shame him/her in front of his/her playmates.	____	____	____	____
45. I avoid my child's company.	____	____	____	____
46. I complain about my child.	____	____	____	____
47. I respect my child's point of view, and encourage him/her to express it.	____	____	____	____
48. I compare my child unfavorably with other children.	____	____	____	____
49. When I make plans, I take my child into consideration.	____	____	____	____
50. I let my child do things he/she thinks are important, even if it is inconvenient for me.	____	____	____	____
51. When my child misbehaves, I compare him/her unfavorably with other children.	____	____	____	____
52. I leave my child to someone else's care (e.g. a neighbor or relative).	____	____	____	____

Mother PARQ

	TRUE OF ME		NOT TRUE OF ME	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
53. I let my child know he is not wanted.	____	____	____	____
54. I am interested in the things my child does.	____	____	____	____
55. I try to make my child feel better when he/she is hurt or sick.	____	____	____	____
56. I tell my child I am ashamed of him/her when he/she misbehaves.	____	____	____	____
57. I let my child know I love him/her.	____	____	____	____
58. I treat my child gently and kindly.	____	____	____	____
59. When my child misbehaves, I make him/her feel ashamed or guilty.	____	____	____	____
60. I try to make my child happy.	____	____	____	____

APPENDIX D

MOTHER, CHILD, AND ADULT PARQ SCORING SHEET

Name (I.D.)_____
Date_____

Warmth/Aff	Agg/Host	Neg/Indif	Rej (undif)
1_____	2_____	3_____	4_____
5_____	6_____	7*_____	
8_____	9_____	10_____	11_____
12_____	13_____	14*_____	
15_____	16_____	17_____	18_____
19_____	20_____	21*_____	
22_____	23_____	24_____	25_____
26_____	27_____	28*_____	
29_____	30_____	31_____	32_____
33_____	34_____	35*_____	
36_____	37_____	38_____	39_____
40_____	41_____	42*_____	
43_____	44_____	45_____	46_____
47_____	48_____	49*_____	
50_____	51_____	52_____	53_____
54_____			
55_____			56_____
57_____			
58_____			59_____
60_____			
W/A (61-62)	A/H (63-64)	N/I (65-66)	R(u) (67-68)	**Total PARQ Score (69-71)

* Reverse scoring required
** Total PARQ = sum of all four scales, with entire warmth scale reverse scored. (To reverse score the warmth scale, subtract the warmth scale-score from 100.)
Note. If more than one version of the PARQ is used, circle on each scoring sheet whether responses there refer to the Mother, Child, or Adult PARQ.

APPENDIX E

TESC

TEACHER'S EVALUATION OF STUDENT'S CONDUCT

About the Student

1. Name (ID No.) _____
2. Grade in school _____
3. Age _____ 4. Sex _____

About the Teacher and School

5 Teacher's name _____
(person completing form)

6. School _____

Terra Nova Score _____

Here are some statements about the way different children behave in school. Think about HOW OFTEN the above named student behaves in each of the ways described. If the student very often behaves that way, mark "Very often" (5); if (s)he sometimes but not often behaves that way, mark "Sometimes but not often" (3); if (s)he almost never behaves that way, mark "Almost never" (1). Mark column (4) for behavior that is intermediate between "Very often" and "Sometimes but not often," and mark column (2) for behavior that is intermediate between "Sometimes but not often" and "Almost never." Please try to use the full range--1 through 5--of response options provided. Also, please be as frank and candid as you can in assessing each form of behavior

Copyright Ronald P. Rohner, 1993

1

APPENDIX E

Teacher's Evaluation of Student Conduct

	Response Options				
	Very often		Sometimes but not often		Almost never
	5	4	3	2	1
THE STUDENT:					
1. Shoves and hits other people	___	___	___	___	___
2. Is disrespectful	___	___	___	___	___
3. Refuses to do school work	___	___	___	___	___
4. Is unruly in school	___	___	___	___	___
5 Takes revenge on other children	___	___	___	___	___
6. Is impudent	___	___	___	___	___
7. Disrupts classroom routine	___	___	___	___	___
8. Steals	___	___	___	___	___
9. Is cruel and makes fun of others	___	___	___	___	___
10. Shouts at or insults adults	___	___	___	___	___
11. Is disobedient	___	___	___	___	___
12. Cheats	___	___	___	___	___
13. Is abusive to younger or smaller children	___	___	___	___	___
14. Is quarrelsome	___	___	___	___	___
15. Creates trouble in school	___	___	___	___	___
16. Lies to get out of trouble	___	___	___	___	___
17. Destroys property of others	___	___	___	___	___
18. Is rebellious or defiant of teacher's wishes	___	___	___	___	___

APPENDIX F



Center for the Study of Parental Acceptance and Rejection
School of Family Studies, University of Connecticut, Box U-58, Storrs, CT 06269-2058

To whom it may concern:

Ms. Sharon Melton has my permission to use all of the instruments she has purchased for use in her research study. The copyright information must remain on the lower left corner of the first page of each instrument.

Ronald P. Rohner
Director, CSPAR

INTERNET ROHNER@UCONNVM.UCONN.EDU

APPENDIX G

Bradley County School System

David L. Holloway, Superintendent

I have read the accompanying letter from Sharon Melton concerning a research project involving sixth-grade students at Trewhitt Elementary School and give permission for those students who have parental consent to be a part of this study.

David L. Holloway, Superintendent, Bradley County Schools

David L. Holloway Date: 1-20-99

800 South Lee Highway • Cleveland, TN 37311 • (423) 476-0620

Waterville School Guidance
3715 Dalton Pike S.E.
Cleveland, TN 37323

Mr. David Holloway
Superintendent Bradley County Schools
800 S. Lee Hwy
Cleveland, TN 37311

Dear Mr. Holloway:

I am writing a request to ask permission to use the sixth-grade students at Trewhitt Elementary School for a research study. The study will involve all fifteen classrooms; however, only those students who bring signed consent forms from a parent will participate. Actually the parents of these students will also be given a gift from Rubbermaid Corporation for their taking time to return a questionnaire regarding their perceived parenting habits and attitudes. The student surveys are similar to the parent surveys except they address the child's perception of maternal care. They, too, will be rewarded for participation with an opportunity to win five dollars if the candy treat they choose bears a special mark.

Research in education has focused on many demographic concerns such as socioeconomic status, ethnic group, parental educational level, etc. However, now more than ever, the human interactions of families seem to be perhaps overlooked when their importance is considered. An objective means of measuring a child's warmth, acceptance, or nurturing experience in his home is a difficult task with many factors involved. This study will compare a student's parental acceptance with his academic achievement and also with the behavioral problems he exhibits in the classroom. An overall objective would be that an objective means could be found that would help to identify at-risk students in order that interventions could be put into place to aid these children while they are still in their early elementary years.

This research is being conducted as a part of my obtaining an Ed.D in educational leadership from the University of Tennessee at Knoxville. All guidelines and directions dealing with research involving human subjects will be followed. Students will be temporarily identified with their student number and eventually this, too, will be coded so that survey from parent, child and teacher can be matched as data is gathered and processed. When the study is concluded the coded number will be the only number remaining which links the information regarding the questionnaires.

The Bradley County Juvenile Director, Ms. Linda Callaway, has been informed of this study and desires to see the proposal. She is very much interested in the outcome of the study and the comparisons of these perceptions of the students to their parents and how the students may be affected academically. She feels information such as this may be helpful in understanding the problems of youthful offenders in our schools and society.

Thank you, very much for considering this request. You may sign the appropriate line below and also on the following page, which bears your personal letterhead if permission is given for this research. Any information obtained through this study will be made available to Bradley County Schools to use in any meaningful way.

Sincerely yours,

Sharon Melton, Waterville Guidance

Permission granted: David Holloway, Superintendent, Bradley county Schools

Signature: David G Holloway Date: 1-20-99

APPENDIX H

Trewhitt Elementary School

Gary Davis, *Principal*
Ritchie Stevenson, *Assistant Principal*

I have read the accompanying letter from Sharon Melton concerning a research project involving sixth-grade students at Trewhitt Elementary School and give permission for those students who have parental consent to be a part of this study.

Gary Davis, Principal, Trewhitt Elementary School

Gary Davis Date: 1/20/99

Waterville School Guidance
3715 Dalton Pike S.E.
Cleveland, TN 37323

Mr. Gary Davis
Principal, Trewhitt Elementary School
610 Kile Lake Rd. SE
Cleveland, TN 37323

Dear Mr. Davis:

I am writing a request to ask permission to use the sixth-grade students at Trewhitt Elementary School for a research study. The study will involve all fifteen classrooms; however, only those students who bring signed consent forms from a parent will participate. Actually the parents of these students will also be given a gift from Rubbermaid Corporation for their taking time to return a questionnaire regarding their perceived parenting habits and attitudes. The student surveys are similar to the parent surveys except they address the child's perception of maternal care. They, too, will be rewarded for participation with an opportunity to win five dollars if the candy treat they choose bears a special mark.

Research in education has focused on many demographic concerns such as socioeconomic status, ethnic group, parental educational level, etc. However, now more than ever, the human interactions of families seem to be perhaps overlooked when their importance is considered. An objective means of measuring a child's warmth, acceptance, or nurturing experience in his home is a difficult task with many factors involved. This study will compare a student's parental acceptance with his academic achievement and also with the behavioral problems he exhibits in the classroom. An overall objective would be that an objective means could be found that would help to identify at-risk students in order that interventions could be put into place to encourage these children while they are still in their early elementary years.

This research is being conducted as a part of my obtaining an Ed.D in educational leadership from the University of Tennessee at Knoxville. All guidelines and directions dealing with research involving human subjects will be followed. Students will be temporarily identified with their student number and eventually this, too, will be coded so that surveys from the parent, child and teacher can be matched as data is gathered and processed. When the study is concluded, only the coded number will remain with the data to link the information regarding the questionnaires.

The Bradley County Juvenile Director, Ms. Linda Callaway, has been informed of this study and desires to see the proposal. She is very much interested in the outcome of the study and the comparisons of these perceptions of the students to their parents and how the students may be affected academically. She feels information such as this may be helpful in understanding the problems of youthful offenders in our schools and society.

Thank you, very much for considering this request. You may sign the appropriate line below if permission is given for this research. Permission for this study must also be given by Mr. David Holloway, Superintendent of Bradley County Schools. Any information obtained through this study will be made available to Bradley County Schools to use in any meaningful way they deem helpful.

Sincerely yours,

Sharon Melton, Waterville Guidance

Permission given: Gary Davis Title Principal Date 1/20/99

APPENDIX I

To Sixth-Grade Classroom Teachers,

My name is Sharon Melton, the guidance counselor at Waterville School. I would appreciate it very much if you would help me with a research project I will be conducting under the auspices of UTK.

With your permission I would like to use your students as a part of my research study, "Relationships Between Sixth-Graders Perceptions of Parental Acceptance-Rejection and Their Performance at School" I am enclosing a copy of the parent letter that will go to each participating classroom and also copies of the letters showing that your principal and superintendent have given permission for these students to participate in the research..

I will need your assistance in the following ways:

(1) I will need to use the students' thirty-minutes of free reading time during two school days to explain this research and to collect data.

(2) I would request that you allow me to leave a small basket in your room for students who are participating in the study to place their manila envelopes. Also at the end of the school day, I request that you make sure that these papers are in a secure location.

(3) Before I come to your classroom, I would ask that you provide me with a list of your student identification numbers and the names of your students. The researcher will write these names and numbers on detachable labels for the envelopes that will go home with the students. However, the research number that is also given on the envelope will be the only permanent identifying record on the envelope that the researcher has.

(4) Observe the researcher take the consent forms and give them to the counselor at your school or give them to the counselor yourself, who will also be given a backup master list in case yours is misplaced or lost before this process of data collection is finished. In case there are questions about the consent forms for the participants in your classroom, discuss with the counselor where these forms will be stored in the school.

(5) Take note that the label bearing each student's name and identification number has been removed by the researcher and is also given to the school counselor before the researcher leaves your classroom. In this way you can feel confident that the only identifying information for student data that the researcher has is the research number which matches the numbers/names on the master list you are maintaining in a secure locked cabinet somewhere in the school.

(6) I would request that you fill out a Teacher's Evaluation of Student's Conduct form for each child who is a participant. You will use your master list of numbers to convey this information to the researcher. On this form write in the student's latest composite score on the Terra Nova Achievement Test in the space that has been provided for this.

(7) At the conclusion of the project we will agree upon a time to come together to shred this backup list that is the only link between research numbers and true student identification numbers and names.

APPENDIX J

To the Guidance Counselor for Sixth-Grade Students:

My name is Sharon Melton, the guidance counselor at Waterville School. I would appreciate it very much if you would help me with a research project I will be conducting under the auspices of UTK.

With your permission I would like to use your students as a part of my research study, "Relationships Between Sixth-Graders' Perceptions of Parental Acceptance-Rejection and their Performance at School" I am enclosing a copy of the parent letter that will go to each student's home. I have attached copies of letters from the Superintendent and the Principal of your school. Classroom teachers have given consent to assist me with this research.

I need your help in the following ways:

(1) I need you to assist me by informing me of any school days that have an unusual event that would make it difficult for me to visit your school during the first forty-five minutes of the school day.

(2) Please notify me of any problems that you become aware of among the students, parents, teachers, etc who may need a call from me.

(3) Fax to me the schedule of classroom days that teachers prefer to have me visit. I will fax a tentative schedule to you which will be as close as possible to their preferred time for a visit from me.

(4) I request that you maintain the consent forms from the students and parents as well as the backup copies of the master lists of research numbers, which serves as the link between the student names and identification numbers.

(5) You will shred these master lists and envelope labels on the researcher's last visit to school since all survey forms will have been placed together in the research envelopes. Note: the permission forms should be kept 3 years at your school.

Thank you very much for considering your participation in this research. If you have any questions, please feel free to call me at Waterville School (478-8827). You may also call the department advisor for this research, Dr. Dan Quarles, at the UTC-UTK graduate center in Chattanooga at 755-4119.
Thank you for considering your participation in this research. If you agree to participate please sign below.

Sharon Melton, Guidance Counselor, Waterville Elementary School

I agree to participate in this research study by performing the indicated assignments above.

Guidance Counselor:_____ Date: _____

APPENDIX K

Dear Parent (s):

I am the school counselor at Waterville School. Besides my counseling experience, I have also been a teacher and coach during my educational career of twenty-one years. I have a Master's degree in Educational Guidance and Counseling from Tennessee Technological University. In partial fulfillment of a doctoral degree in Educational Leadership through the University of Tennessee at Knoxville, I am doing a research study about the relationship between students' perceptions of their parents' feelings toward them and their outcome at school. My advisor in this program is Dr. Robert Kronick, Associate Professor of Human Services at the University of Tennessee in Knoxville, who has been an educator for more than twenty-eight years. He has written two books and more than twenty-five articles, concerned with youth.

The Principal of your school has agreed to allow sixth graders who wish to participate in this study to do so. Your child's teacher has agreed to allow those members of the classroom, who want to participate, to do so during their DEAR reading period. Both you and your child's participation will be greatly appreciated but is completely voluntary. You and your child should decide together if you are willing to become a participant in this study. There is no penalty if either of you chooses not to participate or to withdraw your data from the study before this school year is over.

To participate in this study, you, the parent should do the following:

(1) sign the consent form on the following page and place it in the envelope
(2) mark the enclosed survey and place it in the envelope
(3) seal the envelope (already addressed and stamped) and drop it in the mail
(4) keep the easily detached label from the outside of the envelope that has phone numbers you may need to call for additional information about the surveys, or information on withdrawal procedures, etc.

To participate in this study, your child should do the following:

(1) sign an assent letter at school
(2) mark a survey at school that is similar to the survey you will complete.

Notice that neither your name nor your child's name is on the survey. The teacher will not see the surveys--only the researcher will see your surveys. The researcher does not know the students or their parents' names in this school. The teacher will use research numbers provided by the researcher to mark a form for each child in her/his classroom that reports recent standardized test scores and social behavior in the classroom. There is no information that will be given to me, the researcher, that is identifiable to you or your child. All information given to me will be recorded using the research number that you see on the sealed envelope.

The Rubbermaid Corporation has made a "Thank You" gift available for parents who take the time to participate in this study. During my second visit to your child's classroom, all participating students will sign an assent note, mark a survey, and receive this gift to take home to you. As an additional "Thank You" to those students who participate, I will bring a basket of treats and have each student choose one. Each candy wrapper will be marked with a letter from the alphabet. After each participating student in the classroom has received a treat, I will draw a letter of the alphabet from a hat. The student who has that same alphabetical letter on his wrapper will receive $5.

Participation is voluntary. There will be no penalty if you or your child does not choose to participate. If you or your child decides to participate now--but wishes to withdraw from the study before this school year is over--you may do so by telling the classroom teacher or by calling the researcher. You need to only state that you wish to withdraw your child's information from the study.

If you have questions concerning this study, you may call me, the School Counselor for Waterville School (478-8827), or my advisor, Dr. Robert Kronick, at the University of Tennessee Department of Human Services (423-974-8799).

Both the signed consent form and the questionnaire must be received by the researcher in order for you and your child to be participants.

Sharon Melton
Counselor, Waterville Elementary School

Phone—478-8827

Dr. Robert Kronick
Department of Human Services, UTK

Phone—423-974-8799

I have read the information in this letter about this research study. I will participate in this study. My child _____ may also be a participant. I have placed my completed questionnaire in the envelope.

Date:_____ Parent Signature_____

APPENDIX L

Dear Student:

I wish to thank you for returning the envelope. Since your parent has returned the envelope, I am sure that you have discussed your participation in this research study with your parent(s). They have agreed that you may participate in this project.

Your name will not be on your survey form. However, if you wish to participate in this study by marking a survey form similar to the one your parent marked, you will need to sign this letter which says that you want to do so.

Your parent(s) and teacher have a number where I can be reached if you have questions later or wish to find out how to withdraw from this study before this school year is over. I ask that you simply tell me or your teacher that you wish to withdraw from the study. She will tell me which research number is withdrawing. Again I will not know who you are. There will be no penalty if you withdraw from this study before this school year is over.

Thank you very much for thinking about being a part of this study.

Sharon Melton

To be a part of this study, your signature is required below:

I understand what I should do to participate in this project and I am willing to be a part of this study.

Student Signature_____

VITA

Concluding my first day at school, I bounced off the school bus with books in hand announcing to my mother that I now knew what my life's work would be. She acted as though she could not even guess what it would be. When I told her I planned to become a teacher, she seemed impressed and encouraged me to "follow that dream".

I attended Spring City School, a K-12 school in the northern portion of Rhea County, Tennessee. While I was in high school, my principal suggested that I attend college and come back to Spring City High where he felt I would be needed. After graduation from Tennessee Technological University with a degree in Secondary Education Mathematics, I went back to Rhea County, applied for a position, and was hired and worked one school term. During the fall of that school term, I completed requirements for my Master's degree in Education Guidance and Counseling, which I had already started at Tennessee Technological University. I received my third degree i.e. my Mrs., that same year when I was married in December.

The following school year my husband and I moved to Maryville, Tennessee where I accepted a position teaching mathematics in the junior high department of another K-12 school that was located in a rural area of the Blount County school system. I remained there for another five years until I started my family and transferred my teaching duties to my home. Before my older son Nathan was a year old, our family moved to the McMinn County area where my husband had been reared. There we built a home, and parented a second son, Adam.

Bradley County Schools had a need for a mathematics instructor at a junior high school in Cleveland during the spring before my younger son was to enter kindergarten. Although I preferred to not begin my teaching career again until the fall when he would be in school, I took the position. I completed that school year and stayed at the junior high for another school year when a vacancy occurred within that school system for a mathematics instructor in the high school at Charleston School, a K-12 community school. Since I had taught junior high mathematics for several years, I looked forward to the opportunity to teach at the secondary level. Tennis was eventually added to the high school curriculum as a sport and since I was an avid player, I agreed to assume the duties of a tennis coach.

Although I carried a certification for school counselor since my earlier teaching days, I had not had an opportunity to work in this capacity until I had taught for eighteen years. When a school counselor's position became available in an elementary school, I felt it would be an enjoyable experience to learn to work with elementary students in this capacity.

However, keeping my position meant that I needed to fulfill coursework to add elementary certification to my counseling degree. I completed these requirements through the University of Tennessee at Chattanooga and decided to work on additional coursework. I discovered that the University of Tennessee campus at Chattanooga was host to an educational cohort group involved in a doctoral program in educational leadership from the University of Tennessee at Knoxville. I was accepted into this cohort group and this dissertation is a culmination of that program.