EFFECTS OF A PARENT EDUCATION PROGRAM UPON
PARENTAL ACCEPTANCE, PARENTS' SELF-ESTEEM
AND PERCEPTIONS OF CHILDREN'S SELF-CONCEPT

DISSERTATION

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The problem of this study concerns the effects of a Parent Education Program upon parents' self-esteem, parental acceptance, and perceived self-concept of children. The purposes of this study were to investigate the effects of the Parent Education Program upon parents' self-esteem, parental acceptance, and children's perceived self-concept; and to investigate the relationships between parental acceptance, parents' self-esteem, children's perceived self-concept, and parents', teachers' and counselors' perception of children's self-concept.

Ninety subjects and their children were randomly selected from volunteer parents of a North Central Texas school system and were randomly assigned to experimental or control groups. Three counselors met with the experimental parents for one and one-half hours once a week for ten weeks. A Parent Education Program designed by Downing provided the experimental intervention.

The Self-Esteem Inventory, Parental Acceptance Scale, Primary Self-Concept Inventory, Inferred Self-Concept Scale, and a subjective report form were administered to parents,
children, teachers, and counselors following experimental intervention. Counselors also filed a subjective report following each session. Scores were used for thirty-one subjects in the experimental groups and thirty in the control groups.

The experimental parent group did not attain significantly higher mean scores on self-esteem or parental acceptance; however, trends were observed in higher mean scores for the experimental parent group on the appreciation of the child's unique makeup and total parental acceptance. Children of the experimental parent group did not attain higher mean scores on self-concept; however, the variance of their scores were significantly different at the .0002 level of significance, and they did have a higher mode.

Significant positive correlation coefficients were found between parents' self-esteem scores and parental acceptance scores. A significant positive correlation coefficient was found between children's perceived self-concept scores and counselors' perception of children's self-concept scores, but no significant correlation coefficients were found between children's perceived self-concept scores and parental acceptance scores, parents' or teachers' perception of children's self-concept scores. High positive correlations were obtained between parents', teachers', and counselors' perceptions of children's self-concept; and between parental
acceptance scores, parents' self-esteem scores and parents' perception of children's self-concept scores. Subjective reports indicated that experimental parents had become more objective and realistic in their acceptance of themselves and their children and that experimental parents and their children were making positive behavioral and attitudinal changes.

As a result of the statistical findings and subjective observations, the following recommendations were made. Scores of the experimental and control groups should be separated to test the significant differences between the positive relationships within the experimental and control groups. Additional research should be conducted to see if there is a difference between behavior scores and feeling scores on the Parental Acceptance Scale, to further investigate the relationship between the Inferred Self-Concept Scale and Primary Self-Concept Inventory, to study more closely the process of the parent education group and its effects on individual members, to see if scores increase with time, and to see if scores are greater when parents attend as couples.
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CHAPTER I

INTRODUCTION

The most recent view of guidance is the process through which we can identify children's needs in order to enhance the opportunity for optimal development (7). Guidance for all children integrated into the total educational experience is the pervasive and prevalent theme; and among professionals there has been a growing awareness of the need for guidance with parents (5, 6, 7, 13, 15, 20). Although for years there has been recognition of the parents' role in the developmental process of the child's attitudes, needs, and self-concept, only recently has this been emphasized as a focus for guidance services (5, 6, 12, 15, 21, 23). Facilitating the development of the child's total environment in order to enhance his physical, intellectual, emotional, and social potential has been suggested in not only general educational literature but in counseling and guidance literature as well.

It has been proposed that guidance programs should develop a definite plan to involve and help parents on a systematic basis (4, 6, 16). Although the need is recognized, no generally agreed-upon plan has been recommended, but
rather that a school or school system experiment and develop a program suitable for its needs.

According to Hill and Luckey (15) the goal for parent education is:

... to help the parent learn to relate to and work with his own child so that the school will have less of it to do. As the home becomes more adequate in fostering its children, the school will have fewer children who demand special measures of guidance (15, p. 309).

Although consultation with individual parents has been an integral part of the elementary school counselor's role, finding new approaches to parent education is beginning to assume more importance. Family counseling, working with the entire family as a unit, has been suggested by a number of authorities (5, 9, 10, 26). Others suggest parent groups with individual parents and/or parents as couples (1, 11, 15, 22). Because of the limitations on the counselor's time, it appears that parent groups would be beneficial in effectively reaching the most parents in the amount of time which is available, resulting in benefits to all the children in the family.

While an increased amount of theoretical interest and conjecture about parent groups may be found in literature, little research regarding parent groups has been reported. Of this reported research, the majority has been descriptive rather than experimental. The research has been primarily organized to assist parents in the rehabilitation of
children who have special problems rather than to assist parents to learn how to fulfill the developmental needs of children to help prevent problems (13). Of the reported research, very few studies have been found about the utilization of either rehabilitative or developmental parent groups within the public school system. Thus, it appeared worthwhile to investigate the effects of a specific Parent Education Program within a public school system; a semi-structured program designed to develop better cognitive understanding of the child and his behavior, better communication skills, and improved home atmosphere conducive to the promotion of responsibility in the child. The purpose of this investigation was to aid in defining any effect such a program might have had on parents' self-esteem and parental acceptance of the child. It also appeared worthwhile to investigate the effects of the Parent Education Program upon helping the child develop a more positive self-concept, one of the necessary ingredients in increasing school performance and success.

Statement of the Problem

The problem of this study concerned the effects of a Parent Education Program upon the self-esteem of the parents, the attitudes of parental acceptance, and the perceived self-concept of the children.
Purposes of the Study

One purpose of this study was to investigate the effects of a Parent Education Program upon (1) parents' self-esteem, (2) parental acceptance and (3) children's perceived self-concept. A second purpose of this study was to investigate (1) the relationships between parental acceptance and parents' self-esteem, (2) the relationship between parental acceptance and children's perceived self-concept, and (3) the relationships between parents', counselors', teachers' and children's perception of the children's self-concept. The final purpose of this study was to analyze the implications of the results and the formulations of recommendations concerning parent education programs for those who are interested in better understanding of the child and some of the relationships which influence him and affect his behavior and attitudes in school.

Hypotheses

To carry out the purposes of this study the following null hypotheses were tested.

I. The experimental parent group will not attain a significantly higher self-esteem mean score, as measured by the Self-Esteem Inventory, than the control parent group.

II. The experimental parent group will not attain a significantly higher parental acceptance mean score as
measured by the Parental Acceptance Scale, than the control parent group:

A. The mean score for the experimental parent group will not be significantly higher on respect for child's feelings and right to express them (A), than the mean score for the control parent group.

B. The mean score for the experimental parent group will not be significantly higher on appreciation of the child's unique makeup (B), than the mean score for the control parent group.

C. The mean score for the experimental parent group will not be significantly higher on recognition of the child's need for autonomy and independence (C), than the mean score for the control parent group.

D. The mean score for the experimental parent group will not be significantly higher on unconditional love (D), than the mean score for the control parent group.

E. The mean score for the experimental parent group will not be significantly higher on total parental acceptance, than the mean score for the control parent group.

III. Children of the experimental parent group will not attain a significantly higher positive self-concept mean score, as measured by the Primary Self-Concept Inventory, than the children of the control parent group.
IV. There will be no significant positive relationships between parental acceptance scores, as measured by the Parental Acceptance Scale, and parents' self-esteem scores as measured by the Self-Esteem Inventory.

V. There will be no significant positive relationships between parental acceptance scores, as measured by the Parental Acceptance Scale, and the children's self-concept scores, as measured by the Primary Self-Concept Inventory.

VI. There will be no significant positive relationships between parents', teachers', and counselors' perceptions of the children's self-concept (ISCS) scores, as measured by the Inferred Self-Concept Scale, and the children's self-concept (PSCI) scores, as measured by the Primary Self-Concept Inventory.

Significance of the Study

For a number of years, those in the helping professions have been aware of the importance of childhood or juvenile experiences in developing responsibility for self and to society. Our society is more fluid and constantly changing, therefore, it appears that individuals need to become more flexible, better able to make decisions, and take responsibility for those decisions, in areas where there may be no precedents available. Families are also changing; known environments are becoming unfamiliar. Thus, it has become increasingly critical to help families not only learn how
to become more flexible, but how to communicate better with each other, how to accept responsibility for their behavior and how to help develop these characteristics and behaviors in their children.

Parents have become confused because the time-honored guidelines of child-rearing of the past do not always appear to work in the present. Yet, accepting self and others, assuming responsibility, risk-taking and decision-making are attitudes which are the same for all people regardless of color, age, sex, or culture. Sometimes helpful, often confusing to parents, are the numerous books and articles in recent literature giving conflicting advice to parents on child-rearing practices. They may become discouraged when some of the ideas which are presented don't seem to work for them. Although most parents are anxious to learn, it is sometimes difficult for them to consolidate and assimilate the information from the literature which would be useful to them, individually, without help. Yet, these same parents, anxious about doing the best job they can do in raising their children, hesitate in seeking out professional help until problems occur in their children's behavior.

Recently community service agencies, private therapy practitioners, educational agencies and schools have begun to investigate more thoroughly the possibilities of parent education groups to help parents sort out the information
available and to identify that which is most relative to their individual problems in rearing children. Kessler (17) has suggested five useful functions of parent education which would appear to be valid regardless of how the program was designed and where it was offered.

First, there is the sharing of experiences in study groups or the vicarious sharing obtained by reading articles about children. Second, the mere fact that there are study groups and literature on this subject affirms the importance of child rearing and calls attention to the parental role. Third, factual information about behavior usual at different ages helps the parent to know what to expect. There is no reason to expect that the biological fact of parenthood makes people immediately comfortable with, or knowledgeable about, infants and children. Fourth, interpretive information tries to get under the surface and explain some of the whys of children's behavior . . . . Understanding should not be confused with permissiveness, however; one can understand exactly why a child is behaving in a certain way and still set about to change his behavior. Understanding should provide the basis for more effective action.

The fifth function of parent education is to offer recommendations on ways of handling children (17, pp. 414-415).

Kessler adds, "... deliberate attempts to connect theory and practice in scientific journals would perhaps prevent premature conclusions and a repetition of past mistakes" (17, p. 415).

Although there is a strong possibility that many schools may have initiated parent groups, the extreme lack of systematic investigations, or reports of such investigations would emphasize the need for a study such as this. In this era of accountability, school services are being evaluated
and re-evaluated in an attempt to determine not only financial and man-power priorities but which services or programs appear to provide the most benefits to the school and the community.

An important aspect of this study was that it provided an opportunity to scientifically and objectively measure and evaluate a new program as well as provide subjective information regarding the program's impact upon not only the parents and their children, but the counselors, the principals and the school administration. The procedure used for this study was the procedure which a school system would ordinarily use, i.e., announcement and invitation to parents to join and participate in a parent-group program. While the study was limited to a specific school district, the problems encountered in developing the program as well as the measurable outcome of the program should offer valuable information for those school systems which are seriously considering the implementation of parent-education programs into their guidance services.

Definition of Terms

For the purposes of this study the following definitions were used:

Parent Education Program--An adaptation of a specific parent training program designed by Downing (8) for use with groups of parents, concerning parent-child relationships and
their effect upon the child's behavior in both school and home.

Pilot Program--The program which was undertaken in the fall, in order to give the counselors added training as well as experience in using the Parent Education Program with volunteer parents.

Experimental Parent Group--The group of parents who volunteered for the Parent Education Program and who participated in the experimental intervention during the spring.

Control Parent Group--The group of parents who volunteered for the Parent Education Program and did not participate in the spring but will be given preference for future Parent Education Programs.

Children's Experimental Group--The group of children whose parents participated in the spring experimental intervention, the Experimental Parent Group.

Children's Control Group--the group of children whose parents did not participate in the spring experimental intervention, the Control Parent Group.

Parental Acceptance--The scores obtained on the Parental Acceptance Scale. Porter (24) defined parental acceptance as

... feelings and behavior on the part of the parents which are characterized by unconditional love for the child, a recognition of the child as a person with feelings who has a right and a need to express those feelings, a value for the unique
make-up of the child and a recognition of the child's need to differentiate and separate himself from his parents in order that he may become an autonomous individual (24, p. 177).

Self-Esteem--The score obtained on the Self-Esteem Inventory. The evaluative concept an individual has of his complex self developed through interaction with his environment; as he places a value upon his personal worth, high or low (3).

Primary Self-Concept--The score obtained on the Primary Self-Concept Inventory. The multi-dimensional abstract perception an individual believes about himself and his behavior as reflected by or inferred through significantly others (19).

Inferred Self-Concept--The score obtained on the Inferred Self-Concept Scale. The self-concept as inferred to others through positive or negative behavior manifested in the school setting (18).

Limitations of the Study

This study was limited to volunteer parents and their children, grades two through four, in two North Central Texas cities during the school year 1973-74. Caution should be utilized in assuming generalization to samples from dissimilar populations.
Basic Assumptions

It was assumed that the subjects responded honestly to the instruments used to measure parental acceptance, self-esteem, and self-concept (2, 27). It is additionally assumed that the use of three randomly assigned groups of parents, each with different counselors, will diminish the effect of any single counselor-leader upon the attitudes of the parents of children (27).

Treatment of Data

Means and standard deviations were computed for the following groups: experimental parent group, control parent group, experimental children's group, and control children's group. The t-test for two independent samples was used to test Hypotheses I, II, and III (25). Pearson product moment correlation coefficients were calculated to test Hypotheses IV, V, and VI (25). The significance level was set at .05 level of significance to reject the null hypotheses (25). The z-test of significance of two dependent correlation coefficients was computed to determine if any positive correlations found related to Hypotheses IV, V, or VI were significantly different (14).


CHAPTER II

REVIEW OF THE LITERATURE

The empirical data pertinent to this research are presented in three sections: (1) theoretical discussion of the development of positive self-concept and self-esteem, (2) studies relating parental attitudes, child-rearing practices and children's behavior, and (3) studies pertaining to group counseling as related to parent groups.

Self-Concept and Self-Esteem

Self-concept is a person's perception of himself which is learned through experiences with others (52). According to Dinkmeyer and Caldwell (20) developmental guidance should meet the following goals of fulfilling the child's fundamental needs:

1. The need to be loved and accepted unconditionally.
2. The need for security—to be safe and relatively free of threat.
3. The need to belong, to be part of the group and to feel identification and acceptance.
4. The need to be recognized, to gain approval, to feel significant and accepted for the way in which he functions.
5. The need to be independent, to take responsibility and to make adjustments (20, p. 21).

Fulfillment of the fundamental needs should develop healthy positive self-concept or self-esteem. And what a person
does or how he behaves is determined by the concept he has of himself and his abilities (52).

In his discussion of the development of self-concept, Blocker stated "Identity is the sense of belonging to, of harmony with, or caring about other individuals, groups and ideals. It's opposite is alienation and isolation" (8, p. 9). Combs (14) thought that psychological freedom was an important function of identification which was learned from experiences with significant others. Coopersmith (15) has suggested that self-esteem is an evaluation process in regard to one's self; and the most important contribution to the development of self-esteem is the amount of respectful, accepting and concerned treatment received from significant others. He also asserted that we value ourselves as we are valued. Coopersmith concluded "... favorable attitudes or treatment significant to an individual, be they parents or peers, are likely to have enhancing effects on self-judgments" (15, p. 243). Following research on children's self-concept which found that the culturally disadvantaged child consistently held a higher or more positive self-concept than children of the middle socioeconomic status, Trowbridge (54) reasoned that teachers with high self-concept somehow generated it to the child thus giving him a feeling of self-worth and that somehow that teacher's behavior improved the child's self-concept. This appears to substantiate Ginott's (31)
belief that positive self-concept can be developed through inference in the communication process. The child needs to feel acceptance and worth from others for being himself in order to develop worth and acceptance within himself (6). Jourard (40) has also concluded that the child's self-concept varies with the concept that the person influential to the child's perceiving self has toward him.

Although ability and academic performance are significantly associated with feelings of worth, they are not the major and overwhelming influence on the development of self-esteem (15, 42); Coopersmith believes "The most notable bases for judgments of success are acceptance, the possibilities of individual expression and dissent (within limits)" (15, p. 243). He further concluded that the conditions required for gaining positive attitudes about the self were structured, specific, and demanding, i.e., limitations and rules should be firm and clear. Limits are the basis for feelings of security for both parents and child (6, 47). According to Beecher (6), the child looks for and counts on limits; limits provide the child with training for maturity. By experiencing frustrations or disappointments and learning how to surmount them, the child learns not only the limitations of self and environment, but he also develops self-reliance. He learns responsibility by learning to act and think for himself, but not in ways that would interfere with rights of others. By setting
firm and fair limits, the parents, too, gain their own self-respect and can feel that although they cannot control the behavior of their children, they can control the way they as parents relate to them.

The literature indicated that there should be a significant relationship between positive attitudes about oneself and positive attitudes received from others; that attitudes and behaviors are learned through experiences with significant others. The literature, also, indicated that positive self-concept and high self-esteem should relate to more socially desirable behavior.

Parental Attitudes

A number of studies have been conducted in order to understand the relationship between parent attitudes and children's self-concept and behavior. Parental rejection of the child has been related to aggressive behavior by Kagen and Moss (41), to manifested signs of maladjustment by Medennus (44) and to lower scores on I.Q. tests by Digman (19) and Hurley (38). In a study using perceived parental attitudes as determinants in developing a child's ego structure, Ausbel, et al. (3) listed the following parental behaviors as reflective of child rejection.

... neglect, physical separation, disavowal of responsibility; denial of legitimate needs and wishes of the child; imposition of unjust punishment, criticism or humiliation; lack of patience, consideration and affection; unwillingness to accept
inconvenience for the sake of the child, and inability to inspire his confidence (3, p. 176).

He found that children who perceived their parents as rejecting were rated less independent and less able to postpone immediate gratification. Cox (17) found that the self-concept of the child was highly related to parental acceptance or rejection.

Burchinal, Hawkes, and Gardner (12) studied the relationship between parental acceptance and adjustment of children and they found a significant correlation between only two of the ten variables measured. These significant correlations indicated an inverse relationship between fathers' acceptance scores and children's social maladjustment scores and an inverse relationship between mothers' acceptance scores and children's personal inferiority scores. In general, they found that parental acceptance was not related to children's adjustment, but they concluded that the lack of significant findings stemmed from inadequate instruments.

Arementrout (2) found that externalized behaviors such as aggressiveness, destructiveness and anti-social behavior were positively related to parental control. Mothers were found more controlling than fathers, while fathers were found more accepting than mothers. Friedman (29) reported that both fathers' understanding of children's behavior and mothers' attitudes toward causation of children's behavior
were related significantly to children's social behavior in a positive direction. Self-controlled, self-reliant, explorative and content pre-school children were found by Baumrind (5) to have parents who manifested positive behaviors and who were more consistent, more loving, and more secure in child-rearing methods. Baumrind (5) also found that these same parents were more likely to have given a reason with a directive, communicated more closely with their children, enforced directives and did not over-protect or over-restrict their children. Yet, Zunich concluded, "Behavior of middle-class children cannot be predicted from an analysis of parental attitudes toward child rearing," (59, p. 197) following a study which measured the behavior of pre-school children, age two to five, in relationship to specific child-rearing attitudes. Using the sub-scales of the Parental Attitude Research Instrument (PARI), he found only 23 of the 288 comparisons made were significant correlations.

In his review of a number of parental attitude studies, Bell (7) found and reported that the actual behavior of parents had not been measured, yet, the relationship between parental evaluation and the self-evaluation of children was small but consistently positive. Following research on children's self-evaluation and parental evaluation of their children, Helper (38) hypothesized the
possibility that children's reports of parents were more valid measurements of parental ratings than ratings by the parents themselves. A number of other investigators began to arrive at the same conclusions when experimental studies did not substantiate theoretical predictions. This, then, led them to hypothesize that the influence of the parental attitudes and behaviors depended upon the child's perception rather than what the attitudes really were (3, 17, 50, 55). Thus, it would appear from the literature that in order for the child to have the perception of positive parental attitudes, the parents must not only have or learn positive attitudes, but must know or learn how to communicate those attitudes to the child.

In order to test the tenability of the effects of parents' learned positive attitudes and behavior upon children's behavior, a study was conducted which involved close observation of the mother's and child's interaction. Wohler, Winkel, Patterson and Morrison (58) determined that the mother was a powerful positive reinforcer for deviant behaviors such as dependency, extreme stubbornness and overly-demanding behavior. Parents were taught to ignore the deviant behaviors and to respond approvingly to a competing appropriate behavior resulting in a positive behavior change. Patterson (46) has proposed the need for parents to observe and pinpoint specific behaviors
which parents wish to be changed and to develop a program in order to change those behaviors. He also suggested that parent's social rewards, such as approval or even listening attitudes, are powerful agents strengthening specific behaviors, but that these rewards were often overlooked. Graziano (34) cited a number of studies which supported the conclusion that parents are potent reinforcers, and concluded that parents should be used as active positive therapeutic agents.

Parents who have confused love and security with over-permissiveness have developed demanding, unresponsible children, with no inner or outer controls, according to Beecher (6). She concluded that children of authoritarian parents have also been unable to develop inner controls. Neither extreme of parental attitudes prepares the child to develop into an independent responsible adult living in a real world.

After extensive research of the literature on parent-child relationships, Walters and Stinnett suggested further research should be "designed to assist parents and children in learning more positive ways of relating to each other as well as others" (57, p. 103). The assistance to parents is a primary approach and one of the best methods to prevent deviant development and enhance healthy development in children (10). The goals of the method of
assistance should be to help both parents and children
learn more effective ways of communicating as well as to help
them develop the ability to express warmth, respect, and
high regard (57).

Group Counseling in Relation to Parent Groups

In order to be an effective parent, an individual needs
to be capable of accepting himself and others; he needs to
become sensitive to human relationships and how others
feel (53). Self-concept and philosophy of life help
determine an individual's reaction to life, both emotionally
and behaviorally (16). Group counseling has been used to
increase acceptance of self, openness to and acceptance of
others, and effective communication (45). According to
Axline (4), acceptance is a feeling that is within the
experiencing individual and self-respect grows within the
individual's self-awareness and self-discovery. Acceptance
and self-respect cannot be given to someone. They have to
be achieved through a cooperative effort to obtain self-
derstanding and allowing others the same right. Through
establishing positive relationships with others, individuals
hope to convey a feeling of acceptance and respect. Axline
contended that, "... it grows out of genuine, sincere
interest in the other person and a sensitivity to the rights
and capacities of the other person to be an individual and
to be able to assume the responsibility for himself" (4, p. 213).

In order to achieve her goals for family therapy, Satir (49) feels that each individual needs help to discover his own processes, to understand how each family member's process works, and how they all work and fit together. She feels family therapy develops changes in self-concept, changes in behavior and directs the individual toward self-actualization.

Research has shown that nine out of ten parents or adults talk in destructive ways to children (33). Thus, according to Dinkmeyer and Carlson, "A healthy family unit is dependent upon positive human relationships which are based upon the ability to communicate effectively" (21, p. 276).

Through parent discussion groups and lectures, Dodson (23) reported that he has helped parents understand self-concept. By the use of a feedback technique, reflecting and accepting feelings, but not necessarily behavior, along with the teaching of natural consequences in order to learn responsibility, he felt he has helped parents develop a positive self-concept in their child. Guerney (37) has used demonstrations in play therapy and role-playing techniques with parents of small children in order to develop communication skills in the parents conducive to
facilitating feelings of self-respect, self-worth, and self-confidence. The parents were used as agents effecting the change. Ohlsen (45) suggested that by using these methods, counselors could help parents in parent groups learn how to listen, how to communicate more effectively how they really feel, and how to develop better methods of dealing with family problems. He further suggested that parent discussion groups facilitated better understanding of children and more effective child-rearing methods along with providing support from others, which helped the parents apply what they did learn.

There have been relatively few descriptive studies of parent groups. One of the earliest by Buchmueller (11) in 1953 was quite extensive and informative at the time. The earliest studies employed the client-centered non-directive approach (11, 26) while the more recent studies employed a didactic, informative, as well as traditional group counseling approach (9, 43). The goal of each of these studies was to attempt to change parent attitudes in order to modify the home environment. Subjective evaluation in each study found better understanding of self and others and better methods of interacting or communicating. Reports of children's behavior change were positive. Perhaps one of the most relevant results was reported by the teachers in the McWhirter and Cabanski study.
The teachers also felt that the program lightened their load. Facilitators were able to sort out complaints and fears so that teachers were not apt to be approached with anxiety-ridden misconception of certain school situations. Rather than being barraged by unnecessary complaints and questions, the teacher's time was more constructively spent in solving problems with those parents who had a realistic need of contact with teachers (43, p. 31).

The McWhirter and Cabnaski (43) parent program was included in a comprehensive approach with learning disability and emotionally disturbed children at a private day school. Parents were required to participate in the parent program and were assigned to one of four aspects of the program. One aspect of the program allowed direct parents' involvement in the school. The educational groups provided understanding of basic child development principles, learning disabilities and basic styles of both adjustments and defenses. These groups were primarily aimed at the intellectual or cognitive level, however, occasionally discussion and interaction was focused on the emotional level. The counseling group for parents met with emphasis on emotional catharsis as well as development of better and more effective communication skills. The counseling sessions provided emotional support as the parents dealt with their emotions and problems. Primary themes of the counseling groups were: school-home communications, behavior problems, interpersonal relations, and recurring emotional experiences such as anxiety over future concerns and feelings of guilt.
or ambivalence toward the child. Although this was not an experimental study, McWhirter and Cabanski (43) stated there was much improvement in public relations between parents and school. Subjective feedback from the parents suggested that they had gained not only helpful information about and better understanding of their children and themselves, but also a better understanding of the school.

Another descriptive study on counseling parents of children with learning disabilities enrolled in a private day school was conducted by Bricklen (9). Parents were required to enter a parent counseling group. The groups met weekly, and the counselor also met once a week with the teachers. Information about the child's response to and interaction with his home environment was exchanged between parents and teacher via the counselor. In the beginning, the counseling sessions were well structured and didactic, with a great amount of leader participation. Within this structure, specific information was given and discussed about learning disabilities and child development. Later sessions became less structured and more traditional group counseling methods and techniques were used to encourage and facilitate the emergence of feelings and reactions to the child's behavior. These sessions were kept child-centered and problem-oriented by the counselor. Bricklin (9) found that in the beginning the parent's anger
and guilt emerged quickly, and they began to blame themselves and/or others for their children's problems. As they learned more about the futility of this and began to learn more about learning disabilities, the focus became "how can we help?" The program helped parents to develop not only more understanding of the learning disabled child, but of their other children and themselves as well. Both parents and teachers learned to see the children from the other's perspective and learned better methods of interacting with each other and with their children. Some parents realized the need for more intensive private psychotherapy, and proceeded to obtain it.

Appel (1) investigated the effect of parent group counseling on attitudes of parents of retarded children. He found that although the counseling sessions served as a catharsis for mothers, they also became more objective and realistic in their acceptance of themselves, their disabled children, and their family interaction. They had significant changes in attitudes in a positive direction.

Parent group counseling focused on feelings and attitudes toward self and others was used by Gazda and Ohlsen (30) in an experimental study investigating the effect of parent group counseling upon bright under-achieving fifth graders. Parents were asked to volunteer for group
counseling in order that subjects could be randomly selected; however, complete randomization was prevented by scheduling. Prior to group placement, all parents were tested, and then told they would wait eight weeks before counseling began, thus they were their own control group. They were then retested, assigned to one of the three groups and began in counseling. The primary technique used during the counseling sessions was focusing on discussions oriented toward the members' feelings and attitudes toward themselves and others. The counselor provided information when requested. Both mothers and fathers had excellent attendance records. Two of the groups demonstrated a significant increase in acceptance of self and others, however, no other predicted change occurred. Unsolicited subjective reports of parents indicated improvement in family relationships and improvement of the children's behavior which the researchers considered significant. Gazda and Ohlsen (30) suggested that the difficulty in finding any significant results in measurement was due to the lack of sensitive paper and pencil tests to measure change. They also thought that by grouping test data, changes which may be desirable in some members of the group might have been nullified by desirable changes in the opposite direction in other members of the group. In conclusion, the investigators found few of the predicted
changes, as measured by tests, occurred in parents; however, the children were reported to have made predicted positive changes in the direction of increased congruency between ideal self and perception of self along with improved behavior. Gazda and Ohlsen felt the most significant aspect of the study was that, if approached properly, parents would volunteer and participate in a group program when they can use their own problems and goals, and when they are provided with the information they wish to have regarding child development and behavior.

In a study by Griggs and Bonney (35) it was found that when children were exposed to casual understanding, they showed a significant increase in acceptance of others. Those of the Adlerian approach to family or parent group counseling have also emphasized that cognitive understanding helps facilitate change in attitudes and behavior (26, 27). In his work with groups of parents, Dreikurs (25) stated he has helped parents learn how to use natural consequences, and how to teach children that they have responsibility along with freedom. The fear parents have had regarding the mistakes their children will make often has led the parents to try to prevent such mistakes in negative ways. By positive encouragement, parents could help their children feel better about themselves and to become more willing to achieve (25). Runyan (48) found that by conducting an
Adlerian Parent Group program, the attitude toward freedom of children changed significantly in the experimental group of parents. The home and school behavior of the children improved significantly, however, there was no change in locus of control.

A parent group program utilizing Adlerian, Rogerian, and behavioristic theoretical concepts and methods was used in an experimental study by Downing (24). The program was designed so that school counselors could use it to provide educational assistance through a program which would train parents in family relationships and management skills. Although three groups of parents were offered the program, only one group of volunteer parents was sufficiently large enough to randomly assign the subjects to an immediate intervention experimental group and to a delayed intervention control group. The experimental intervention was scheduled on a weekly basis for two and one-half hours for six weeks. The Parent Attitude Research Inventory (PARI) and the Semantic Differential were used for pretest and posttest measurements of the participating parents' attitudes. Specific parental attitudes which were studied were: (1) the attitudes toward controlling techniques, (2) confidence in child-rearing techniques, (3) awareness of children's emotional needs, (4) trust and respect for child, and (5) parent-child communication. Based on parents' posttest
scores, parents' participation in the training program resulted in significant positive changes in the predicted direction on all attitudes studied with the exception of (5) parent-child communication. Downing recommended future research in actual behavior change in parents and children following parents' participation in a training program.

A comprehensive experimental study was conducted by Carkhuff and Bierman (13) investigating the differences between training of parents and traditional counseling with parents in groups. The training group received systematic training in communications, with empathy training emphasized. One practice session with the children was included. The other three traditional treatment groups were conducted by therapists with psychoanalytic training, however, quite eclectic in practice. Carkhuff and Bierman found that there were significant changes in parents' perceived parent-to-child relationship as measured by a relationship inventory. There were no significant changes in parental functioning in a play situation, no significant change in pre-post personality change index, nor child adjustment index. There was a slight non-significant trend for mothers to become more passive and fathers more active. Although there were different results in each of the groups, there appeared to be a high relationship between pre and posttest measures of communication and discrimination.
There appeared to be over-all group change, but parents apparently maintained the same position within the group. The investigators concluded that there was evidence of significant constructive change or an improved level of communication and discrimination between parents as a result of training. Parents' perception of their communication with children appeared to be better than it actually was. The researchers felt the difference between these results was due to the fact that the parents practiced communicating with each other more than they did with their children, and Carkhuff and Bierman emphasized "people learn best what they practice most" (13, p. 160). They further concluded, that the training treatment was much more effective, however, if constructive personality change is the goal, none of these methods appeared to be effective, and new methods should be devised. Included in these new methods should be practice and experience.

In a research and development program used with children and their parents, three different techniques were described by Walter, et al. (56), group education only, one-family consultation in the home, and parents as the experimenters. One of their projects which studied three families utilized all three approaches and proved to be the most beneficial in the researchers' estimation. In this program the educational meetings were provided to: (1) teach parents how to observe
behavior and record data accurately, (2) have parents select five undesirable behaviors to be weakened and five desirable behaviors to be strengthened, (3) help the parents to learn how to identify contingencies, i.e., antecedent events, behaviors, and consequential events, and (4) review the principals and procedures of behavior control, and see how they have been applied by the parents. The meetings initiated practice and homework using prepared written materials or handouts as guidelines. In apparent agreement with this approach, Garziano stated

... the behavior therapist believes that it is important to share his knowledge and techniques in order to teach others to bring about and maintain improved behavior in the child. . . the parents, by virtue of being parents, have assumed the major moral, ethical and legal responsibility for their children, the parents have the greatest degree of contact with the child and greatest control over his immediate environment; the parents are typically both willing and fully capable of assuming and carrying out detailed and direct measures to help their children. Therefore, it is not the task of the therapist to assume full burden of "treatment" and in the process, allow the parent to relinquish his responsibility, but it is the therapist's task to help the parents directly to be more effective in carrying out a parent's moral, ethical and legal obligation to care for his child (34, p. 365).

An active counselor appears to be necessary in order to elicit information from the parent about their feelings regarding children's problem behaviors (28). The counselor must also help to create in the parents "acceptable models for the target in the real world" (54, p. 100). The
Counselor must be able to focus on the parents' strengths, and elicit those strengths in order to develop more effective strategies. Parents should be taught and encouraged to look for alternative methods and strategies; what might work for one might not work for another (28).

It has been noted that much of the research regarding parent groups has been with parents of children with specific problems, i.e., emotionally disturbed, mentally retarded, behavioral disturbance, learning disabilities, and has been conducted as a rehabilitative measure (1, 9, 11, 12, 18, 30, 36, 43). There have been a number of suggestions from various authorities on principles, ideas, and concepts which would appear desirable to be used in developmental or preventative parent education groups. Dinkmeyer and Muro have stated,

Consultation with parents and groups may originally focus on parent education, child-study groups and similar activities. However, the attempt is always to reach a large number of parents and help them understand more effective ways to relate to their children. These parent groups work with developmental problems with the same C-group emphasis. The counselor tries to identify problems and concerns, then he utilizes the group mechanism such as acceptance, universalization, feedback and reality testing to develop a cohesive group that looks at specific child-training situations, parent attitudes and beliefs, and helping parents consider alternatives and develop a commitment for change (22, pp. 15-16).

Preventative or developmental counseling and guidance would appear to be the most effective with children or parents of
children in the primary grades. According to Glasser "The critical years are between ages five and ten. Failure, which should be prevented throughout, is most easily prevented at this time" (32, p. 27).

One of the few studies which investigated preventative parent group counseling as a function of the school system and which employed school personnel was conducted by Shaw (51). The purpose of the study was to investigate three indices of the feasibility of parent group counseling in the schools: "(1) the amount of initial parent participation in groups, (2) the patterns of parent attendance, and (3) parent reaction to group counseling" (51, p. 44). All parents of first-and seventh-grade students in five different school districts were invited to participate in small parent discussion groups. Groups were formed on the basis of volunteer parent time preferences. There were fifty-three parent counseling groups; maximum group size was fifteen. Thirty-eight counselors were represented by various relevant school personnel. All counselors were provided with a minimum of three full days of special training. The groups were structured to provide maximum opportunity for free expression as well as interchange among group members. The groups appeared to progress in similar ways, and the group process was reported to be remarkably alike. Counselors attended bi-weekly supervision
sessions to provide continuing support along with assistance in increasing their counseling skills. Simple Attendance Forms were used to collect data on attendance. A post-series Reaction Sheet was used to collect parent responses to parent group counseling. Forms were mailed to parents and some parents failed to respond, thus lending some possible bias through loss of data. In summary, the investigators found two main factors which appeared to be related to parent participation. The first, was the socioeconomic and ethnic composition of the school, and the second was the principal's attitude toward guidance. Middle-class schools and prior principal's interest in guidance appeared to increase participation of parents. No parent attended all meetings, and although a small number attended the second series of meetings, the percentages of attendance were higher. The investigators suggested that those that attended the second series had appeared to appreciate the value of the participation. A majority of first-grade children's parents responded favorably about the helpfulness of the groups, however, only about 40 percent of the seventh-grade children's parents responded favorably following the first series. Both grade level's responses increased favorably following the second series. Both grade level parents reported changes in children's behavior with first-grade parents reporting more frequently.
Overwhelming portions of changes were in positive rather than in negative directions as perceived by parents, and an overwhelming majority of the parents indicated they would recommend a similar experience for other parents. The investigators concluded that guidance services should not be reluctant to initiate large-scale parent group counseling because of feasibility. They found that parent response to parents groups was strikingly positive, so much so that they could disregard a possible halo effect. No measures were taken on specific parental attitudes. Relevant findings for future research were: (1) the most precipitous decline in attendance followed the first meeting at which pre-experimental data was collected, the assumed reason was the parents' objection to being part of an experiment, (2) attendance increased as sessions progressed, and (3) parents perceived positive changes in children's behavior.

Studies have been reported which have attempted to determine the effects of parent group counseling on parental attitudes and children's behavior. Each of the different theoretical reported approaches to counseling appeared to be effective, yet little statistically significant predicted changes were reported. Throughout the research reports, there was the suggestion that parents need to be provided with different techniques and methods
of child-rearing practices in order to discover, through practice, which works best for them. The majority of the reported research has been of a rehabilitative nature rather than preventative or developmental, yet there has been increasing theoretical discussion that more developmental parent education groups should be undertaken.

Summary

The literature and the available research indicated that parents' attitudes toward themselves and their children could be changed positively through the process of parent groups. The literature also indicated that children of these parents could be expected to develop more positive self-concepts and behaviors. The majority of the reported studies subjectively reported changes in children's behavior, however, specific behavioral changes were seldom noted and change in the children's attitude about or view of themselves has been virtually ignored. A number of the studies have reported the possibility of inadequate or insensitive measuring instruments (1, 13, 24, 30). Thus, it would seem appropriate to use self-concept scales constructed specifically to be language and culture-free in a school setting. In addition, measurements of parents', teachers' and counselors' perception of the children's self-concept as inferred through behavior would
appear beneficial as a means to help determine the sensitivity and validity of such an instrument.

There appears to be a need to investigate the relationship between specific parental attitudes and children's self-concept in a school setting. It might be possible to infer that a positive change in parental attitudes would be related to positive change in the children's self-concepts as well as behavior. It would then seem that a parent education program used to develop specific parental attitudes and the ability in parents to communicate these attitudes to their children would result in more positive attitudes and behaviors in the children in school as well as home.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHODS AND PROCEDURES

This chapter presents in detail (1) the procedures involved in subject selection, (2) the instruments utilized, (3) a synopsis of the Parent Education Program, (4) a description of the counselors involved in the program, (5) a description of and rationale for the research design, (6) the procedures involved in obtaining and collecting the data, and (7) the statistical procedures employed in analyzing the data.

Selection of the Subjects

Permission was obtained from the School Administration in a North Central Texas school system, which included two cities, to utilize elementary school counselors, relevant school personnel, and school facilities to conduct and evaluate a Parent Education Program. Nine elementary schools provided the pool from which lists of parents were selected. In the fall, the three elementary school counselors of the school system provided lists of twenty names from each of the nine schools, making a total of 180 family names. The nine lists consisted of names of those parents who had made past contact with counselors or
teachers and appeared to be in need of extra attention and help in understanding their child's behavior in the school setting, and the names of those parents who counselors and teachers felt might benefit from a Parent Education Program. Because preventative or developmental counseling would seem to be most beneficial to primary-grade children, and also because the counselors felt there was a need for past contact with parent or child, only names of those parents of children in grades two through four were submitted.

Under the present public educational system, most counselors would only be able to work with those parents who have been advised of the services which are offered, and who voluntarily take advantage of such services. Therefore, the parents who volunteered for the program were the population for this study.

Letters announcing the formulation of parent groups and inviting parents to participate in the Parent Education Program were mailed to the parents by the Director of Counseling and Guidance. Included in the letter were instructions for responding to the letter. Follow-up telephone calls were made by the counselors one week after the parents received the letter in order to confirm attendance.

A minimum number of thirty subjects in the experimental group and thirty subjects in the control group were
considered necessary in order to provide sufficient data needed for the purposes of this study. Forty-nine families responded and volunteered to attend the Parent Education Program. Although this number was not adequate for the purposes of the study, the Parent Education Program was established as a pilot program in order to give the counselors added training and experience in using the Parent Education Program with volunteer parents.

**Pilot Program**

In the pilot program the volunteer parents from the nine schools were assigned to three different groups, each group representing three of the nine schools. Each of the three elementary school counselors led one of the groups. All three groups participated in the Parent Education Program for a period of ten weeks each Wednesday evening for one and one-half hours. Of the sixty-five parents who began the program, fifty-two were in couples. Eight parents were added after the first three weeks because ten parents had to drop the program for various reasons. The counselors reported that the addition of new parents caused some problems in the presentation of material which had already been covered.

During the weeks that the pilot program was in operation, counselors, teachers, and principals received inquiries regarding the program from a number of parents
who had not been on the original lists. These parents expressed the desire to participate in such a program. The parents who did attend the program expressed enthusiasm regarding the program to counselors, teachers, principals, and some members of the school administration. Therefore, the school administration decided it would also be beneficial to determine a more accurate number of parents, of children in grades two through four, who felt the need for such a program. Instruments were not administered to the volunteer parents in the pilot program, therefore, no statistical analysis was computed.

Research Program

Two weeks prior to Christmas vacation, letters describing the program and inviting parents to participate in the Parent Education Program were distributed to each of the nine elementary schools. Included in the letter were instructions for responding to the letter. The letters were sent home with each child in the second through fourth grades of each of the nine elementary schools. During the last week of the fall semester, announcements were made twice in each school reminding the students to return the letters to their teachers.

Parents had been given a choice of afternoon or evening sessions in order to better ascertain the number of parents interested. Information was also requested
regarding parents' interest in attending the program individually or as couples. Results of the responses to the letters are shown on Table I. Although the responses for evening sessions far outnumbered those for daytime, the time of the program was set for 12:30 P.M. by the school administration in order to conserve electricity, fuel and gasoline because of the energy crisis present at the time. Sixty-two parents indicated that they could not attend or were not interested in the program for various reasons. Fifty-three single parents and thirty-nine couples indicated that although they could not attend the program when it was offered in the spring, they were interested in attending the program at a future date. More couples (145) signed up than singles, although many couples indicated that they could also attend as a single parent, thus raising the number of single responses to 131.

TABLE I
PARENTS' RESPONSE TO LETTER

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>Evening</th>
<th>Single</th>
<th>Couple</th>
<th>Future Single</th>
<th>Future Couple</th>
<th>Not Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>61*</td>
<td>231*</td>
<td>131</td>
<td>145</td>
<td>53</td>
<td>39</td>
<td>62</td>
</tr>
</tbody>
</table>

*Some parents signed up for either afternoons or evenings.
A stratified random sampling procedure was used to assure that each of the nine schools was accurately represented due to geographical and socioeconomic differences (18). The names of all volunteer parents, including husband and wife volunteers or one-spouse-only volunteers, were divided into nine subgroups, one subgroup for each school. Ten family names were drawn from the combined day and evening volunteers from each school by the use of a Table of Random Numbers. The Table of Random Numbers was again used to identify the family names of those parents which were assigned to the experimental group and to the control group. Although a few parents who had participated in the pilot program volunteered and were included in the randomization procedure, no family names of parents who had attended the pilot program were drawn.

Those forty-five families who were assigned to the experimental group were called by telephone and notified of the time and day of the program. They were also informed of the decision to have the sessions during the afternoon in order to conserve gasoline as well as electricity. Those forty-five families who were assigned to the control group were called by telephone and notified that they would be invited to participate in the next Parent Education Program and would be contacted again in ten weeks. Although
their attendance was irregular, three fathers attended the program with their wives.

Description of the Instruments

The **Primary Self-Concept Inventory** (PSCI), the **Inferred Self-Concept Scale** (ISCS), the **Parental Acceptance Scale**, and the **Self-Esteem Inventory** were the instruments used for this study.

The **Primary Self-Concept Inventory** (PSCI), a pictorial test, was developed by Douglas G. Muller and Robert Leonetti and copyrighted in 1972 (12). The instrument was designed to evaluate "several aspects of self-concept relevant to school success" (12, p. 1). Six factors of self-concept are measured: Physical self, emotional state, peer acceptance, helpfulness, success and student-self. These six factors are clustered into the following domain scores: (1) Personal-Self Domain, (2) Social-Self Domain, and (3) Intellectual-Self Domain. Therefore, the test may be scored, using the manual's standardized scoring procedure, to yield six factor scores, three domain scores and/or a total self-concept score. The total self-concept score was used for the purposes of this study.

The authors specifically designed the instrument to be appropriate for use with children of Mexican or Spanish descent as well as children from other cultural backgrounds. The instrument was developed for use with children in
kindergarten through fourth grade and does not require the ability to read. It can be administered individually or to groups of children in the child's native language or a combination of languages if the child is bilingual. There are two forms, one male and one female, composed of twenty illustrations in which a child is placed in a negative role and another child placed in a positive role. The administrator tells a simple descriptive story about each illustration and the subject is instructed to draw a circle around the person most like himself.

Muller and Leonetti (13) reported a test-retest correlation coefficient of .91, determined by using the Pearson product moment correlation coefficient. Construct validity was assessed in "terms of factor stability across redivisions of the sample" (13, p. 33), and also by having eleven independent judges place items into the six categories (factors). Cross validation procedures were used with two additional samples, one equally divided between Anglo and Spanish-surnamed children and the other of children of Spanish-Mexican ancestry. Content validity was determined by specialists in testing and test construction.

The Primary Self-Concept Inventory is still considered an experimental instrument and researchers using the scale must agree to submit their collected data to the data pool in order to further establish validity and reliability.
Summary Tables in the manual provide information on validity, however, more complete statistical data and information regarding factor structure, reliability, and validity of the PSCI were planned for release by summer, 1973; however, it is as yet unavailable.

The Inferred Self-Concept Scale (ISCS) was developed by McDaniel (11) and copyrighted in 1969. The scale was designed as a method for appraising the self-concept of individuals from different classes and cultures. The scale was developed in response to the many problems related to self-report inventories (11), by using observers to assess the subject's self-concept "(as they infer it from the self-concept that the student appears to manifest in the school setting" (11, p. 10). The author of the ISCS has made the basic assumption that self-concept can be inferred from behavior. The construct "positive self-concept" is defined by McDaniel as a person's view of himself as competent and accepted in a school setting.

The instrument is composed of thirty items; each item has a five-point rating scale scored in an affirmative direction. A total self-concept score is obtained and interpreted with the higher score representing a socially desirable (or more positive) concept of self. Several forms are available for both juveniles and adults. Experimental
Form for Juveniles (grades one through six) was used for the purposes of this study (12).

McDaniel (11) assessed examiner reliability in several ways and reported the following:

1. Using the Pearson product moment correlation coefficient procedure to determine the relationship between counselors' and teachers' scores, a positive coefficient of .58 was obtained, which is significant at the .01 level.

2. Teachers' and counselors' ratings for each student were examined; 50 percent of the correlations between teacher and counselor ratings were significant in a positive direction, at the .05 level.

3. The relationship between counselors' rating of each item and teachers' rating of each item in the total scale was examined; the ratings of twenty-nine of the thirty items were significantly related at or beyond the .05 level in a positive direction.

4. Examiner variance was examined using mean scores and standard deviations for the Inferred Self-Concept Scale; in general, teaching ratings were significantly higher than counselor ratings.

5. Test reliability was assessed in several ways and the following was reported (11):

1. In determining internal consistency of the scale, split-half reliability coefficients were obtained between
counselors, teachers, and counselor-teacher combined. Pearson product moment correlation coefficients were .86, .86, and .90, respectively, all significant beyond the .01 level.

2. In order to determine interitem consistency, Valdman's Program Testat, utilizing a generalization of the Kuder-Richardson formula #20 for dichotomous items, was used to examine the consistency of performance on all items on the scale. The alpha coefficient for counselors was determined to be .92, for teachers to be .91.

3. Test-retest reliability was assessed by determining coefficients for students classified according to race, sex, birth order, family size, and grade level. All Pearson product moment correlation coefficients were significant beyond the .01 level.

Eight expert judges from various relevant professional backgrounds were used to examine items used on the scale and to establish content validity (11). Seventy-five percent of the judges agreed upon 37 of the 100-item pool originally used to compose the scale. The author subsequently dropped seven of the items which were repetitive, leaving thirty items on the scale.

The Parental Acceptance Scale was developed by Porter (16). It is a self-report inventory designed to measure parental acceptance as revealed in behavior and feelings
toward, about, or with his child. Variables measured by the instrument are: respect for child's feelings and right to express them (A), appreciation of the child's unique makeup (B), recognition of the child's need for autonomy and independence (C), and unconditional love (D). The test may be scored to yield a subtest score for each of the variables and a total score. All four subtest scores and the total parental acceptance score were used for the purposes of this study.

The instrument consists of forty items, each with five multiple-choice responses ranging from low to high acceptance. Two dimensions of acceptance are incorporated into the scale. The first reveals how the parent feels in a specific situation; the second reveals what he does or his manifested behavior in a specific situation.

Porter (15) reported a split-half reliability correlation of .77 raised by the Spearman-Brown Prophecy Formula to .87. Later research (10) reported a split-half reliability coefficient of .67; using the Spearman-Brown Formula, total test reliability was raised to .80. Both reported coefficients are significant beyond the .01 level.

Porter (15) investigated the validity of the instrument by using five expert judges to rank the responses on the continuum of one, representing low acceptance, to five, representing high acceptance. On all items there was
agreement among at least three out of the five judges. Greatest distance of disagreement was by a distance of two-scale points which occurred in less than 20 percent of the responses. Though it would be desirable to have greater validity, by reviewing the operational definition of parental acceptance as established by Porter (15), it appeared that the Parental Acceptance Scale would be useful in achieving the purposes of this study.

Internal consistency of the scale was investigated by Burchinal, Hawkes, and Gardner (1) using an item analysis. By analyzing fathers' responses, it was found that all items discriminated between high and low scorers with the exception of one item. Analysis of mothers' responses yielded the same results. The value 3.46 needed for a probability level of .001 was exceeded by thirty-five items in the mothers' responses and thirty-three in fathers' responses.

The Self-Esteem Inventory was developed by Coopersmith in 1967 (3). The scale was designed to measure evaluative attitudes toward the self. Although it was originally developed for use with children, Coopersmith has recently used the scale with all ages (4). The adult short form which was used for this study contains twenty-five items which yield a total self-esteem score.

The first form contained fifty items. A shorter form of twenty-five items was developed from an item analysis
of the responses to the longer form. The shorter form correlated over .95 with the longer form (4). The items in the inventory of the adult form cover peers, family, home, and personal interests. Each statement can be answered by checking either "like me" or "unlike me" by the subject.

Coopersmith (3) reported a test-retest reliability of .88 over five weeks, and .70 over three years for the longer fifty-item scale. A .90 split-half reliability was reported for the long form (4).

Although Coopersmith provides more construct validation than many, systematic validation has been lacking (4). In an attempt to establish criterion validity, Crandall (4) found correlations of .59 and .60 between the Rosenberg Scale and the short form of the Self-Esteem Inventory. Correlations were reported of .46 with the Bill's Scale, and .37 with the Cutick Scale (4).

Parent Education Program

The Parent Education Program was an adaptation of the Downing (6) program. Revisions of Downing's program were made following a research project in which the program was one of two programs used with parents of special education children (5). The program was revised to include examples oriented toward younger children, and also to fit into a ten-week schedule.
The program utilized Rogerian, Adlerian, and behavioristic theoretical approaches and concepts in mini-lectures, discussions, group problem-solving, role-playing, and homework. The program was structured, but there was time available for discussion of individual problems in the therapeutic setting.

The program was geared toward individualization, using personal examples of parent-child relationship problems as an avenue through which to develop understanding of the theory. Both affective and cognitive learning were emphasized. All three counselors followed the same general structure, but used their own group's concerns to develop understanding of the information given.

Counselor Leaders

Counselor leaders of the Parent Education Program were three elementary school counselors. All three received their Master of Education degrees in Counseling and Guidance from the same university. All had similar training and experience in working with children, parents, and groups. By using all of the elementary counselors in the particular school system as well as using the mean scores of the total experimental group, consisting of three subgroups, the counselor personality variable was considered negated for the purposes of this study.
Design of the Study

The experimental design employed in this study was the Posttest Only Control Group as described by Campbell and Stanley (2, pp. 25-27):

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>RN</td>
<td>X</td>
<td>0</td>
</tr>
<tr>
<td>Counselor 1 (3 schools)</td>
<td>Rn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor 2 (3 schools)</td>
<td>Rn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor 3 (3 schools)</td>
<td>Rn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>RN</td>
<td>...</td>
<td>0</td>
</tr>
</tbody>
</table>

According to Campbell and Stanley (2), the advantage of the Posttest Only Control Group Design over the Pretest-Posttest Control Group Design, is Posttest Only Control Group Design avoids the "giveaway repetition of identical or highly similar unusual content (as in attitude change studies" (2, p. 26).

The Posttest Only Control Group Design added the advantage in this study of relieving any anxiety which may have arisen in the parents resulting from test-taking in a new, unknown, perhaps threatening situation (5, 8, 19).

Collecting and Processing Data

The program began in early spring, with an experimental intervention period of ten weeks plus an eleventh week session for purposes of administering tests. The
experimental groups met once a week for approximately one and one-half hours during the afternoon (7, 14). Following each session the counselor evaluated the session and wrote a brief written report regarding the structured activities, the response and interest of the parents, and any suggestions for improvement. Every two weeks, there was a meeting with the three counselors in an attempt to keep each group's structured experiences as similar as possible, and to discuss any problems arising in the groups.

At the eleventh session the Parental Acceptance Scale, Self-Esteem Inventory, and Inferred Self-Concept Scale were administered to each group by their respective counselors. A subjective written evaluation of the program was requested and obtained from each parent during this same session. The week following the tenth session of experimental intervention, the Inferred Self-Concept Scale, Self-Esteem Inventory, and Parental Acceptance Scale were mailed to the control group of parents with instructions to return in a stamped-addressed envelope. A follow-up postcard reminder was mailed one week after the instruments were mailed. In order to obtain all of the available data, telephone calls were utilized, to encourage parents to return the completed instruments. Data was obtained from thirty of the forty-five families in the control parent group and thirty-one of the forty-five parents in the
experimental group. Thirteen of the parents randomly assigned to the experimental group either had dropped out of the program or did not attend the minimum number of six sessions necessary to be included in the statistical analysis of the data. One parent who had attended the program did not return the instruments.

The week following the tenth session, the counselors and teachers of the children whose parents participated in the study, both experimental and control groups, were administered the **Inferred Self-Concept Scale** for each child. In addition, the children of the parents who participated in the study, both experimental and control groups, were administered the **Primary Self-Concept Inventory** by the counselors. In order to avoid any confusion regarding the subject (child referred to in the measurement), each parent had been instructed to choose one child in a family toward whom to direct the responses on the instruments. This child was then the subject for the **Parental Acceptance Scale**, the **Inferred Self-Concept Scale**, and the **Primary Self-Concept Inventory**.

In the event that both parents in a family participated in the experimental group, only one parent's scores were used in the statistical analysis. A coin was flipped in order to determine which parent's scores were used. It was necessary for the parent to have attended six sessions
in order to have been counted as a subject in the statistical analysis (8).

At the end of the entire Parent Education Program the counselors met and reported subjective changes in the subjects which might not have been measured by the instruments.

Statistical Analyses of Data

Means and standard deviations were computed for the total scores of the Self-Esteem Inventory, each of the four subtests and total scores of the Parental Acceptance Scale, the total scores of the Primary Self-Concept Inventory, and the total scores of the Inferred Self-Concept Scale.

Hypotheses I and II--The t-test for two independent samples was used to test for the significance of difference between the means of the experimental parent group and the control parent group on (1) the Self-Esteem Inventory scores and (2) the four subtests and total scores of the Parental Acceptance Scale (17).

Hypothesis III--The t-test for two independent samples was used to test for the significance of difference between the means of the Primary Self-Concept Inventory scores of the experimental group children and the control group children (17).
The chi-square test of significance was computed to determine significant differences between the variances of the experimental and control groups, both parents and children.

Hypotheses IV and V--Pearson product moment correlation coefficients were computed between (1) the Self-Esteem Inventory scores and each of the subtest and total scores of the Parental Acceptance Scale, and (2) the Primary Self-Concept Inventory scores and each of the subtest and total scores of the Parental Acceptance Scale (17).

Hypothesis VI--Pearson product moment correlation coefficients were computed between teachers', counselors', and parents' scores as measured by the Inferred Self-Concept Scale and the children's scores as measured by the Primary Self-Concept Inventory (17).

The z-test of significance of two dependent correlation coefficients was computed to determine significant differences between the positive correlations which were found (9).

The .05 level of significance was used as the basis to reject the null hypotheses. The statistical computations for the data were processed at the Data Processing Center, North Texas State University, Denton, Texas.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

Introduction

The purpose of this chapter is to present, analyze, and discuss the statistical and non-statistical findings of this study. This study was designed to investigate the effects of a Parent Education Program upon (1) parents' self-esteem, (2) parental acceptance, and (3) children's perceived self-concept. A second purpose of this study was to investigate (1) the relationship between parental acceptance and parents' self-esteem, (2) the relationship between parental acceptance and children's perceived self-concept, and (3) the relationships between parents', counselors', teachers', and children's perception of the children's self-concept.

The t-test for two independent samples was used to determine if there was a significant difference between the criterion means for the experimental and control groups of both parents and children. Bartlett's chi-square was computed in order to determine significant differences in the variance. Pearson product moment correlation coefficients were calculated to determine the relationships between (1) the parents' scores on the Parental Acceptance...
Scale, including all four subtest scores and total scores, and the scores on the parents' Self-Esteem Inventory, (2) the parents' scores on the Parental Acceptance Scale, including all four subtest scores and the total scores and the scores of the children's perceived self-concept as measured by the Primary Self-Concept Scale, and (3) the scores of the parents, teachers, and counselors on the Inferred Self-Concept Scale, and the children's scores on the Primary Self-Concept Inventory. The z-test of significance was used to determine significant differences between the positive correlations. The .05 level of significance was established as the basis upon which the null hypotheses would be rejected.

Results of the Effects of the Parent Education Program

Hypothesis I, stated in the null form, predicted that the experimental parent group would not attain a significantly higher self-esteem mean score than the control parent group. The t-value computed to test this hypothesis is shown in Table II (page 72). In this table, the t-value must equal or exceed 1.671 to be significant at the .05 level. The t-value of -1.333 was less than the table value of 1.671, therefore, the null hypothesis was retained.

Hypothesis II, stated in the null form, predicted that the experimental parent group would not attain a significantly higher parental acceptance mean score than the
<table>
<thead>
<tr>
<th>Variable</th>
<th>Experimental N=31</th>
<th>Control N=30</th>
<th>t-Value</th>
<th>Bartlett's Chi-Square</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SEI) Self-esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean 69.55</td>
<td>Mean 75.07</td>
<td>SD 21.51</td>
<td>16.03</td>
<td>-1.133</td>
</tr>
<tr>
<td>(PAS) Parental acceptance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>33.74</td>
<td>31.93</td>
<td>6.63</td>
<td>7.09</td>
<td>1.029</td>
</tr>
<tr>
<td>B</td>
<td>33.39</td>
<td>31.03</td>
<td>6.15</td>
<td>5.07</td>
<td>1.628*</td>
</tr>
<tr>
<td>C</td>
<td>41.32</td>
<td>40.43</td>
<td>3.43</td>
<td>4.03</td>
<td>0.929</td>
</tr>
<tr>
<td>D</td>
<td>31.23</td>
<td>29.97</td>
<td>6.25</td>
<td>6.73</td>
<td>0.757</td>
</tr>
<tr>
<td>E - Total</td>
<td>139.68</td>
<td>133.47</td>
<td>14.71</td>
<td>15.58</td>
<td>1.609*</td>
</tr>
</tbody>
</table>

* t must equal or exceed 1.671 to be significant at the .05 level of confidence.
* t must equal or exceed 1.296 to be significant at the .10 level of confidence.
control parent group. Hypothesis II was further stated in the form of five corollary hypotheses.

It was hypothesized in Corollary A of Hypothesis II that the mean score for the experimental parent group would not be significantly higher on respect for child's feelings and the right to express them (A), than the mean score for the control parent group. It will be noted that the t-value for A on Table II (page 72) is 1.029, a value which is not significant at the .05 level of significance; therefore, Corollary A of the null hypothesis was retained.

It was predicted in Corollary B of Hypothesis II that the mean score for the experimental parent group would not be significantly higher on appreciation of the child's unique makeup (B), than the mean score for the control parent group. It can be seen on Table II (page 72) that the t-value for B is 1.628, which is not significant at the .05 level. Therefore, Corollary B of the null hypothesis was retained. Although it was noted that the t-value does not reach significance at the .05 level \( (t = 1.671, df, 60) \), the t-value is significant at the .10 level \( (t = 1.296, df, 60) \).

It was predicted in Corollary C of Hypothesis II that the mean score for the experimental parent group would not be significantly higher on recognition of the child's need for autonomy and independence (c), than the mean
score for the control parent group. It can be seen on Table II (page 72) that the t-value for C is .929, which is not significant at the .05 level. Therefore, Corollary C of Hypothesis II was retained.

It was predicted in Corollary D of Hypothesis II that the mean score for the experimental parent group would not be significantly higher on unconditional love (D), than the mean score for the control parent group. The t-value for D, which is .757, can be seen on Table II (page 72). This t-value is lower than the 1.671 necessary for significance at the .05 level; therefore, Corollary D of Hypothesis II was retained.

It was predicted in Corollary E that the mean score for the experimental parent group would not be significantly higher on total parental acceptance (E), than the mean score for the control parent group. It can be seen on Table II (page 72) that the t-value for E is 1.601, which is not significant at the .05 level. Therefore, Corollary E of Hypothesis II was retained. Although the t-value does not reach significance at the .05 level (t = 1.671, df, 60), it is noted that the t-value of Corollary E does exceed the significance level of .10 (t = 1.296, df, 60).

Hypothesis III, stated in the null form, predicted that the children of the experimental parent group would not
attain a significantly higher positive self-concept mean score, as measured by the Primary Self-Concept Inventory, than the children of the control parent group. It can be seen on Table III (page 76) that the t-value of -1.645 does not reach 1.671, the value necessary at the .05 level of significance. Therefore, Hypothesis III is retained. Although Hypothesis III has been retained, it is noted that there is a significant difference between the variance of the two groups at the .0002 level of significance. A review of the raw data gave the following information, which can be seen on Table IV (page 76). Scores by the experimental children's group had a range of thirteen points while the range of scores by the control experimental group was six. The frequency distribution for the experimental children's group (Figure 1, page 77) was negatively skewed with the mean of 14.06, the median of 15.25, and had two modes, one at 16.00 and the second at 17.00 (16). The frequency distribution (Table IV, page 76) for the control children's group was also negatively skewed with the mean of 15.13, the median of 15.50, and two modes, one at 14.00 and the second at 15.00 (17).

There were no hypotheses made in regard to greater perceived children's self-concept mean scores attained by parents, teachers, and counselors on the Inferred Self-Concept Scale. The t-values were computed to determine
TABLE III
MEANS, STANDARD DEVIATIONS, t-VALUES, AND CHI-SQUARES FOR CHILDREN'S GROUPS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Experimental N=31</th>
<th>Control N=30</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Self-Concept (PSCI)</td>
<td>14.06</td>
<td>3.08</td>
<td>15.13</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* t must equal or exceed 1.671 to be significant at the .05 level of confidence.

TABLE IV
FREQUENCY DISTRIBUTIONS FOR CHILDREN'S GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Experimental, N=31</th>
<th>Control, N=30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Mean</td>
<td>14.06</td>
<td>15.13</td>
</tr>
<tr>
<td>Median</td>
<td>15.25</td>
<td>15.50</td>
</tr>
<tr>
<td>Mode</td>
<td>16.00 - 17.00</td>
<td>14.00 - 15.00</td>
</tr>
</tbody>
</table>
the difference between the experimental children's group and control children's group on these variables. It can be seen on Table V (page 79), that the t-values for all three, parents' ISCS (t = -2.14), teachers' ISCS (t = -0.23), and counselors' ISCS (t = 1.329) do not reach the .05 level of significance (t = 1.671). It is noted that the t-value for the counselors' ISCS scores does exceed the significance of .10 (t = 1.296, df, 60). It is also noted that there is a significant difference between the standard deviations of the teachers' perception of the experimental children's group and the control children's group at the .029 level of significance. Figure II on page 80 reveals that the frequency distribution for both experimental and control groups were negatively skewed, with the experimental group being bimodal. The range mean, median, and modes for both the experimental and control group are shown on Table VI (page 79).

Relationships Between Variables

Hypothesis IV, stated in the null form, predicted that there would be no significant positive relationships between parental acceptance scores and parents' self-esteem scores. Parental acceptance scores included: respect for child's feelings and right to express them (A), appreciation of the child's unique makeup (B), recognition of the child's need for autonomy and independence (C), unconditional love
TABLE V
MEANS, STANDARD DEVIATIONS, t-VALUES, AND CHI-SQUARES FOR PERCEPTIONS OF CHILDREN'S SELF-CONCEPT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Experimental N=31</th>
<th>Control N=30</th>
<th>t-Value</th>
<th>Bartlett's Chi-Square</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Parents' ISCS</td>
<td>112.16</td>
<td>13.56</td>
<td>118.97</td>
<td>11.09</td>
<td>-2.142</td>
</tr>
<tr>
<td>Teachers' ISCS</td>
<td>119.68</td>
<td>17.29</td>
<td>120.60</td>
<td>12.45</td>
<td>-0.238</td>
</tr>
<tr>
<td>Counselors' ISCS</td>
<td>108.10</td>
<td>17.22</td>
<td>102.67</td>
<td>14.51</td>
<td>1.329**</td>
</tr>
</tbody>
</table>

_t_ must equal or exceed 1.671 to be significant at the .05 level of confidence.
*P less than .05 level of significance.
**_t_ greater than 1.296 significant at the .10 level, df, 60.

TABLE VI
FREQUENCY DISTRIBUTIONS FOR CHILDREN'S GROUPS

<table>
<thead>
<tr>
<th>Teachers' ISCS</th>
<th>Experimental, N=31</th>
<th>Control, N=30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>89</td>
<td>51</td>
</tr>
<tr>
<td>Median</td>
<td>121.66</td>
<td>122.60</td>
</tr>
<tr>
<td>Mean</td>
<td>119.68</td>
<td>120.60</td>
</tr>
<tr>
<td>Mode</td>
<td>112-117, 130-135</td>
<td>118 - 123</td>
</tr>
</tbody>
</table>
Fig. 2. Frequency distribution of teachers' perception of children's self-concept scores.
(d) and the total parental acceptance score (E). The Pearson product moment correlation coefficients computed to test this hypothesis are shown in Table VII on page 82. The correlation coefficient must equal or exceed .211 to be significant at the .05 level of significance, as was established. It is noted that all five correlation coefficients exceeded .211, with the coefficients applying to the total parental acceptance score, and all the subtests, with the exception of unconditional love (D), significant at the .005 level ($r$ must equal or exceed .325, df, 60); therefore, Hypothesis IV was rejected. To further investigate Hypothesis IV the $z$-test of significance of two dependent correlation coefficients was computed to determine if there was a significant difference between the positive correlations. The related correlation coefficients and $z$-scores are presented in Table VIII on page 83. It is noted that the only significant differences between correlation coefficients which equal or exceed the .05 level of significance are those relating to: (1) self-esteem with appreciation of child's unique makeup (B) and self-esteem with total parental acceptance (E), and (2) self-esteem with unconditional love (D) and self-esteem with total parental acceptance (E). Thus, the relationship between self-esteem and total parental acceptance is significantly greater than the relationship between
### TABLE VII

**INTERCORRELATION COEFFICIENTS BETWEEN PARENTAL ACCEPTANCE, PARENTS' SELF-ESTEEM AND CHILDREN'S SELF-CONCEPT**

N=61

<table>
<thead>
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<th>Variables</th>
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<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>1. PSCI</td>
<td>132</td>
<td>030</td>
<td>222*</td>
<td>-06</td>
<td>-211</td>
<td>060</td>
<td>069</td>
<td>-203</td>
<td>141</td>
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<tr>
<td>2. ISCS-P</td>
<td>357****</td>
<td>376****</td>
<td>556****</td>
<td>269**</td>
<td>167</td>
<td>306***</td>
<td>-007</td>
<td>253**</td>
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<tr>
<td>3. ISCS-T</td>
<td>487****</td>
<td>217*</td>
<td>062</td>
<td>200</td>
<td>015</td>
<td>-085</td>
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<td>4. ISCS-C</td>
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<td></td>
<td>144</td>
<td>-095</td>
<td>099</td>
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<tr>
<td>5. SEI</td>
<td></td>
<td></td>
<td>429****</td>
<td>324****</td>
<td>504****</td>
<td>239*</td>
<td>510****</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. PAS-A</td>
<td></td>
<td></td>
<td></td>
<td>397****</td>
<td>523****</td>
<td>223*</td>
<td>815****</td>
<td></td>
<td></td>
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<td>7. PAS-B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>408****</td>
<td>-050</td>
<td>628****</td>
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<tr>
<td>8. PAS-C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>174</td>
<td>702*</td>
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<tr>
<td>9. PAS-D</td>
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<td></td>
<td></td>
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<td>10. PAS-E</td>
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<td></td>
<td></td>
<td></td>
<td>1.000</td>
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Decimals omitted. df, 60.

*Significant at .05 level (r greater than .211).
**Significant at .025 level (r greater than .250).
***Significant at .01 level (r greater than .295).
****Significant at .005 level (r greater than .325).
TABLE VIII
DIFFERENCES BETWEEN CORRELATION COEFFICIENTS FOR SCORES ON PARENTAL ACCEPTANCE, SELF-ESTEEM AND SELF-CONCEPT
N=61

<table>
<thead>
<tr>
<th>Differences Between Relationships</th>
<th>Correlation Coefficients</th>
<th>z-Score</th>
<th>P</th>
</tr>
</thead>
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<td>SEI &amp; PAS A</td>
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<td>.823</td>
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<td>.480</td>
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</tr>
<tr>
<td>SEI &amp; PAS D</td>
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<td>.621</td>
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<td>SEI &amp; PAS D</td>
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<td>.007</td>
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<td>PSCI &amp; ISCS P</td>
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</tr>
<tr>
<td>ISCS T &amp; ISCS C</td>
<td>.487</td>
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<td>ISCS P &amp; ISCS C</td>
<td>.376</td>
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<td>ISCS T &amp; ISCS C</td>
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*z-score greater than .05 level of confidence.
self-esteem and appreciation of child's unique makeup or for
self-esteem and unconditional love.

Hypothesis V, stated in the null form, predicted there
would be no significant positive relationships between
children's self-concept scores, as measured by the Primary
Self-Concept Inventory and the parental acceptance scores. It
is noted on Table VII (page 82) that none of the correlation
coefficients related to Hypothesis V equaled or exceeded the
.05 level of significance, therefore, Hypothesis V was retained.

Hypothesis VI, stated in the null form, predicted there
would be no significant positive relationships between
parents', teachers', and counselors' perceptions of the
children's self-concept scores as measured by the Inferred
Self-Concept Scale (ISCS) and the children's perception of
children's self-concept scores as measured by the Primary
Self-Concept Inventory (PSCI). It is noted on Table VII (page
82) that the correlation coefficient (.222) pertaining to the
relationship between counselors' perception and children's
perception of children's self-concept is significant at the
.05 level \( (r = .211, df, 60) \). The children's perception of
children's self-concept is not related significantly to either
the parents' perception or teachers' perception of children's
self-concept. It can be seen on Table VII (page 82) that
there are positive relationships between parents' and
teachers' ISCS scores (.367), parents' and counselors' ISCS
scores (.376), and teachers' and counselors' ISCS scores
(.487). Each of the final three correlation coefficients is significant at the .005 level of significance ($r = .325$).
The z-test of significant differences between correlation coefficients was computed and revealed no significant differences between these three relationships (Table VIII, page 83). Thus, as four of the six correlation coefficients related to Hypothesis VI are significant at the .05 level of significance, Hypothesis VI is rejected.

There was not a hypothesis in regard to the relationship between parents' perception of children's self-concept and the parents' self-esteem, nor between parents' perception of children's self-concept and parental acceptance. It is noted, however, on Table VII (page 82) that there is a positive correlation (.556) between parents' perception of the children's self-concept and parents' self-esteem significant at the .005 level ($r$ greater than .325). There are also positive correlations between parents' perception of children's self-concept and the following variables: respect for child's feelings and right to express them (A) (.269), recognition of the child's need for autonomy and independence (C) (.306), and total parental acceptance (E) (.253). These three correlation coefficients are significant at the .025, .01, and .025 levels of significance, respectively.
Discussion of the Statistical Results of the Parent Education Program

Hypothesis I, which predicted that the experimental parent group would not attain a significantly higher self-esteem mean score than the self-esteem mean score of the control parent group was retained. The chi-square of 5.665, significant at the .059 level of significance indicated a difference between the variances of the experimental parent group and the control parent group as measured by the Self-Esteem Inventory (5). A review of the raw data revealed the range of scores for the experimental parent group was 81 (20 - 100), while the control parent group's scores had a range of 69 (24 - 92) (16). The skewed distribution of scores for the experimental group had two modes, one at 84, and a second at 92. The mode for the control parent group was 88. While the mean score (69.55) for the experimental parent group is considerably lower than the mean score (75.07) of the control parent group and would seem to indicate that participation in the Parent Education Program tended to lower parents' self-esteem, the larger range of scores in the experimental group along with approximately the same mode as the control parent group would appear to indicate that the parents in the experimental group were at different levels of change and were beginning to have a better understanding and acceptance of self, both
positively and negatively. This would appear to substantiate Appel's (1) findings that parent group counseling helped parents become more objective and realistic in their acceptance of themselves. It would also substantiate Rogers' (15) belief that an individual must accept both negative and positive attitudes about himself before he can have self-acceptance and the beginning of change. Gazda and Ohlsen (9) suggested that desirable changes in some members of the group could be nullified by desirable changes in the opposite direction by other members of the group. Thus, it was concluded that positive changes did occur in some of the parents while others were in the process of accepting their negative attitudes first.

It was predicted in Hypothesis II that the experimental parent group would not attain a significantly higher parental acceptance mean score than the control parent group. Each of the five corollaries of Hypothesis II was retained. These findings would seem to contradict the theoretical predictions by Ohlsen (13) and Dinkmeyer and Muro (7) that participating in a Parent Education Program would develop greater parental acceptance. It was noted that the t-value for appreciation of a child's unique makeup and the t-value for total parental acceptance were significant at the .10 level of significance and approached the .05 level of significance. This would indicate a trend
toward increased parental acceptance in these areas. However, in light of Gazda and Ohlsen's (9) conclusions that individuals make desirable changes in different directions, it can be concluded that while parents began to be more accepting of the child himself, they began to discriminate better between acceptance of the child and acceptance of the behavior. In addition, over-permissive and authoritarian parents may make desirable changes in a positive direction yet their scores would tend to negate each other within group scores (4). Further research is needed to explore this possibility.

Hypothesis III, predicted that the children of the experimental parent group would not attain a significantly higher self-concept mean score than the children of the control parent group. This hypothesis, as predicted, was retained. In reviewing the raw data, the conclusion was made that the extreme low scores obtained by a few members of the children's experimental group affected the mean score. Scores ranged from 5 to 18 in the experimental children's group; the scores in the control children's group ranged from 12 to 18. Although the median for both groups closely approximated each other, the mode for the experimental children's group was higher than the mode for the control children's group. This would seem to indicate that the children of the experimental parent group were in
the process of change. Further statistical analysis was computed for significant differences between the two groups on self-concept scores using the parents', teachers', and counselors' perception of children's self-concept scores. Only the counselors' scores showed a trend toward perceiving the experimental children's self-concept as greater than the control children's group (t greater than 1.296 significant at the .10 level). There was an extraordinarily large range of scores for both the experimental and the control children's groups, as perceived by the teachers, 90 (58 - 147) and 52 (87 - 138), respectively. This may be due to the individual differences in the large number of teachers who participated in the study, or it might also be indicative of the need for intervention with the teachers in order for them to develop more objective and realistic assessments. It is concluded that although the mean score of the experimental children's group was not significantly greater than the mean score of the control children's group, as measured by the Primary Self-Concept Inventory (12), that the significantly greater variance within the experimental children's group indicates that these children were in the process of change. This is further substantiated in the section pertaining to subjective reports.
Discussion of the Relationships Between the Variables

Hypothesis IV, which predicted there would be no significant positive relationships between parents' self-esteem scores and parental acceptance scores, including all four subtest scores and total parental acceptance scores, was rejected. Significant over-all relationships were demonstrated across both groups. Parents' self-esteem had a high positive relationship with respect for children's feelings and right to express them, appreciation for child's unique makeup, recognition of child's needs for autonomy and total parental acceptance. There was a moderate relationship between parents' self-esteem and unconditional love of the child. This would substantiate the theory that the greater self-esteem an individual has for himself, the more accepting he is of others (3, 4, 5, 8, 13). Although the relationships are significant it would appear that unconditional love is the least significant of the parental attitudes related to parents' self-esteem. It was noted on Table VII (page 82) that unconditional love is not significantly related to appreciation of the child's unique makeup, nor to recognition of the child's need for autonomy and independence. In view of the findings related to Hypothesis II, regarding a trend in the experimental parent group toward greater scores on both appreciation of child's unique makeup
and total parental acceptance, it is concluded that further research is needed to determine if there is a significant difference between experimental and control groups as well as within groups. It appears possible that there would be a greater relationship between self-esteem and the variables of parental acceptance for parents who have attended a Parent Education Program than for parents who did not attend such a program (5, 13).

Hypothesis V, which predicted there would be no significant positive relationships between children's self-concept scores as measured by the *Primary Self-Concept Inventory* (12) and parental acceptance, was retained. This is in direct contradiction of Coopersmith's belief that the most important contribution to the development of self-esteem is the amount of respectful accepting and concerned treatment received from significant others (5). It is noted on Table VII (page 82) that there is a significant inverse relationship (-.211) between children's self-concept and the parental attitude of respect for children's feelings and the right to express them. Because this appears to be contradictory to a number of counseling theories, further research is needed to determine if this inverse relationship is dependent upon appropriate or inappropriate behavior as a means of expressing feelings. It is noted on Table VII (page 82) that there is no relationship (-.006) between
children's self-concept and parents' self-esteem. This finding along with a lack of a significant positive relationship between children's self-concept and parental attitudes of acceptance would substantiate the conclusions of Ausbel, et al. (2), Cox (6), Schaefer (17), and Van der Veen and Novak (18) that children's perception of parental acceptance attitudes is more influential upon children's self-concept and behavior than the parents' perception of parents' own positive attitudes.

Hypothesis VI, which predicted there would be no significant relationships between parents', teachers', and counselors' perception of children's self-concept scores (ISCS) and the children's perception of children's self-concept scores (PSCI) was rejected. Neither parents' perception nor the teachers' perception of the children's self-concept were significantly related to the children's perception of children's self-concept, but the counselors' perception had a slight significant relationship to the children's perception of children's self-concept. This could be interpreted as concurring with the theory that counselors should be better observers of personality and have better insight into children's behaviors. Yet, there are significant relationships between counselors', teachers', and parents' perception of children's self-concept, which tends to confuse this conclusion. Thus, it would seem that
more research is necessary to further explore the relationship between the Primary Self-Concept Inventory (12) and the Inferred Self-Concept Scale (11) in order to ascertain if manifested behavior in children does, in fact, reveal to the observer the child's view of himself.

Non-Statistical Results

Statistical analysis of the data for this study does not give a complete picture of the results of the Parent Education Program. Therefore, subjective reports from both the parents who attended the program and the counselors who led the program were obtained in order to better evaluate the effects of the program. Personal evaluations of the program by the parents were requested. Two unsolicited evaluations with suggestions were also submitted by two parents. Reports were written by each counselor following each session, and a final evaluation of the program was written at the completion of the program.

Prior to attending the program, seventeen of the parents had read Between Parent and Child by Ginott (10) and all of the parents, with the exception of one, had read various magazine articles and books related to the psychology of children or child-rearing practices. Although there were varied responses to the questions, the statements below indicate the positive trend in regard to what the parents thought or felt was important to them.
The first set of statements are indicative of the responses to the following questions: "What do you feel you learned from these seminars?"

That I have the choice of letting something bother me or not letting it bother me . . . offering choices to children and living with the decisions.

That children have rights as well as we adults and that we should respect their feelings . . . .

. . . learned that many other parents shared my problems.

. . . important to really listen to children, you should let children settle their own problems, and arrive at their own conclusions or suffer the natural consequences.

How to listen for children's feelings.

Not to be afraid of making mistakes and admit them to others.

How to become more patient . . . be more confident in my ability to handle problems which will arise.

How to help my children like themselves. . . .

The second set of statements are indicative of the responses to the following question: "What appears to have helped you the most in your relationship to your child and family?"

To stop and think before I act. At times it is difficult to control my temper and I'm not listening to my child.

. . . not to realize so much what other people think or say.

. . . my own self-realization.

Listening!
... learning about the pay-off.

The realization that my child(ren) are real people with real feelings. There are other ways to deal with children beside the absolute parent authority.

Defining the problems - getting to the reasons behind the behavior and learning that I must let my children take more of the responsibility for their behavior.

Learning to accept one another as we are. ... .

Trying to encourage ... .

I'm a better listener.

To be aware of what I am doing or feeling. To encourage the positive behavior and try and ignore the negative. To really listen!

Being able to see my child as a person instead of a child. Learning to put my entire family on a horizontal plane instead of a vertical one and we are all much happier.

Although many of the parents left the following question blank, "What has helped you the least in this program?" Of those that did respond, the following statement typifies the majority of those responses:

I feel that I benefited from every meeting we had in that it was a constant learning program. I do not feel that any of it was less in importance.

However, there were a few parents who did name specific techniques as disadvantages of the program:

... contracts

... role playing

Doing the course alone has helped the least. If at all possible, I feel the course should include both parents.
Although some of the parents did not respond or responded "nothing" to the question, "If you were to rewrite the program, what kind of changes or suggestion would you make?", ten parents thought it was important to include the fathers and suggested a time change. Several parents suggested having the program last longer. Some suggestions for the counselor-leaders were:

I would make it very clear these are "new" ways or approaches to children. This might keep the "I can't" group from slowing everyone down in the beginning.

I would recommend encouraging the participants to fully express their feelings as I feel that is the basis of most problems.

I feel it would be good to be sure everyone in the group participates. Sometimes one or two people used more of the time and some others had no chance to talk.

Other thought-provoking suggestions were:

We need a time to share experiences with others who already have tried or are trying these new ideas.

I would plan some way of having instructors available for "help" calls, even and especially, after the classes are over . . . perhaps leaders (parents) could be trained in group techniques so that the groups could continue after the classes.

The last set of phrases and statements are indicative of the responses to the question: "How do you feel about this program?"

... great . . . excellent . . . very good . . . time well spent . . . very enthusiastic, very valuable and worthwhile . . . most beneficial and definitely needed . . . really helped my relationship with my children. . . .
It is great! It has helped me to keep my sanity!

I wish I had a chance to be in a group like this before.

It's unique and most progressive! Many others should have the opportunities to take it.

... contact with other parents with the same problems is most reassuring.

It's a great way to bring out problems as well as normal behavior.

I feel we need more of these programs to help our children cope better with society as it is today. Also to make him a better parent in years to come.

And one negative response:

That I would have been better off staying home and minding my own business.

Counselors' Reported Observations

The general trend of behavior for all three groups appeared to be strikingly similar, although the three counselors perceived the program differently. In all three groups, attendance was good. Influenza had reached almost epidemic proportions in the school system, thus the majority of absences or drop-outs from the program was due to either parents' or children's illnesses. It was noted that the members of the parent groups took the responsibility for obtaining any material that was missed due to absences.

It was extremely difficult in the early sessions for parents to verbalize feelings about themselves or their
children, they "seemed to want to explain away negative feelings." Approximately half-way through the program, or around the fourth or fifth session, the majority of parents began to sound less authoritarian and more understanding of the idea of not providing solutions for their children. Parents began to work on and show improvement in their communication skills such as active listening, clarifying and responding to immediate feelings in practice sessions. Although the parents began practicing active listening with their families, they reported they still found it difficult. Some parents reported major breakthroughs in communication with their families. By the sixth or seventh session parents were interacting with each other rather than the leader and many were more openly discussing their problems and mistakes in regard to their children. Although the majority of parents found the concept of family councils very threatening, they quickly understood logical consequences and began to apply the concept at home with some reported successes. The three groups had little difficulty in understanding the baseline technique for observing behavior and in many instances were amazed that what they felt was negative behavior did not occur as often as they had thought it did. In all three groups parents were resistant to contingency contracting; however, by the end of the program three
parents reported the effective use of contingency contracting with their children. There was much discussion about rewards for certain behaviors and many of the parents felt this was a form of bribery and were resistant to the idea. As they began to more fully understand the concepts of logical consequences and natural consequences, the relationship between rewards and payoffs, the difference between external punishment and internal discipline, they began to try various methods and techniques which were presented. Some parents reported better results than others.

All three counselors reported that the parents became very supportive of one another in their attempts to change behavior, both their own and their children's. Many parents did report improvement in their children's behavior. A problem which arose in many families was conflict with the husbands over the use of the new methods, however, before the end of the program, the majority of the mothers reported that the fathers were beginning to read recommended books and handouts. An interesting development reported was that a number of the mothers began having "coffee klutches" with other mothers and going over all the ideas and suggestions which were presented by counselors and other participating parents.

Although the counselors were in agreement that the general trend for each of the groups was similar, reports
by counselors of individual parent's changes were varied. All three counselors indicated that parents began the program at different levels, proceeded to change at different rates and appeared to have individual differences in changed behavior. The following was reported by one of the counselors.

In discussing a child of a member with his teacher, the classroom teacher said, "If all the children in my class improved as much as _____, behaviorally and academically this would be a class only found in heaven." The child's mother had been extremely involved and a true "believer" and has probably put forth the greatest effort in the class.

Yet, this child still scored a five on the Primary Self-Concept (12), the lowest score made by any child. Thus, it would appear that while his observable behavior had changed and was becoming more positive in the teacher's estimation, he still did not perceive himself positively.

Several parents recognized the need for therapy and entered private therapy. Three of the mothers reported previous intensive therapy. One of these three was extremely resistant to the entire program and wrote the only negative evaluation, yet she attended nine of the ten sessions and scored considerably above the mean on the instruments used to measure the parents' self-esteem, parental acceptance, and parents' perception of the child's self-concept. The other two reported that they had gained much from the program including the realization that
other parents had problems with their children similar to their own. Yet, they both scored below the mean on self-esteem, parental acceptance, and parents' perception of the child's self-concept.

Two of the mothers who had not finished high school reported that they had gained enough self-confidence to take the G.E.D. and passed it. A number of parents contacted principals and school administrators to enthusiastically support the program and to encourage the schools to continue the program. Each of the groups wanted to continue the meetings by themselves following the program.

It was noted that although many of the parents of the experimental group voiced an interest to their counselors that they would have liked to have filled out questionnaires both prior to and following the program, many of the parents in the control group were extremely hesitant about filling out the instruments needed for the purposes of this study. One of the parents in the experimental group also refused to fill out the instruments subsequent to participation in the program. Due to the untimely newspaper publication of an article based on the harmful effects of information placed in children's permanent school records, telephone calls had to be utilized in order to assure those parents that the returns would be treated confidentially,
and the results were not going to be placed in their child's permanent record, however, a number of the control parents' group still refused to fill out and return the instruments. In each of the experimental groups, the counselors explained the purpose of the testing; they reassured the parents that the instruments were scored confidentially and that no individual reports of parents or children were made to the schools.

**Summary**

Statistical results presented in Chapter IV indicated that the parents who did attend the Parent Education Program did not have significantly greater mean scores on the **Self-Esteem Inventory** (5) nor the **Parental Acceptance Scale** (14) than the parents who did not attend the Parent Education Program. Definite trends toward greater mean scores by the experimental parent group on appreciation of a child's unique makeup and total parental acceptance were indicated. The data also indicated that the children of the experimental parent group did not attain significantly greater mean scores on the **Primary Self-Concept Inventory** (12) than the children of the control parent group. Significant difference between the variances of the two groups of children's scores was noted. Review of the raw data indicated that the mode of the children of the experimental parent group was higher than the mode for the
children of the control group of parents. Because of the larger range of scores, the higher mode and the few extremely low scores obtained by the children of the experimental parent group, it was concluded that the mean scores did not give the best indication of the difference between the two children's groups. It would appear that the children of the parents who attended the parent education program would vary more widely in their scores and more children would attain higher scores than the children of the parents who did not attend the Parent Education Program.

Statistical results pertaining to the relationships between parents' self-esteem, parental acceptance and children's perceived self-concept have indicated there was no significant relationships between children's perception of their own self-concept and parental self-esteem, parental acceptance and parents' and teachers' perception of the children's self-concept. The data also indicated that there were significant relationships between parents' self-esteem, parental acceptance and parents' perception of the children's self-concept. Although there were highly significant relationships between parents', teachers', and counselors' perceptions of children's self-concept, there was only a slight significant relationship between children's perception of their own self-concept and counselor's perception of children's self-concept.
The statistical findings were presented, and the results of the statistical procedures were discussed. Possible explanations of the significance or non-significance of the data, utilizing previous research were offered.

Subjective findings pertinent to the effects of the Parent Education Program have indicated that the majority of the parents had a positive attitude toward the program. Of major interest is the fact that individual parents appeared to have differences in what information or experience were of most value for them. In general, parents reported better understanding of themselves and their children, improvement in children's behavior and improved communication with their families. Counselors reported that there were individual differences in changed behavior as well as rate of behavior change in the parents. In light of the statistical findings of this study, it would seem that these individual differences in the parents in the experimental group contributed to the large variance of scores and possibly negated individual changes when a group score was used.

It would appear that although parents perceived more positive attitudes in themselves and their children and the counselors perceived positive changes in the parents, these changes were not yet great enough to be statistically
significant. It is also possible that manifested behavior becomes more positive before attitudes become more positive.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the effects of a Parent Education Program upon (1) parents' self-esteem, (2) parental acceptance, and (3) children's perceived self-concept. A second purpose of this study was to investigate the relationships between parental acceptance, parents' self-esteem, children's perceived self-concept, and parents', teachers', and counselors' perception of children's self-concept. The results obtained indicated that neither parents who attended the Parent Education program nor their children obtained greater mean scores than the parents who did not attend the program and their children on self-esteem, parental acceptance, and children's perceived self-concept, respectively. The results indicated that there was a significant positive relationship between children's perceived self-concept and counselors' perception of children's self-concept, but no significant positive relationship between children's perceived self-concept and any other variable. There were significant positive relationships between parents', teachers', and counselors' perception of
children's self-concept and between parental self-esteem, parental acceptance, and parent's perception of their child's self-concept.

The limitations of the study were recognized and assumptions pertaining to the study were discussed. Relevant terms were defined.

The ninety subjects of this study were randomly selected from volunteer parents who had been invited to attend a Parent Education Program by the Director of Guidance in a North Central Texas school system, which included two cities. The children of these volunteer parents attended grades two through four at nine different elementary schools. The volunteer parents were randomly assigned to experimental or control groups.

Each of the three counselors, with equivalent training, met with parents from different schools for one and one-half hours once a week for ten weeks. A Parent Education Program designed by Downing (1) provided the experimental intervention.

The Self-Esteem Inventory (SEI), Parental Acceptance Scale (PAS), Primary Self-Concept Inventory (PSCI), and Inferred Self-Concept Scale (ISCI) were the instruments used in this study. These instruments were administered to parents, children, teachers, and counselors, the week following the experimental intervention. Tests for
thirty-one parents of the experimental group and their children and thirty parents of the control group and their children were scored and submitted to the Data Processing Center, North Texas State University, Denton, Texas for statistical analysis.

Six main hypotheses were investigated, three of which were relative to the effects of the Parent Education Program and three of which were relative to the degree of relationship between the scores obtained on the measurements of self-esteem, parental acceptance, and perception of children's self-concept.

The level of significance established for the hypotheses was the .05 level of confidence. The t-test for two independent samples was used to test the tenability of Hypotheses I, II, and III. Bartlett's chi-square was computed to determine significant differences in variances of the groups. Pearson product moment correlation coefficients were computed to test Hypotheses IV, V, and VI. The z-test of significance of two dependent correlation coefficients was computed to determine significant differences between positive correlations. All six hypotheses were stated in the null form.

Hypothesis I predicted that the experimental parent group would not attain a significantly higher self-esteem mean score than the control parent group. The t-value
computed to test this hypothesis did not reach the value significant at the established level; therefore, Hypothesis I was retained.

It was predicted in Hypothesis II that the experimental parent group would not attain a significantly higher parental acceptance mean score than the control parent group. In the five corollaries of Hypothesis II, predictions were made about each of the four subtests and total score of the Parental Acceptance Scale. Corollary A predicted that the mean score for the experimental parent group would not be significantly higher on respect for child's feelings and the right to express them, than the mean score for the control parent group. The t-value computed to test this corollary did not reach the value significant at the .05 level of significance; therefore, the corollary was retained.

It was predicted in Corollary B of Hypothesis II that the mean score for the experimental parent group would not be significantly higher on appreciation of the child's unique makeup, than the mean score for the control parent group. The t-value of 1.628 did not reach the value significant at the .05 level of significance; therefore, the corollary was retained. The t-value computed did exceed the .10 level of significance; therefore, it was concluded that a trend did exist.
In Corollaries C and D of Hypothesis II it was predicted that the mean scores of recognition of the child's need for autonomy and independence and unconditional love, respectively, would not be significantly higher for the experimental parent group than for the control parent group. Neither t-values computed to test these corollaries reached the value significant at the .05 level of significance; therefore, both corollaries C and D were retained.

It was predicted in Corollary E that the mean score for the experimental parent group would not be significantly higher than the mean score for the control parent group on total parental acceptance. The t-value computed did not reach the value significant at the .05 level of significance; therefore, corollary E of Hypothesis II was retained. The computed t-value did exceed the .10 level of significance; therefore, it was concluded that a trend did exist.

Hypothesis III predicted that the children of the experimental parent group would not attain a significantly higher positive self-concept mean score than the children of the control parent group. The computed t-value did not reach the .05 level of significance; therefore, Hypothesis III was retained. The variance was significantly different at the .0002 level of significance, and a review
of the raw data indicated that a few extremely low scores adversely affected the group mean score of the experimental children's group. The mode for the experimental children's group was higher than the mode for the control children's group; therefore, it was concluded that the mean score for the experimental children's group did not give a complete description, and the experimental children were in the process of increasing their self-concept scores.

It was predicted in Hypothesis IV that there would be no significantly positive relationship between parents' self-esteem scores and parental acceptance scores. Data analysis revealed significant correlation coefficients between parents' self-esteem scores and parental acceptance scores, including all four subtests and total scores, beyond the .05 level of significance; therefore, Hypothesis IV was rejected. It was concluded that there was a high relationship between parents' self-esteem and parental acceptance.

Hypothesis V predicted there would be no significant positive relationships between children's self-concept (PSCI) scores and parental acceptance scores. None of the correlation coefficients between children's self-concept scores and the subtests and total scores of parental acceptance reached the .05 level of significance; therefore, Hypothesis V was retained.
It was predicted in Hypothesis VI that there would be no significant relationships between parents', teachers', and counselors' perceptions of children's self-concept (ISCS) scores and children's perception of children's self-concept (PSCI) scores. Of the six correlation coefficients computed to test this hypothesis, four exceeded the level of significance established, thus Hypothesis VI was rejected. It was concluded that there were high relationships between parents', teachers', and counselors' perceptions of children's self-concept, yet there was only a positive relationship between counselors' perception (ISCS) and children's perception (PSCI) of children's self-concept. No significant positive relationship existed between children's perception (PSCI) of children's self-concept and either teachers' perception (ISCS) or parents' perception (ISCS) of children's self-concept.

Several possible reasons for significance or non-significance of the results were offered. The results were discussed in relation to relevant literature.

Findings and Conclusions

The following findings and conclusions emerged on the basis of this study:

1. Parents who attended the Parent Education Program did not obtain significantly greater scores on parental
acceptance nor self-esteem than those parents who did not attend the program. However, the data indicated an existing trend toward greater total parental acceptance in the parents who did attend the program.

2. Children of parents who attended the Parent Education Program did not score significantly higher on self-concept than the children of parents who did not attend the program based upon the group mean scores. Yet, there was a significantly greater variance in the scores of the experimental children's group, and the mode of the self-concept scores for the children of the parents who attended the Parent Education Program was higher than the mode for the children of the parents who did not attend. Thus, it was concluded that the mean score of the experimental children was not a completely accurate description of these children's scores. It would appear that the children of parents who attended the Parent Education Program were in the process of change as pertaining to their self-concept scores.

3. There were significant relationships between parents' self-esteem, parental acceptance, and parents' perception of their children's self-concept. There was no significant relationship between parental acceptance and children's perceived self-concept. Thus, it was concluded that children's perceptions of parental attitudes
are probably not the same as the parents' perceptions, nor are the parents' perceptions of the children's attitude the same perceptions as the children's perceptions.

5. There were high significant positive relationships between parents', teachers', and counselors' perceptions of children's self-concept with no significant differences between the relationships. Yet, the counselors' perceptions of children's self-concept was the only one of these three which was positively related to the children's perceived self-concept. Thus, it was concluded that more research is deemed necessary to further explore these confusing findings.

6. Although the parents, who attended the Parent Education Program, and the counselors perceived positive changes in the parents' behavior and attitudes, these changes were not great enough at the conclusion of the program to be statistically significant. There were observable positive behavior changes in children of the experimental parent group, yet these changes were not great enough at the conclusion of the program to be statistically significant. Thus, it was concluded that manifested positive behavior changes could occur prior to measurable positive attitudinal changes, and the use of group scores or the mean of group scores does not give
the most accurate descriptions of the experimental
groups in which participants may be moving in different
directions.

Recommendations

In view of the findings of this study, the following recommendations are made.

For Future Research

1. Scores of the experimental parent group and control parent group should be separated in order to test the significant differences between the positive relationships within the experimental group and the positive relationships within the control group.

2. Follow-up posttests of the experimental groups should be obtained on the variables in order to discover if scores increase with time.

3. Using the test scores of the control groups as pretests, posttests should be obtained following the control groups' attendance of a Parent Education Program in order to better understand the effects of the program upon individuals within the groups.

4. Separate and evaluate the difference between the behavior scores and the feeling scores on the Parental Acceptance Scale in order to better ascertain differences within groups of experimental and control
parent groups and between experimental and control groups of parents.

5. Further research should be done with parent education groups attended by couples in order to determine if the effect of the program is greater when both parents attend.

6. Replication of the study within a different school system incorporating the above recommendations should be done.

7. In order to determine children's perception of parents' feelings and behaviors of acceptance, an instrument for children should be developed approximating the Parental Acceptance Scale.

8. Although the process of a parent group appears similar to group counseling, a process study with a parent education group should be done in order to determine if and when negative feelings surface; if these negative feelings surface prior to positive behavior change and positive attitudinal change.

9. Due to the ambiguous findings of this study in regard to the relationship between the Inferred Self-Concept Scale and the Primary Self-Concept Inventory, further research should be done to determine if children's self-concept can be inferred by their manifested behavior to significant others.
APPENDIX A

SELF-ESTEEM INVENTORY

Read each statement carefully and place an "X" under the answer "like me" if the statement applies to you or an "X" under the answer "unlike me" if the statement does not describe you.

<table>
<thead>
<tr>
<th>&quot;Like Me&quot;</th>
<th>&quot;Unlike Me&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I often wish I were someone else.</td>
<td></td>
</tr>
<tr>
<td>2. I find it very hard to talk in front of a group.</td>
<td></td>
</tr>
<tr>
<td>3. There are lots of things about myself I'd change if I could.</td>
<td></td>
</tr>
<tr>
<td>4. I can make up my mind without too much trouble.</td>
<td></td>
</tr>
<tr>
<td>5. I'm a lot of fun to be with.</td>
<td></td>
</tr>
<tr>
<td>6. I get upset easily at home.</td>
<td></td>
</tr>
<tr>
<td>7. It takes me a long time to get used to anything new.</td>
<td></td>
</tr>
<tr>
<td>8. I'm popular with people my own age.</td>
<td></td>
</tr>
<tr>
<td>9. My family expects too much of me.</td>
<td></td>
</tr>
<tr>
<td>10. My family usually considers my feelings.</td>
<td></td>
</tr>
<tr>
<td>11. I give in very easily.</td>
<td></td>
</tr>
<tr>
<td>12. It's pretty tough to be me.</td>
<td></td>
</tr>
<tr>
<td>13. Things are all mixed up in my life.</td>
<td></td>
</tr>
<tr>
<td>14. Other people usually follow my ideas.</td>
<td></td>
</tr>
</tbody>
</table>
"Like Me"  "Unlike Me"

15. I have a low opinion of myself.

16. There are many times when I'd like to leave home.

17. I often feel upset about the work that I do.

18. I'm not as nice looking as most people.

19. If I have something to say, I usually say it.

20. My family understands me.

21. Most people are better liked than I am.

22. I usually feel as if my family is pushing me.

23. I often get discouraged at what I am doing.

24. Things usually don't bother me.

25. I can't be depended on.

Name ________________________________
## APPENDIX B

### TABLE IX

MEANS AND STANDARD DEVIATIONS OF TOTAL GROUP SCORES

<table>
<thead>
<tr>
<th>Variable, N-61</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary Self-Concept Inventory (PSCI)</td>
<td>14.590</td>
<td>2.571</td>
</tr>
<tr>
<td>2. Inferred Self-Concept Scale (ISCS) Parents</td>
<td>115.508</td>
<td>12.770</td>
</tr>
<tr>
<td>3. Inferred Self-Concept Scale (ISCS) Teachers</td>
<td>120.131</td>
<td>14.989</td>
</tr>
<tr>
<td>4. Inferred Self-Concept Scale (ISCS) Counselors</td>
<td>105.426</td>
<td>16.047</td>
</tr>
<tr>
<td>5. Self-Esteem Inventory (SEI) Parents</td>
<td>72.262</td>
<td>10.059</td>
</tr>
<tr>
<td>6. Parental Acceptance Scale (PAS) A</td>
<td>32.852</td>
<td>6.860</td>
</tr>
<tr>
<td>7. Parental Acceptance Scale (PAS) B</td>
<td>32.229</td>
<td>6.860</td>
</tr>
<tr>
<td>8. Parental Acceptance Scale (PAS) C</td>
<td>40.885</td>
<td>3.733</td>
</tr>
<tr>
<td>10. Parental Acceptance Scale (PAS) Total</td>
<td>136.622</td>
<td>15.338</td>
</tr>
</tbody>
</table>
APPENDIX C

PERSONAL REPORT

Name

1. Prior to this program had you read books or articles of child-rearing?
   If yes, name the books or what they were about.
   Have you read additional books during this program?
   Name the books or what they were about.

2. What do you feel you learned from these seminars?

3. What appears to have helped you the most in your relationship with your child or family?

4. What has helped you the least in this program?

5. If you were to rewrite the program, what kind of changes or suggestions would you make?

6. How do you feel about this program?

7. Would you recommend this program to other parents?
APPENDIX D

Fig. 3. Frequency distribution of parents' self-esteem scores
BIBLIOGRAPHY

Books


124


Articles


Unpublished Materials


