

Parental Participation in a Chapter I Parent Center

As a Predictor of Academic Achievement

by

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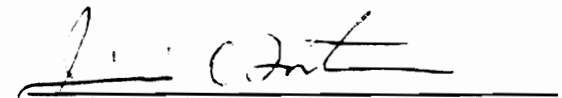
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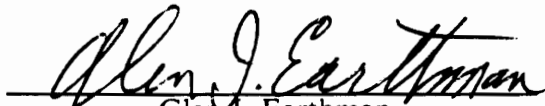
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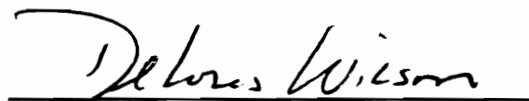
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(ABSTRACT)

This study was designed to examine the relationship of participation in the Chapter I Parent Center to four of the variables often associated with academic achievement namely: (1) the child's home environment; (2) parental attitude towards education; (3) the child's self-concept; and (4) the child's motivation to learn. In addition, the study examines the relationship between participation in the Chapter I Parent Center program and reading achievement. The basic objective of the parent involvement program was to refine parenting skills in order that parents become more effective as motivators in the academic development of their child.

The subjects utilized for this study were three groups of 12 mothers each and their children who were enrolled in the Chapter I program. Data for the study were obtained from instruments administered to the children and from questionnaires given to their mothers. Reading achievement scores were obtained from the children's post SRA test results. The posttest-only control group design was employed. The control group received no treatment. A one-way analysis of variance (ANOVA) was used to compare groups in terms of their mean scores.

It was hypothesized that following the treatment, parents in the experimental group and their children would score higher than control parents and their children on

the instruments designed to measure the five variables. Administrators as well as teachers would benefit greatly from the findings to assist them in areas of concern regarding parent conferences, examining school policies, planning school spending, fostering improved home/school relationships through heightened parental awareness of school expectations, and ultimately improved student achievement.

Experimental subjects scored significantly higher than the control subjects on only one of the five variables. Experimental parents scored significantly higher than control parents on the home environment measure. No significant differences were observed on the other variables.

A further purpose of the study was to determine the relationship of participation in the Parent Center program to reading achievement. No significant difference was observed between participants and non-participants on the reading achievement measures.

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The officials of the Portsmouth Public School System allowed me to conduct the study.

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Mrs. Barbara Jones Smith, Assistant Principal

Mrs. Ethel Porter, Assistant Principal

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Dedication

To my greatest supporter,
motivator, and spiritual inspiration
throughout this endeavor

Johnnie R. Johnson,
My Soulmate

Table of Contents

Chapter I	1
Introduction	1
Statement of the Problem	4
Purpose of the Study	4
Research Questions	5
Significance of the Study	5
Limitations	6
Definitions	6
Organization of the Study	8
Chapter II	9
Review of Related Literature	9
Introduction	9
Home Environment	9
Parents Attitude Toward Education	14
Self-esteem and Achievement	19
Motivation to Learn	21
Reading Achievement and Parent Involvement	26
Chapter III	32
Methodology	32
Population and Samples	33
Description of Intervention	34

Research Instruments	36
Henderson Environmental Learning Process Scale (HELPS)	37
Parent Attitude Toward Education Scale	38
Piers-Harris Self-Concept Scale	39
Scale of Intrinsic Versus Extrinsic Orientation in the Classroom	40
(Motivation to Learn)	40
Science Research Associates Survey of Basic Skills (SRA)	41
(Reading Achievement)	41
Collection of Data	42
Analysis	43
Chapter IV	46
Results of the Data Analysis	46
Research Question 1	47
Research Question 2	48
Research Question 3	49
Research Question 4	50
Research Question 5	51
Summary	52
Chapter V	53
Discussion of Results	53
Home Environment	54
Parents' Attitude Toward Education	55
Self-Concept	56
Motivation to Learn	56
Reading Achievement	57
Recommendations	58

Conclusion	59
Epilogue	60
References	61
Appendix A. Request to Conduct a Study	70
Appendix B. Parents' Letter	72
Appendix C. Permission to Test Students' Form	74
Appendix D. Parent Center Program	76
Appendix E. Henderson Environmental Learning Process Scale	88
Appendix F. Parent Attitude Towards Education Scale	90
Appendix G. Piers-Harris Self-Concept Scale	92
Appendix H. Intrinsic Versus Extrinsic Orientation in the Classroom Scale	94
Appendix I. Participants, Scores by Group	96
Vita	100

List of Tables

Table 1. Raw Score Means and Standard Deviations for All Variables	47
Table 2. Analysis of Variance Report for Home environment	48
Table 3. Analysis of Variance Report for Parents' Attitude	49
Table 4. Analysis of Variance Report for Self-Concept	50
Table 5. Analysis of Variance Report for Motivation	51
Table 6. Analysis of Variance Report for Reading Achievement	52

List of Illustrations

Figure 1. Diagram of the Posttest-Only Control Group Design	44
Figure 2. Time Line for Study	45

Chapter I

Introduction

The problems facing society today are many and varied. Such concerns as high unemployment, escalating divorce rates, widespread use of illegal drugs, increasing numbers of teenage pregnancies, highly publicized cases of child abuse, soaring crime rates, increases in the number of single parent families, latch-key children, and weakened family structures have greatly influenced the operations of every social agency. None, however, has been more dramatically affected than our nation's schools. For our schools are microcosms of society.

According to former U. S. Secretary of Education, William J. Bennett, in his report to the President and the American people, American Education, Making it Work:

Shortly after A Nation at Risk appeared, the Education Commission of States counted no fewer than 275 state and local task forces at work on education issues. At the same time, the country saw a wave of reports and studies further evaluating the troubled state of our schools. (Bennett, 1988, p. 7)

What does this mean to educators? It means that educators cannot operate schools as they did ten, twenty or thirty years ago. National goals of educating children to create a literate population and to prepare children to be productive members of society remain the same. However, how these goals are achieved must be altered, such that they take into account societal changes that effect how children learn.

Current social conditions have created monumental economic and emotional hurdles that adversely affect academic achievement of all students in general but minority students in particular. Efforts to better meet the educational needs of these students have been the subject of much discussion and research.

Coleman (1966) observed that schools were successful for many children from poor families with limited parental education when the families were strong and attentive to their children's success in school. Other researchers as well as practitioners and policy makers have tended to agree that parent involvement is a component of effective schools. It seems that children have an advantage in school when their parents support and encourage their school activities.

Chapter I (of the Education Consolidation and Improvement Act of 1981 - Chapter 1 - PL 97-35), a federally funded reading remediation program, has invested heavily in involving parents in the education of their children (Virginia Department of Education, 1985). In the Chapter I program, educators agree that parents are their children's first and most important teachers. Consequently, the school can better confront the challenge of attaining school goals in a changing, complex society by forming a partnership with parents. Congress supports this position.

A federal statute requires parental involvement as one criterion for participation in some federal education programs. A portion of this regulation, 200.34 which controls Chapter I funds states:

An LEA (Local Educational Agency) may receive funds under this part only if it implements programs, activities and procedures for the involvement of parents of participating public and private school children. This involvement must include, but is not limited to, parent input into the planning, design and implementation of the Chapter I LEA Program (United States Department of Education, 1989, p. 21763).

Parental involvement is, thus, perceived by Congress as being essential to the educational success of students served by the Chapter I program. Research supports this perception.

Parent and home environment variables have repeatedly been identified as the most critical factors in school achievement. In a review of the Coleman Report, one of the earliest to examine school, teacher, and family variables associated with achievement, Nedler and McAfee report Coleman's conclusion that the single most important factor in achievement is the home background of the child and fellow students (Nedler & McAfee, 1979). Schaefer, in a similar conclusion stated that schools do not change the child's level of functioning; they merely educate him at the level of functioning established and maintained by the family and community (Schaefer, 1971, p. 18). Based upon a review of research, Mize (1977, p. 122) reported that between 50 and 85 percent of the variance in achievement scores, IQ, or verbal abilities can be attributed to parent, family, and home environment variables.

Prominent on the list of Chapter I activities that an LEA may support with federal funds is a parent center. The basic purpose of the parent center is "to train parents and teachers to build a partnership between home and school." Participation in the parent center is believed to be a vehicle to improve: (1) the child's home environment; (2) parental attitude towards education; (3) the child's self-concept; (4) the child's motivation to learn; and (5) the child's academic achievement.

There are six federally funded Chapter I Parent Centers in the state of Virginia. The one located in Portsmouth, opened during the 1980-81 school year. Of the \$2,607,588 allocated by the federal government for operating Portsmouth's Chapter I program for the 1989-90 school year, \$97,637 was specifically targeted for the parent center: staff salaries; materials, equipment; and related parent involvement activities.

Annual surveys of participating parents, teachers, and administrators indicate that there is agreement that the parent center is "building a partnership between home and school." The extent to which this partnership affects certain variables related to student academic success was the focus of this study.

Statement of the Problem

Chapter I, a federally funded remedial reading and mathematics program, established "parent centers" to involve parents in their child's education. Chapter I administrators believe that such involvement will have a significant impact on student achievement in general and in reading in particular. Unfortunately, little research has been conducted to determine the effects that "parent centers" have had on academic success and related variables. The problem in this study was to explore what relationships exist between parental participation in a Chapter I Parent Center program and four of the variables often associated with academic achievement: (1) the child's home environment; (2) parent's attitude toward education; (3) the child's self-concept; and (4) the child's motivation to learn. In addition, the study explores what relationships exist between participation in the Chapter I Parent Center program and reading achievement.

Purpose of the Study

This study was designed to determine the relationship between participation in the Chapter I Parent Center program and four of the variables often associated with academic achievement: (1) the child's home environment; (2) parents' attitudes toward education; (3) the child's self-concept; and (4) the child's motivation to learn. In addition, the study determines the relationship between participation in the Chapter I Parent Center program and reading achievement.

Research Questions

1. Is there a significant difference* in the home environment of children whose mothers participate in the Chapter I Parent Center and that of Chapter I children whose mothers do not participate?
2. Is there a significant difference in the parental attitude toward education of mothers who participate in the Chapter I Parent Center and that of Chapter I mothers who do not participate?
3. Is there a significant difference in the self-concept of Chapter I children whose mothers participate in the Parent Center and that of children whose mothers do not participate?
4. Is there a significant difference in the motivation to learn of Chapter I children whose mothers participate in Parent Center and that of children whose mothers do not participate?
5. Is there a significant difference in the reading achievement scores of the Chapter I children whose mothers participate in the Parent Center and those of children whose mothers do not participate?

*Significance is determined by $p < 0.05$.

Significance of the Study

This study is important to educational administrators, teachers, and parents. It examines the relationship between certain variables believed to affect children's academic achievement and parental participation in an organized parental intervention program.

It is of further significance because it is the first study to explore this relationship relative to a Chapter I Parent Center in Virginia.

Limitations

Any conclusions or implications from this study are limited by the following factors:

1. This study was limited to three groups of 12 mothers each and their children enrolled in the Chapter I program and who were participants or non-participants in the Chapter I Parent Center program in the Portsmouth Public School System, Portsmouth, Virginia.
2. Chapter I students in this study were second and third graders.

Definitions

1. Chapter I - A part of the federally mandated Education Consolidation and Improvement Act passed by Congress in 1981 as part of Public Law 97-35 (formerly ESEA Title I). Its purpose is to provide financial assistance to state and local educational agencies to meet the special needs of educationally deprived children (described below as "Chapter I Student").
2. Chapter I Student - Student in need of special help in reading in order to perform in school at the level expected for children his age. His reading level is 1-2 years below his grade placement. He attends a school located in an area where there is a

concentration of low-income families. He is considered an "educationally deprived" student.

3. Chapter I Parent - For this study, a mother who has a child currently receiving Chapter I assistance.

4. Chapter I Parent Center - A facility located on a school site where workshops are held for Chapter I parents to refine their parenting skills and to assist their efforts to enhance the academic progress of their children at home.

5. Reading Achievement - A measurement of a Chapter I student's reading level as indicated by his achievement score in reading on his SRA test.

6. Academic Achievement - Academic progress as indicated by post reading achievement scores from the SRA test administered in the Spring.

7. Group I Parent - Those mothers who attended a minimum of four workshops during the school year in the Parent Center and who used the facilities and services offered by the Center to refine learning activities for their children at home.

8. Group II Parent - Those mothers who attended a minimum of one workshop and a maximum of three workshops but did not utilize the other facilities and services offered by the Parent Center.

9. Group III Parent or Control Group Parent - Those mothers who had access to but were not involved in Chapter I Parent Center program.

10. Self-esteem - How the child of a participating or non-participating parent feels about himself including: his abilities, resources, appearance, background, origin, attitudes and feelings which culminate as a directing force in his behavior as measured by the score on the Piers-Harris Self Concept Scale. In this study, self-concept and self-esteem are used interchangeably.

11. Parents Attitude Toward Education - The significance attached to education and related activities by the parent as measured by the Parent Attitude Toward Education Scale.

12. Motivation to Learn - The kind of encouragement a child needs to perform well in school as measured by the Intrinsic Versus Extrinsic Orientation in the Classroom Scale.

Organization of the Study

This study is divided into five chapters. Chapter I includes an introduction with a basic rationale, statement of the problem, purpose of the study, significance, limitations, definitions, and organization of the study.

Chapter II includes a review of research and related literature. The methodology including the population, sample, instrumentation, description of the intervention, data collection and data analysis procedures is described in Chapter III. Chapter IV presents the results along with an interpretation of those results. Chapter V includes a discussion of results, recommendations, conclusions, and an epilogue.

Chapter II

Review of Related Literature

Introduction

The literature review presents pertinent investigative results focusing on the relationship of parental involvement in the educational life of children. Parental involvement, in this study is defined as those parents who participated in and actively carried out the activities presented to them by the Chapter I Parent Center in the Portsmouth Public School System in Portsmouth, Virginia. The parental involvement is related to certain identified variables associated with student academic success: (1) child's home environment; (2) parents' attitude toward school; (3) child's self-concept; (4) child's motivation to learn. Research cited in this chapter provides a conceptual framework for answering questions posed in this study relative to these variables.

Home Environment

Parents are children's first and most important teachers. The effects of parent and home environment variables are indisputably tied to children's achievement

throughout their entire school careers. That's not to say that schools don't make a difference. The effective schools research has identified many important school and teacher variables that relate to achievement. But the research repeatedly identifies parent and home environment variables as the most important factors in school achievement.

The Coleman report, Equality of Education Opportunity (1966), suggested that student achievement was more strongly related to factors attributable to the home environment than to school factors. Coleman was not saying that schools do not make a difference. His conclusions indicated that if children who have had no schooling are compared with those who have had schooling, that schooling is not the primary educational achievement causal agent at all socioeconomic levels. His study further suggested that when you look for differences in the effects of schooling between schools, it is difficult to identify school-related variables that account for the observed differences.

According to Lane and Walberg (1987), educators can exercise limited influence on the student attributes of ability and motivation. According to those researchers the greatest influence on achievement is prior learning. They further concluded that educators are likely to have limited success in their efforts to raise achievement if they tackle the problem alone. There must be a combined effort of educators and parents.

Walberg (1986) indicated in an earlier study that parental participation in homework and other activities could account for as much as fifty percent of the difference in grades and test scores among students. Since children spend thirteen percent of their time in school and eighty-seven percent of their time in the home, parental input becomes very important. Walberg maintained that children with relatively little natural ability who come from homes with low income but which are academically stimulating can perform better in school than children who enjoy higher abilities and income but who come from less intellectually and emotionally stimulating households.

Schaefer similarly concludes, from a review of research, that schools do not change the child's level of functioning; they merely educate him at the level of functioning established and maintained by the family and community (Schaefer, 1971).

In another study, it was found that strong interaction between parents and children from stable homes was related to an increase in IQ over time. While children from less stable homes appeared to have higher IQs at age four, the situation was reversed at age seven. Children from the stable homes with many opportunities for interaction with their parents showed a significant increases in IQ, and those from unstable homes had significant declines. The stability of the home and contact with parents became increasingly important in producing a rise in IQ scores as the children grew older (Little, Kenny, & Middleton, 1973).

The belief that parental involvement in the schools, especially in educational programs serving poor children, will improve the school performance of students has been one of the primary reasons for opening schools to citizen participation (Lopate, 1969; Davies, 1978; Gordon, 1979). The literature suggests that the home and the parent are important for the education and achievement of the child and that as a compensatory strategy, parental involvement is promising (McLaughlin, 1971). Dobson (1975) stated that the amount of parental involvement may explain up to four times as much of the variance in the child's intelligence and achievement test scores at age eleven as the quality of the schools. If schools are to educate effectively all children in our pluralistic society, educators must find ways to actively enlist the involvement and support of parents. The involvement of parents in the formal education of their children is good for the children, good for the parents, good for the teachers, good for the schools, and good for the community (Safran, 1979).

Involvement encompasses all activities which allow for a partnership between parents and the school in the educational process. All forms of parental involvement

help, but the more comprehensive the involvement, the more roles there are for parents to play, and the longer it lasts; the greater the impact on student achievement (Gordon, 1979).

Moles (1982) summarized research findings on twenty-eight programs that involved parents in child-oriented activities designed to improve student achievement. Activities included conferences, workshops, home visits, and parents as tutors. Results from the studies indicated a positive correlation between involvement of parents and academic achievement. A similar effort by Henderson (1981) reviewed thirty-five studies that positively related parental involvement and home environment factors to student achievement.

Not all research supports parental involvement and home environment variables as the most influential indicators of academic success. In 1974, Lezotte, Edmonds, and Ratner described their analysis of pupil performance in the elementary schools that comprised Detroit's Model Cities' Neighborhood. All were inner-city schools and served predominantly poor and minority pupil populations. Using the Iowa Test of Basic Skills and the Stanford Achievement Test, the researchers analyzed reading scores from those same Detroit schools in the spring of 1973. Of the 10,000 pupils in the 20 schools in the Model Cities' Neighborhood, 2,500 students were randomly selected. The sample included 8 pupils per classroom in each of the 20 schools. The mean reading scores for the 20 schools were compared with city-wide norms. A characteristic of an effective school among the 20 in the Model Cities' Neighborhood was a school that was at or above the city average grade equivalent in reading. One characteristic of an ineffective school was defined as one where test scores were below the city average. Using these criteria, 9 of the 20 schools were judged effective in teaching reading.

Next, the problem of establishing the relationship between pupil family background and effectiveness was addressed. Two schools among the 20 were matched on

the basis of 11 social indicators. The pupils in one school scored almost four months above the city average in reading. The similarity in the characteristics of the two pupil populations infers the importance of schools in making pupil performance independent of family background.

Edmonds (1979) agreed with the Model Cities' research and concluded in a similar study that pupil family background neither caused nor precluded effectiveness.

In a second phase of the Model Cities' study there was a reanalysis of the 1966 Equal Educational Opportunity Survey (EEOS) (Frederiksen, 1975). The study identified instructionally effective schools for the poor, and studied the effects of schools on children having different social backgrounds. In addition, the study evaluated school contributions to educational outcomes on the basis of the socioeconomic characteristics of their children.

To be labeled effective a school had to eliminate the relationship between successful performance and family background. The effective schools varied widely in racial composition, per pupil expenditure, and other presumed determinants of school quality. Schools that were instructionally effective for poor and black children were indistinguishable from instructionally less effective schools on measures of pupil social background. The large differences in performance between the effective and ineffective schools could not, therefore, be attributed to differences in the social class and family background of pupils enrolled in the schools.

These kinds of findings, shifted the emphasis away from home environmental factors as the most important indicators of student achievement (Pinero, 1982). Pinero concluded that accumulated findings indicate that the school plays a critical role in furthering the educational progress of students, regardless of social, racial, ethnic, or home environmental factors.

However, a recent study of Virginia schools by Lange (1988) which examined student achievement in reading and math relative to characteristics of principals, teachers, school programs, and families, tended to support Coleman's earlier findings that the family and social background of the student were critical to academic achievement. The Lange study found that characteristics of families contribute most to the variance in reading scores. Other results of the Lange study show that there is no significant relationship between effective schooling and characteristics of principals, teachers, and programs.

White (1982) concluded in a study of socioeconomic status (SES) relative to school achievement that:

Even though family background does have a strong relationship with achievement, it may be how parents rear their child (i.e., do they read to their children, take them to the library, encourage them in school, or help with their homework?) and not the parents' occupation, income, or education that really makes the difference. Because income, education, and occupation do correlate with home atmosphere variables to some extent, a correlation (albeit, a fairly weak one) may exist between SES (income, education, and occupation) and achievement when the real variable of interest may be home atmosphere (p. 471).

From the preceding review of the literature, it appears that under most circumstances, home environment is positively related to academic achievement.

Parents Attitude Toward Education

All parents communicate important values about school and learning to their children. The parental attitudes toward learning help determine and mold children's attitudes. For example, children may learn that school is fun, reading is important, and learning is exciting. Contrast that with children who learn early in life that school is necessary, that they will probably fail (as their parents did), and that they should do their best but should not really expect to be successful or to be treated fairly by the system.

It is these kinds of parent attitudes toward school which have an impact on student achievement (Sattes, 1985, pp. 2-3).

Prom-Jackson, Johnson and Wallace (1987) conducted a study of a sample of high achieving young minorities, from a low-income background, who were identified as academically talented during their elementary school years. The study examined the family background and student characteristics that relate to their high-school achievement measured by their GPA in English and mathematics. The results of this study indicate that the development of academically talented students in low-income black families occurs under various home environmental conditions. Academically talented minority youth come from families whose parents have varying levels of education. They come from small, large, and average size families, and both single-parent and two-parent households. Prom-Jackson found the proportion of subjects from large relative to small families and from two and single-parent homes is consistent with the pattern that existed in the United States in the past twenty years. The evidence on parental beliefs, values and attitudes suggests that in spite of social hardships and barriers, which often tend to limit achievement and social advancement, this group of parents had high aspiration for and high expectations of their children in order to have encouraged them to pursue high levels of education and to pursue challenging careers (Prom-Jackson, Johnson, & Wallace, 1987). The author concluded that the positive characteristics of the students themselves, coupled with good schooling experiences, were likely to improve the chances of success in life and would logically accentuate positive parent beliefs and attitudes toward their children's education and careers (p. 119).

In a study of the effects of a parent intervention program on student achievement, Callahan, found that even though the experimental group parents scored higher than the control group parents on the Parent Attitude Toward Education Scale, the

differences between the scores for the two groups, were not statistically significant (Callahan, 1982).

Others who studied the relationship between parental attitude and student achievement found more conclusive results. Schaefer reports from a study involving 5,000 children in England, that parent interest and involvement with the child's education were far more important than the quality of the schools, even after statistically controlling for family socioeconomic status (Schaefer, 1971).

Linney and Vernberg found that children who are high achievers are much more likely to have active, interested, and involved parents. Among the parental behaviors associated with high-achieving students were: (1) providing a wide variety of experiences for the children, (2) showing interest in reading, and (3) taking the initiative in contacting the school (Linney & Vernberg, 1983, pp. 78-79). Dobson and Dobson report that 70 percent of high-achieving first-graders were read to regularly in their early years, while only 49 percent of low-achieving first-graders were read to by their mothers. They further reported that parental press for reading and the availability of materials in the home are predictive of school success, concluding that certain home-centered activities could improve school performance (Dodson & Dodson, 1975, pp. 50-51).

It appears from the research reviewed that while SES and family background correlate positively with achievement, other home factors are also important. Parents' interest in school, involvement with education, reading to their children, and positive attitudes about learning are the kinds of things that appear to positively influence children's school achievement. As further evidence, a synthesis of studies by Nafziger and Mize is presented.

Nafziger discusses research findings that parents' reading to children, parents' own reading habits, and having books in the home all appear to have a positive effect on the child's IQ, school achievement, and reading readiness (Nafziger, 1982).

Mize presents research conclusions that students whose parents have positive attitudes about school have higher academic achievement, social adjustment, and emotional stability. The study concludes that if parents become involved in school activities, not only will their own attitudes improve, but their children's attitudes and achievement will likewise improve (Mize, 1977, p. 76).

Parental attitudes toward education appear to be a critical factor in student achievement. Many times, attitudes of parents are rooted in their own experiences with school. These attitudes are not likely to change without intervention. But the encouraging note seems to be that attitudes and behaviors can be changed as a result of positive experiences with their children's school and learning (Sattes, 1985).

Many studies have demonstrated that when parents are actively involved in the school experience, either as primary home teachers or as supporters of the child's school learning, the benefits continue through the twelfth grade. Several longitudinal studies have confirmed that parent involvement in a quality school program results in long-lasting benefits to children.

One such long-term follow-up study has been conducted by the Appalachia Educational Laboratory (AEL). The Home-Oriented Preschool Education (HOPE) program was conducted in 1968-71 with families in southern West Virginia. Children aged three to five years were randomly selected to be in one of three groups, two of which were intervention or experimental groups. The critical component of HOPE appeared to be a weekly home visit by a paraprofessional. The home visitor focused on the parent-child relationship; essentially the parent became the teacher of the child, receiving suggestions for home learning activities and support from a friendly home visitor for the activities they attempted. The activities were simple and required few special materials; parents learned how to make routine daily events become teaching and learning experiences for their children. In a 1975 follow-up study (when the children were in grades 3

through 7), AEL researchers found significant differences between the children who received home visits and those who did not. The visited (or parent-involved) children had higher school attendance rates, higher grade-point averages, higher basic skills scores in third grade, and fewer grade retentions (Gotts, 1980, pp. 233-234).

Parent involvement can be seen as the key to long-lasting effects on student academic success and on school attendance. Apparently a change occurs in the home environment, as a result of parental involvement, which supports and maintains school achievement. Several studies, similarly, concluded that parent behaviors changed as a result of involvement with their children's learning experiences:

- In an analysis of data from ten follow-through programs (which included a parent involvement component), a measure of Desirable Teaching Behavior's occurred significantly more often among parents of Follow Through children than parents of Non-Follow Through children. These behaviors, in turn, were significantly related to children's performance on reading tests (Gordon, 1978).
- In Project STEP (Systematic Training for Effective Parenting) when parents were asked to read to their children and to spend time listening to them read, parents spent an average of one-half hour every week in reading activities with their children. A comparison group of parents spent only six minutes every two weeks. Children who were read to more frequently had higher academic achievement than those who were read to less often (Mize, 1977).
- Parent attitudes, become more positive when they become involved with schools. As they become more familiar with the school, they become more supportive (Sattes, 1985).
- In surveys, parents who participate more in schools express higher levels of satisfaction with both the school and their own children's achievement (Stough, 1982; Herman, 1983).
- In a study reported by McKinney (1975), it was found that parents who are trained as tutors have significantly more positive attitudes toward school after their involvement in the program, and differ from control group parents who are not trained as tutors.
- Parents' attitude change was evidenced as a result of a parent involvement program in Houston, The Computers Can Project. Home computers were made available for loan to low-income families who participated in 12 hours of training in computer use. After involvement in this program, 96 percent of the parents rated the schools responsive to their children's needs, in contrast to 15 percent of parents prior to the program (Lloyd, 1984).

From the evidence presented in the literature, parent attitudes and behaviors seem to be positively influenced by involvement with schools. Positive attitudes get communicated to children. That long-term gains occur when parents are involved in their children's education, lends support to the conclusion that not only are parents' behaviors and attitudes influenced in positive ways but these parent values and attitudes serve to shape a child's school performance.

Self-esteem and Achievement

Most educators generally agree that self-esteem and achievement are significantly correlated. Research support for this position is provided by Gillman (1969) who stated that the development of a positive self-concept is a necessary prerequisite to academic achievement and should be a major objective of every school that is concerned with the development of productive citizens.

C. Lipton (1963), made the following statements concerning the relationship between self-esteem and achievement:

The roots for desire to learn are deep and multibranching. The development of a self-worth and self-value is one of the most important and significant of these branches. To know oneself and to value oneself contributes mightily to the development of an able learner, a curious learner, and a mature learner (p. 211).

Educators, for many years, have recognized the importance of self-esteem in the process of achievement and believe strongly that a negative self-concept is a significant factor contributing to low academic achievement (Battle, 1982, p. 61). Several definitions have been offered for the term "self esteem." Branden (1969), in his manuscript entitled The Psychology of Self-esteem, states that self-esteem refers to:

... an individual's view of himself. Self-esteem has two interrelated aspects. It entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living (p. 110).

In another publication, it was stated that:

Self-esteem refers to the perception the individual possesses of his own worth. An individual's perception of self develops gradually and becomes more differentiated as he matures and interacts with significant others. Perception of self-worth, once established, tends to be fairly stable and resistant to change (Battle, 1986, p. 14).

Coopersmith (1967) defined self-concept as "a personal judgement of worthiness that is expressed in the attitudes the individual holds toward himself" (p. 5). Coopersmith further acknowledges that self-concept is multifaceted with emphasis on many experiences and conditions of age and sex. As a result of these observations, he developed the Coopersmith Self-esteem Inventory (SEI) as a measure of general self-

concept. It includes statements relative to school, family, peers, self, and general social activities in determining the appraisals of self (Carey, 1984, p. 33). Self-concept has, also, been defined as a person's attitudes, feelings, and knowledge about his abilities, skills, appearance, competencies and social acceptability (LaBenne & Green, 1969, p. 10). Self-concept is seen as a main factor in controlling human behavior. Choices made by an individual relate to his attitudes, feelings and knowledge from past experiences, as well as his present needs (Carey, 1984, p. 34).

In this study, the LaBenne and Greene definition will be the reference point for self-concept. Also, the terms self-concept and self-esteem will be referred to interchangeably. This crucial force can facilitate or impede achievement in children. The parent-child relationship is viewed as the most essential relationship in the development of achievement patterns and self-esteem/self-concept.

Jersild (1960) concluded that self-discovery is a continuous process which affects achievement, and that significant others, especially parents, play the major role in the development of perceptions of self. Jersild stated his position as follows:

Among the earliest experiences which influence the development of the child's view of himself are those with other people . . . If a child is accepted, approved, respected, and liked for what he is, he will be helped to acquire an attitude of self-acceptance and respect for himself. But if the significant people in his life - at first his parents and later his teachers, peers, and other persons who wield an influence - belittle him, blame him and reject him, the growing child's attitudes toward himself are likely to become unfavorable. As he is judged by others, he will tend to judge himself (p. 123).

The role that parents play in children's perceptions of self was discussed further by Snugg and Combs (1959), and is reflected in the following passage:

Out of the interaction of the child with the world about him, the individual comes to differentiate more and more clearly his phenomenal self. Obviously, the concept can be only a function of the way he is treated by those who surround him. As he is loved or respected, praised or punished, fails or is able to compete, he becomes gradually to regard himself as important or unimportant, adequate or inadequate . . . The child can see himself only in terms of his experiences and in terms of the treatment he receives from those responsible for his development. Since the phenomenal self is the result of experience, and he must necessarily become in truth what he has been labeled by the community which surrounds him (p. 83).

Most investigators report that parents play the most important and most essential role in the development of the self-concept. They also report that self-concept af-

fects achievement. As a consequence, it may either enhance if it is positive or impede if it is negative (achievement). The parent-child relationship significantly affects the self-concept and achievement pattern of the child. Research supports the perception that significant gains in self-concept have occurred from parent involvement programs with low-achieving students. Mize (1977) reported that parents were taught to increase the academic expectations they held for their children. With the resulting change in parent expectations, students' self-perceptions improved, as did their school grades. Likewise, in a study by Ciaffi (1982), when third through sixth graders received tutoring from their parents in the school setting. Student self-concept improved and achievement gains were evidenced.

In light of the aforementioned studies, the general conclusion is that self-esteem is significantly related to achievement in the educational process.

Motivation to Learn

It is apparent from the review of the literature that the home is usually the place in which the child secures the motivation to learn well and to aspire to an education and life-style which will serve him in the future. Typically, it is the parents who support and encourage each child at the different stages in his educational development (Bloom, 1981, p. 98). Bell agreed with this when he indicated that the successful student comes to school filled with enthusiasm and expectations of success that parents have helped to build at home. This is what motivation is all about (Bell, 1976, p. 32). It seems clear from the work of Rogers (1951) that it is the child's interpretation of the life experience which determines self-esteem levels. Children tend to behave in ways which match their

perceptions of themselves. Self-concept or self-esteem, then, is a motivation (Lawrence, 1988).

Academic and social learning by young children is motivated and directed largely through the influence of important persons in the life of the child. This is true even for older children and adults. Even though children learn much on their own, they have not reached a stage in cognitive development that would permit them to appreciate the need to acquire learning (Comer, 1980, p. 33). If a child is to be successful in school, he must have inner drive as well as outer stimulation and encouragement. That inner drive is called motivation. The school can offer rewards, encouragement, and praise as outer stimulation to enhance motivation and induce children to seek those educational outcomes that will be beneficial to them. However, positive attitudes toward learning are formulated to a considerable extent by past experiences (Bell, 1976).

Most investigators report that parents play the most essential role in the development of achievement motivation. Because self-concept emerges first and affects achievement; as a consequence, it may enhance or impede achievement motivation. Parent-child relations, whether they be authoritarian or democratic, affect the child's motivation to achieve (Battle, 1982). By bringing a positive self-concept and a strong "can do" attitude that has been built through the years in a home that has instilled solid, reinforcing experiences, the child is motivated to achieve with considerable joy, anticipation, and with a great amount of confidence that new experiences will be successful (Bell, 1976).

Many investigators who have studied the achievement-motivation relationship have employed comparative studies (i.e., underachievers have been compared to achieving and overachieving peers). Bruner and Caron (1959) developed a dynamic picture of academic overachievement and underachievement of 65 sixth-grade pupils living in a middle-class community. The investigators administered the Wechsler Intelligence Scale

for children to each subject, converted school grades into standard scores, and computed the discrepancy between the two scores. The seven subjects with the greatest discrepancy between IQ score and school achievement score, and whose school performance exceeded IQ score level, were designated as overachievers. The seven subjects who had the greatest discrepancy between IQ and school score, and whose school performance was below IQ level, were designated as underachievers. These investigators, subsequently administered several measures to subjects, which included McClelland's Thematic Appreciation Test, Sarason's Anxiety Test, and some memory procedures which were intended to measure the efficiency of retention for achievement related material in contrast to neutral materials. Findings from the study indicated that:

1. Overachieving subjects had a higher Thematic Appreciation Test need-achievement score than underachieving subjects.
2. Overachievers tended to recall achievement-related words sooner, had less memory interference for achievement related words, and expended more effort to solve problems in competitive situations than underachievers (p. 187).

A study of underachievers found them to be less adaptive intellectually than their achieving counterparts. The underachievers also tended to over-generalize, overextend the self, and were lacking in intellectual control and in repression of emotional reactivity. Underachievers were as capable as achievers in establishing rapport in social situations, but were more dependent in their attitudes toward others. Their motivation for academic achievement was weak and they tended to over-react to environmental stimulation (Burgess, 1956).

Ralph (1966) reported that in his study the underachieving group was less willing or less motivated to compete for high grades than was the achieving group. Similar findings from a study by Holland (1959) indicate that high achievers are conscientious, responsible, and motivated. Low achievers were found to be socially skilled, impulsive, and possessing less motivation for academic achievement.

In a study of over and underachieving college students, it was found that the overachievers showed greater drive or motivation to complete tasks (achievement) and to organize (plan); whereas underachievers showed greater need for variety (change) and higher social motivation (affiliation) (Gerhart, 1958).

After reviewing several studies on motivation-achievement, Battle (1982) concluded that there are apparently numerous factors which may impede or enhance achievement drive. Four such variables are early experiences, socioeconomic environment, parents, and peers (p. 67).

Research on intrinsic determinants of achievement motivation has concentrated on the family (Callahan, 1982). Studies have shown that individual differences in children's achievement level may be traced to the attitudes of their mothers by the age of 8-10. It is suggested that training in independence is the crucial factor in the development of this motive (Winterbottom, 1958). When women were asked to describe the expectations they had for their sons, the mothers of the boys with high achievement motivation scores indicated that they had wanted their sons to be independent in certain activities at a comparatively early age. Such activities dealt with independent mastery (e.g., leading other children and asserting himself in children's groups, making his own friends among children his own age, trying difficult things for himself without asking for help) rather than caretaking (e.g., undressing and going to bed by himself). Other researchers, however, demonstrated that it is the parents' emphasis on achievement and not independence alone that seems to be related to strong achievement motivation in their young sons (Child, Storm, & Veroff, 1958).

In a study by Rosen and D'Andrade (1959) it was indicated that strong control over a boy by his father seems to inhibit achievement motivation. They found that the highly involved mothers of the youngsters with strong achievement motivation were generally more pushy and dominating than the mothers of the boys with low achieve-

ment motivation. The mothers insisted that their sons do well but did not make the boys feel incompetent or powerless. It appeared that a boy did not feel inadequate as long as the domination did not come from his father. The findings further indicated that when fathers and their sons were asked to agree on what level of performance the boy should achieve on a given task, the fathers of the boys who had high achievement motivation stated the decision less often than the other fathers. Rosen and D'Andrade were led to conclude that high achievement motivation does not develop unless the father gives his son a good deal of autonomy so that the boy can test himself freely and gain confidence in his own skill at his own pace.

What many studies of the relation of family background to motivation achievement fail to explain is why some economically poor families are able to translate their aspirations for their children into reality through their children's school successes while others are unable to obtain the desired outcomes. Clark (1983) used a case study approach in his investigation of Black family motivational influences on school achievement. The case studies of families of successful high-school achievers include retrospective descriptions of explicit literacy-enhancing activities during childhood such as reading, writing, word games, and hobbies. The families of successful achievers provided a home atmosphere that was strongly supportive of academic achievement. There was firm discipline, but it was not rigid or harsh. Parents were willing to explain decisions and involve students in the decision-making process. Clark also found that parents of high achievers were assertive in their efforts to keep themselves informed about their children's progress in school. The parents of low achievers, however, tended to avoid contact with school personnel as much as possible. Parents of successful students seem to be more optimistic than parents of low achievers and tend to perceive themselves as persons who can cope successfully with life's problems. Parents of low achievers tend

to see the world around them as unmanageable and devoid of opportunities for self-improvement.

The pessimism of the parents of low achievers reported by Clark is consistent with Ogbu's conclusion that perceptions of a "job ceiling" among caste-like minorities lower their motivation to strive for academic success (Ogbu, 1978). However, what parents tell young children about opportunities, and how educational achievement affects success, may influence the way children respond to the negative pressures they encounter as adolescents (Slaughter, 1987).

In other studies that have measured student motivation to learn, most report that parent involvement affects student attitude positively. Student motivation to learn is a significant variable related to student achievement. Children who begin to experience success in school come to view it more positively. Success is an important contributor to motivation (Sattes, 1985). Motivation-conscious parents will help children develop a healthy compulsion (drive) to be successful learners at home and at school. This is done by making those first learning experiences rewarding and pleasurable (Bell, 1976).

Reading Achievement and Parent Involvement

The importance/benefit of parental involvement in the reading progress of children has been studied often and is an underlying assumption in this study.

Bloom (1965) suggested that home and family background are dominant factors in determining reading achievement among beginning readers. Cohen (1976) found that when parents give their children a background that familiarizes them with all kinds of written material and have encouraged their children's natural curiosity in the printed

word and its meaning, he comes to school reading and will learn in spite of any poor methods or materials.

Bevevino (1988) in a review of the literature concluded that the extent to which the parent reads to the child will determine the interest and ease with which that child learns to read later. Through home reading, the child begins to develop a literacy set which involves familiarity with book handling--top to bottom, front to back, and page turning (Elking, 1988). Although children experience the reading of stories in preschool settings, those experiences are not as effective as those gained while being read to at home by the parent. The preschooler sits with other children, listens to the story, and looks at the pictures. On the other hand, the child at home sits closer to his parent, often on the lap or in the circle of the adult's arm. He can see the print on each page, examine the pictures and watch as the parent reads. He can interrupt, listen to make sure the parent reads every word of a familiar story, and recite parts which he knows from former readings. The parent taking time to read to his children in the more informal setting of the home environment is creating a positive experience which will enhance the child's love for books as well as his literacy set. Research suggests that the child who has difficulty learning to read often lacks this experience with books (Bevevino, p. 14).

Intervention studies completed at the elementary level support a strong relationship between parent involvement and student achievement in general but reading achievement in particular (Swap, 1987). Hauser-Cram (1983) summarizes in an extensive review of the literature:

Those studies which assessed within-program variation report a significant relationship between frequency (or intensity) of involvement and children's achievement. Parents who were more highly involved tended to have children who had higher achievement scores (p. 34).

She discovered that this relationship showed that higher reading achievement scores were positively correlated with parent involvement.

Artley (1975) conducted a survey of 100 educators in which he asked if anything besides teachers contributed to children's interest and reading ability. The response was the family. As a result he recommended that parents become partners in the education process and that schools should provide information on reading programs and suggest supplemental home activities. The finding in this study suggests that the role of parents in affecting children's reading success is increasingly recognized.

Breiling (1976) also believes that parents should become participants in helping children learn to read. He suggested that parents be used as teaching partners, and consequently he established intervention programs to help parents help their children learn to read. One such program was Parents in Reading. Meetings were held twice a week over a five week period for interested parents of Title I students. The meetings were organized to let parents understand their roles as teaching partners and to assist parents in acquiring materials and ideas that would help their children learn to read. As a result of this program, approximately three fourths of the children's reading skills, attitudes, and self-confidence in reading improved.

A second program developed by Breiling (1976) in a Title I school in Montgomery County, Maryland was the Reading at Home program. Each child was sent home with a note, a book, and a certificate. The note asked parents to sign the certificate if their child read ten minutes per day. Each child received a gold star for each signed certificate brought to school. After receiving ten stars the child was eligible for a prize from a treasure chest. When evaluated, the program involving parents showed the students had increased word recognition on the Botel Ward Recognition Test as indicated a mean gain of one half grade level. The children also showed an overall increased interest and enthusiasm for reading. Parental participation, in this study, proved invaluable. The overall conclusion derived by the program managers is that when parents are involved in their children's studies the influence is long term.

Another example of parental involvement in reading in an elementary school is described by Heath (1981) who reported that a group of children aged seven to nine years, were involved with their mothers in a paired-reading program. These children made significant gains in their reading attainment. Attitudes of mothers and children, their active participation, the certainty offered to them by the technique together with reinforcement and modeling are all offered as explanations for the results.

Yap (1987) evaluated the impact of a parent-school partnership program on elementary school children's reading achievement and attitudes over a five year period. The program involved the parents in children's reading activities and allowed them to influence their children's attitudes toward school achievement. Participating parents agreed to support seven family goals to enhance reading and a log of activities and progress. In six experimental and six comparison schools, reading achievement gains were assessed using the Metropolitan Achievement Test, the family log, a reading inventory, and a parent survey. Achievement gains were above national averages in all schools, with the experimental schools slightly favored. Parents in both groups reported similar patterns of helping their children and similar perceptions of improved attitudes on the children's part. Over half of the students said they liked to read. Strong positive correlations were found between improved reading, setting aside a specific time for study, and parental help with homework.

In her research on reading and language development relative to parental involvement, Williams (1986) found that parents reading aloud to children, especially at an early age, significantly affects students. It bridges the gap between written and spoken language and familiarizes children with language patterns of literature, expands vocabulary, adds to the child's knowledge of the world, is a means to develop schema, and motivates the child to read and enjoy books. There is a positive correlation between being read to and reading achievement, reading readiness, the development of listening

skills, and early reading capability. Reading to children, the study reveals, allows for the introduction to new words, complex sentence structures, standard forms of English, various styles of written language, the development of a sense of story, motivation to refine reading skills, and a pleasurable experience. Furthermore, Williams' study suggests that read-aloud programs may increase reading achievement in children of lower socioeconomic status and younger children in general.

In a study that investigated the relationship of out-of-school activities to reading achievement, Anderson (1988) found a wide variation between children in the amount of out-of-school reading. However, he was able to conclude that reading books was the out-of-school activity that had the strongest association with reading proficiency.

Hervison (1980) studied the relationship between several home background factors and reading ability. The study involved children, aged 7-8, from working-class families. Using standardized tests and parent interviews, it was discovered that the (home background) factor that emerged as most strongly related to reading achievement was whether or not the mother regularly heard the child read.

Hess and Holloway (1979) conducted a study related to social class and reading. They compared the pre-reading environment for children from middle, upper, and lower social classes. As a result of this study, they found that upper class children had more interactions with the mother, took more trips, were read to more frequently, and had a greater amount of manipulative material in the home than did either of the other classes. They concluded that the higher the social class, the greater the interaction with parents. The greater the interaction with parents, the higher the child's reading readiness and reading achievement scores.

The evidence regarding the importance of parent participation in children's academic progress is convincing. This evidence has affected federal legislation. The Elementary and Secondary Education Act requires that federally funded programs, such as

Title I (now Chapter I), include parents in their planning. Conducting needs assessments and arranging for parent participation as advisory board members are initial steps in qualifying for funding. The school's population must fit a prescribed formula for low-income families. Today, almost all federally funded programs in schools require parent participation. This mandate has started a communication between home and school that overflows into areas beyond federally funded programs (Berger, 1981, p. 197).

Some school divisions have gone beyond just having parents on advisory councils. They have implemented programs based on the active involvement of parents in the education of their children. This concept is founded on the premise that patterns of and motives for academic achievement and personal development in children are largely the result of home influence.

One such parent involvement program is offered by the Chapter I Parent Center in the Portsmouth Public School System, Portsmouth, Virginia. This study will examine the relationship between participation in the Chapter I Parent Center program and four of the variables often associated with academic achievement, namely: (1) the child's home environment; (2) parental attitude towards education; (3) the child's self-concept; and (4) the child's motivation to learn. In addition, the study examines the relationship between participation in the Chapter I Parent Center program and reading achievement. A detailed description of the Parent Center is presented in Chapter III.

Chapter III

Methodology

The purpose of this study was to determine the relationship between participation in the Chapter I Parent Center program and four of the variables often associated with academic achievement. The review of the research in Chapter II suggests that parents play an important role in the academic achievement of their children. Studies of parent intervention programs have generally concluded that such efforts can affect positive changes in a child's school progress.

As a part of this chapter, the parental intervention program offered by the Chapter I Parent Center in Portsmouth, VA, is described. The Center was designed to enhance academic achievement in general and reading achievement in particular of Chapter I students in grades 1 - 6. This was to be accomplished by instructing the parents of eligible students in competencies that would enhance their involvement in the child's home life and his academic progress. This chapter also outlines the methodology of the study, including a description of the population, intervention activities, research instruments, data collection procedures, and data analysis procedures.

A posttest-only control group design was employed for this investigation. There were three groups. Group I participated in a minimum of four workshops and utilized other services offered at the Parent Center. Group II participated in a minimum of one workshop and a maximum of three workshops, and did not use the other services avail-

able. Group III, the control group, did not participate in the Parent Center Program at all. Five variables were measured and analyzed:

1. The home environment
2. The parent's attitude toward education
3. The child's self-concept
4. The child's motivation to learn
5. The child's reading achievement (the criterion variable)

The instruments were administered to the three groups following the one year intervention.

Population and Samples

The population for this study consisted of three groups of mothers who had children enrolled in the Chapter I program in the Portsmouth Public School System. Their children were also an integral part of the study. Group I consisted of twelve mothers who attended a minimum of four workshops and also used the services available to them in the Parent Center. Group II was made up of twelve mothers who attended a minimum of one workshop or a maximum of three workshops but did not utilize the other Parent Center services. The mothers in Group III, the control group, never participated in the Parent Center program even though it was available to them. The mothers in all three groups met the socioeconomic criteria for eligibility for Chapter I support services.

The students in the study were all reading at least one grade level below their grade placement, a criteria for selection for participation in the Chapter I program. The

parents in the Control group were randomly selected from the list of all second and third grade students in the Chapter I program. The parents in Group I and Group II were randomly selected as full participants or marginal participants based on the sign-in sheets from the workshops.

Description of Intervention

The intervention or treatment was a program, provided by the Chapter I Parent Center, that was designed to enhance parental involvement in their children's education. This treatment consisted of eight workshops designed to refine parenting skills and heighten parental awareness of the importance of enriching the home environment of their children. Other services available in the parent center include: (1) equipment for making learning materials; (2) computer programs that strengthen parents' reading and math skills as well as provide Graduate Equivalency Diploma (GED) preparation; and (3) educational materials that can be used at home to reinforce children's reading and language art skills. The eight workshops, presented once per month, are described below. Training sessions were conducted by the Parent Center coordinator, Chapter I teachers, or a special group known as the Pride in Parenting Organization. Below is an outline of the eight workshops conducted during '88-'89 school year.

Session I. Orientation

- A. Greeting**
- B. Purpose of Parent Center Activities and Services**
- C. Description of Intervention**

Session II. Child Safety

- A. Looking At Unsafe Conditions In The Home
- B. Fire Safety
- C. Product Safety
- D. Abusive Circumstance
- E. Safe-guarding Children Against Unsafe Conditions
- F. Latch-key Children - Safety Precautions

Session III. Child Abuse

- A. Sexual
- B. Physical
- C. Emotional
- D. Discussing Issues Sensibly With Children

Session IV. Talking to Your Child About Sex

- A. Possible Questions At Each Stage of Development
- B. What to say When Addressing the Issue of Sex And How to Say It

Session V. Job Search Skills for Parents

- A. Personal Preparation - Self Esteem
- B. Personal Initiative - Training For A Job
- C. What Characteristics Employers Want
- D. Role Play - Interviews

Session VI. Communicate to Improve School Achievement

- A. How You Relate To Your Child
- B. Reading to Your Child Regularly As A Means of Communication
- C. Keeping A Log of Reading Activities and School Progress
- D. How You Relate To Your Child's School By Being Supportive of Teachers

And Participating in School Activities

E. How You Relate To Your Child's School Administrator Through Personal Conferences And Written School Communication

Session VII. Make-And-Take - Helping Children With Homework

A. How To Make Materials At Home For Reinforcing Classroom Skills -
Emphasis on Reading

B. How to Use Machines to Make Reinforcement Activities For Children -
Copier, Laminator, Computer, Typewriter, Cutting tools

Session VIII. Review of Workshops and Recognition of Participants

Throughout the intervention, parents were encouraged to come to the Parent Center at any time for assistance in making materials to facilitate their child's learning at home. A check-out station was also available to parents who wanted to borrow books, tapes, cassettes recorders, flash cards, and parenting information.

Research Instruments

Five instruments were employed to measure the five variables in this study. The variables and the instruments are listed below.

1. Home Environment - Henderson Environmental Learning Process Scale (1972)
2. Parent's Attitude Toward Education - Parent Attitude Toward Education Scale (1962)
3. Self-Concept - Piers-Harris Children's Self Concept Scale (1984)
4. Motivation to Learn - Scale of Intrinsic Versus Extrinsic Orientation In the Classroom (1981)

5. Reading Achievement - Science Research Associates Survey of Basic Skills (SRA) (1985)

The five instruments are described in the following section.

Henderson Environmental Learning Process Scale (HELPS)

It was hypothesized in this study that parents who were fully involved in the Parent Center's intervention program would be better equipped to change, in a positive way, those characteristics in the home which have been found to relate to academic achievement. To assess changes in the home environment, the Henderson Environmental Learning Process Scale (HELPS) was used.

The HELPS instrument was designed specifically to provide measures of educationally relevant variables in the home that would be subject to change through intervention programs (Henderson, Bergan, and Hart, 1972). The scale contains 54 items designed to elicit (1) quantifiable information on the aspiration level of the home, (2) range of environmental stimulation available to the child, (3) parental guidance or direct teaching provided in the family, (4) range (variability in occupational and educational status) of adult models available for emulation by the child, and the nature of reinforcement practices used in the home to influence the child's behavior. The instrument yields a subscore for each of these five variables, and a total score. A total raw score can range from 0 to 220. For purposes of this study only the total score was used as a measure of the home environment. Administration of the scale requires approximately 20 minutes. It can be taken independently or read to the participants either individually or in a group.

The HELPS instrument was initially administered to the mothers of 126 first-graders. The 66 Mexican-American children in this sample were predominantly from low-income families. The 60 Anglo-American children in the study were from predominantly middle-class homes. Reliability, computed by the Cronbach alpha method, was .71 for the Anglo sample and .74 for the Mexican-American sample. In subsequent administrations of the scale Cronbach alpha coefficients of .85 for fifty middle-class Mexican-American families, .74 for fifty lower-class Anglo families, and .79 for twenty-seven Papago native American families have been obtained. Predictive validity was determined in one investigation in which the scale provided highly significant predictions of performance of Mexican-American and Anglo first graders on the Stanford Early Achievement Test and the Boehm Test of Basic Concepts.

Parent Attitude Toward Education Scale

The Parent Attitude Toward Education Scale developed by Medinnus (1962) was used to assess the parental attitudes of those in the study toward a number of aspects of schooling. The scale consists of 40 statements. Subjects respond "strongly agree", "somewhat agree", "somewhat disagree", or "strongly disagree". The instrument can be self-administered and responses are scored 3, 2, 1, or 0. A high score indicates a favorable attitude toward education. The statements on the scale cover areas dealing with (1) the parent's attitude toward his own educational experience; (2) the parent's willingness to support the school in matters of discipline, policy, administration and finances; and (3) the parent's evaluation of the importance of education.

The Spearman-Brown formula was used to compute the split-half reliability of the Parent Attitude Toward Education Scale. Based on 68 parents of 5-year olds, of upper-lower and lower-middle class socioeconomic backgrounds, the correlation coeffi-

cient was .90. Medinnus (1962) indicated, that even though there was need for further development of the scale with regards to validation and item discrimination, information obtained from the use of the instrument might be very profitable to teachers as well as administrators in areas of concern in parent conferences and in examining school policies.

Piers-Harris Self-Concept Scale

Self-Concept of the 36 children in the study was assessed through the use of the Piers-Harris Children's Self Concept Scale (Piers, 1984). The instrument is an 80-item, self-report questionnaire designed to assess how children, ages 8-18, feel about themselves. The scale may be administered either individually or in groups. Children are shown a number of statements that tell how some people feel about themselves, and are asked to indicate whether each statement applies to them using "yes" or "no" responses.

As an aid to more detailed clinical interpretation, the Piers-Harris also provides six "cluster scales": Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity, and Happiness and Satisfaction. For the purposes of this study, only the overall assessment of self-concept reflected in the total raw score were used. A total raw score could range from 0 to 80.

Reliability measures the extent to which scores for a single individual are consistent over time and across settings. A number of studies have found the median test-retest reliability of the Piers-Harris to be .73 based on students aged 8-20.

Internal consistency is a measure of the average correlation among items within a test. The Piers-Harris calculated internal consistency on a sample of 297 elementary and secondary students. Using the Kuder-Richardson Formula 20, the reliability estimates for the total score range from .88 to .93.

Split-half reliability is computed by dividing the scale into equal halves and then correlating the scores for each half. In a study using children ages 7 to 14, using the Spearman-Brown formula to correct for the length of the two shortened scales, the overall reliability coefficient of the Piers-Harris was found to be .91.

Scale of Intrinsic Versus Extrinsic Orientation in the Classroom

(Motivation to Learn)

There are few instruments designed to measure the motivation to learn of elementary school children. For the purposes of this study, A Scale of Intrinsic Versus Extrinsic Orientation in the Classroom (Harter, 1980) was used to assess this construct. The scale was developed to explore the educational implications of intrinsic motivation.

Five separate dimensions are defined by an intrinsic and extrinsic poll: preference for challenge versus preference for easy work; curiosity/interest versus teacher approval; independent mastery attempts versus dependence on the teacher; independent judgement versus reliance on the teacher's judgment, and internal versus external criteria for success/failure (Harter, 1981). Each of the five subscales contains six items. The question format utilized was a "structured format" in which the child is presented a question in which he has to choose the response which most closely describes his reactions to given situations. Each item is scored on an ordinal scale from 1 to 4 where a score of 1 indicates the maximum extrinsic orientation, and a score of 4 indicates the maximum intrinsic orientation.

Over 3,000 pupils participated in various phases of the construction of Harter's scale. The reliability of each subscale was assessed by applying the Kuder-Richardson

Formula 20 which provides an index of internal consistency. Reliabilities ranged from .78 to .83 across samples.

Science Research Associates Survey of Basic Skills (SRA)

(Reading Achievement)

Students in the study group were given the Science Research Associates Survey of Basic Skills (1985) tests at the end of the intervention program. The Science Research Associates (SRA) Survey of Basic Skills is a battery of norm referenced, standardized tests in basic curriculum areas for grades K-12. These tests are based on the learner objectives Most commonly taught in the United States. They are designed to survey students' general academic achievement and provide valuable information for program planning and evaluation, analyzing instructional needs of individual students, and tracking student and group growth from testing to testing.

After the questions (developed by SRA's professionals) were given a final edit, they were pretested in schools across the United States. A sample of 118,000 students from grades 1-9 was used in a four-stage standardization process. The tests were found to be highly valid and reliable. The reliability data indicate Kuder-Richardson Formula 20 coefficients for all subtests to average reliability of .86 or above (Science Research Associates, 1985). This implies that there is only 14% error variance in the SRA scores. The authors indicate that when testing special groups of students such as Chapter I, the tests should be administered at the functional level of the students rather than at their current grade placement.

For the purposes of this study, only the reading achievement scores, resulting from the administration of the SRA instrument are discussed.

Collection of Data

The data for the study were collected after eight months of workshops to refine parenting skills were held in the Chapter I Parent Center of the Portsmouth Public School System. The Parent Center program started in October, 1988 and ended in May, 1989. Data were compiled over a nine month period beginning in September, 1989 and ending in May, 1990. The two parent instruments, the Henderson Environmental Learning Process Scale (HELPS) and the Parent Attitude Toward Education, were administered in individual participant's homes by an interviewer specially trained for the task. Data were collected during the 1989-90 school year, the year following implementation of the parent program.

All student participants were administered the Piers-Harris Children's Self Concept Scale and the Scale of Intrinsic Versus Extrinsic Orientation in the Classroom. Chapter I teachers and a trained examiner assisted the writer in administering the instruments. Both tests were read orally as the children were instructed to read the items silently.

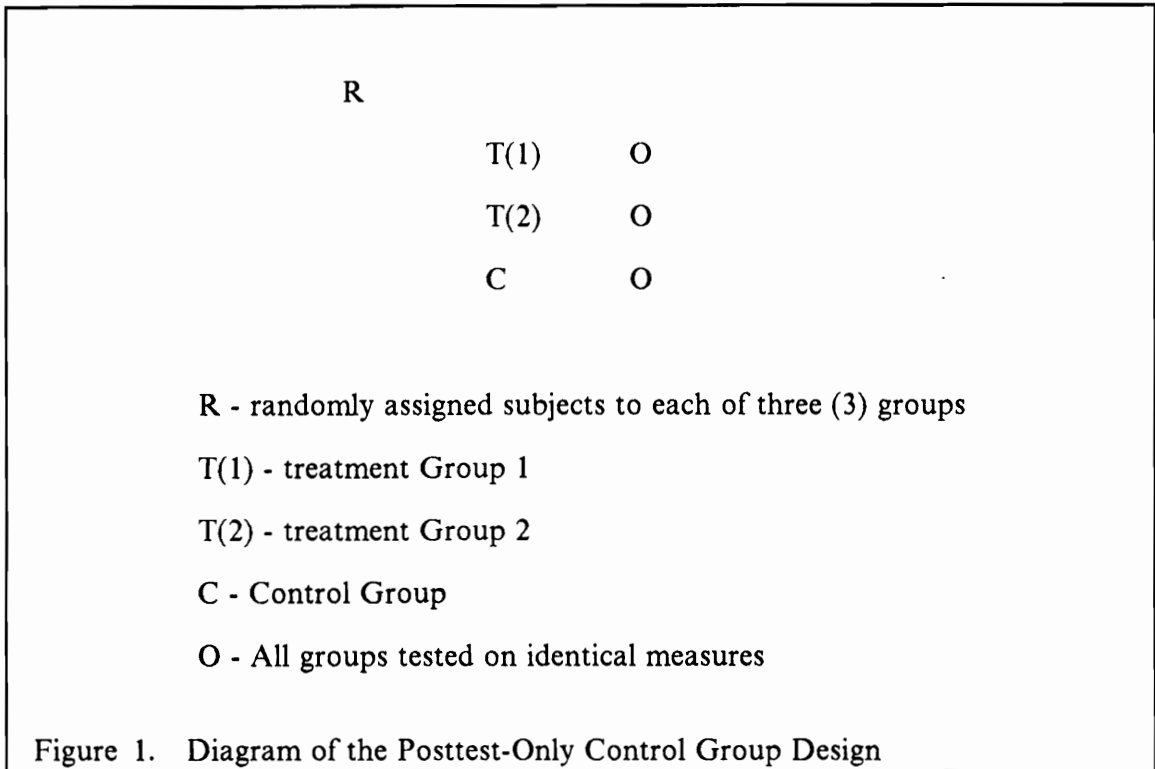
Reading achievement scores from the SRA instruments were taken from the children's Chapter I post-test results from May, 1989.

Analysis

The major purpose of this study was to assess the effects of parental participation in a Chapter I Parent Center, designed to enhance parenting skills, as a predictor of academic achievement for Chapter I students. Four variables were measured as a part of the study: home environment, parent's attitude toward education, student's self-concept, and the student's motivation to learn. In addition, the relationship between participation in the Chapter I Parent Center program and reading achievement is examined. The five research questions presented in Chapter One reflect an attempt to assess the program.

The posttest-only control group design was employed for this investigation. This design is considered superior to some others because no interaction effect of pretesting and the treatment can occur. Groups are assumed to be equivalent on the basis of random selection. It controls for, but does not measure the effects of history, maturation and pretesting. It is particularly useful when pretests are unavailable, inconvenient, or too costly; when subjects anonymity must be kept; and when a pretest may interact with the treatment (Isaac and Michael, 1989).

A one-way analysis of variance (ANOVA) was employed to compare the mean scores (at .05 level of significance) of the three groups.



The treatment period occurred during the 1988-1989 school year. Workshops were held each month beginning in October and ending in May. Parent interviews and student instruments were administered during the investigation period which began in April, 1989, with the post SRA test and ended in May, 1990 (see Figure 2).

Treatment Period
Workshops and Availability of Center Facilities

Oct. '88 Nov. '88 Dec. '88 Jan. '89 Feb. '89 Mar. '89 Apr. '89 May '89

Investigation Period

Post
SRA Test

Apr. '89

May '89

May '90

Parent Interviews, Student Instruments Administered

Figure 2. Time Line for Study

Chapter IV

Results of the Data Analysis

The purpose of this chapter is to present the results of the data analysis related to this study. The data were analyzed to determine if there is a significant relationship between parental participation (or non-participation) in the Chapter I Parent Center Program and (1) home environment; (2) parent attitude towards education; (3) child's self-concept; (4) child's motivation to learn; and (5) reading achievement. A posttest-only control group research design was used for this study. The five research questions presented in Chapter I were analyzed using analysis of variance procedures. The variables investigated were: (1) the child's home environment; (2) the parent's attitude toward education; (3) the child's self-concept; and (4) the child's motivation to learn. In addition, the relationship between parent participation and reading achievement was examined. A probability level of .05 or less was considered significant on all measures. Table 1 displays the raw score means and standard deviations for all variables.

Table 1. Raw Score Means and Standard Deviations for All Variables

Assessment Measure	Experimental Group 1 (N= 12)		Experimental Group 2 (N= 12)		Control Group (N= 12)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Parents' Attitude Toward Education	71.17	13.83	65.17	14.42	62.83	9.50
Home Environment	164.25	17.72	148.00	28.07	133.00	31.82
Self-Concept	68.17	5.65	63.67	10.33	64.75	8.66
Motivation	2.69	.60	2.62	.47	2.70	.37
Reading Achievement	39.58	16.92	41.00	6.24	34.83	12.65

Research Question 1

Is there a significant difference in the home environment scores of Chapter I children whose parents participate in the Chapter I Parent Center Program and that of Chapter I children whose parents do not participate?

The results from the Henderson Environmental Learning Process Scale are presented in Table 2. An analysis of variance was used to test for differences between groups. The mean scores on the Henderson Environmental Learning Process Scale ranged from 164.25 and 148 for the experimental groups to 133 for the control group. The results of the data on the home environment measure indicate that there is a significant difference at the .05 level.

Raw scores on the Henderson may range from 0 to 220. This range is divided into categories of Poor, Average, Above Average, and Excellent (see Appendix E). The mean scores for the experimental group fell within the "Above Average" range. The

mean score for the control group was in the "Average" range (see Appendix E). Table 2 displays the ANOVA report on home environment variable.

Table 2. Analysis of Variance Report for Home environment

ANOVA					
Source	DF	Sum Squares	Mean Square	F-Ratio	Prob > F
A Group	2	5862.5	2931.25	4.16	0.0245*
ERROR	33	23256.25	704.7349		
Total (Adj.)	35	29118.75			

*p < .05.

Research Question 2

Is there a significant difference in the parents' attitude toward education of parents who participated in the Chapter I Parent Center Program and that of Chapter I parents who did not participate?

The results from the Parent Attitude Toward Education Scale are presented in Table 3. An analysis of variance was used to test for differences between groups. The experimental parents in Groups I and II had mean scores of 71.17 and 65.17 respectively. The control group, Group III, had a mean score of 62.83. The results of the data indicate that there was no significant difference between the three groups on the parent attitude measure (Prob > F = 0.2708 > .05). The mean scores for the experimental groups as well as the control group fell within the average range on the Parent Attitude scale (see Appendix F).

Table 3. Analysis of Variance Report for Parents' Attitude

Source	DF	Sum Squares	Mean Square	F-Ratio	Prob > F
A Group	2	443.5555	221.7778	1.36	0.2708
ERROR	33	5383.000	163.1212		
Total (Adj.)	35	5826.556			

Research Question 3

Is there a significant difference on the self-concept of Chapter I children whose parents participated in the Chapter I Parent Center Program and that of Chapter I children whose parents did not participate?

Research question 3 was designed to differentiate between the experimental groups (1 and 2) and the control group (3) on the basis of the children's self-concept. The mean scores for the experimental and control group respectively were 68.17, 63.67, and 64.75. As shown in Table 1, the mean score for the experimental group 1 was higher than the mean score for the control group. The mean score for experimental group 2 was slightly lower than that of the control group. However, the differences in self-concept scores as measured by the Piers-Harris Self-Concept Scale were not significant at the .05 level. Scores for all groups fell in the above average range of scores for the scale (see Appendix G). The Chapter I Parent Center Program did not reflect itself in significantly higher self-concept scores for the children of the treatment parents when compared to the children of the control parents. Table 4 displays the ANOVA report for the self-concept variable.

Table 4. Analysis of Variance Report for Self-Concept

ANOVA

Source	DF	Sum Squares	Mean Square	F-Ratio	Prob > F
A Group	2	132.3889	66.19444	0.93	0.4049
ERROR	33	2350.583	71.2298		
Total (Adj.)	35	2482.972			

Research Question 4

Is there a significant difference in the motivation to learn of the Chapter I children whose parents participated in the Chapter I Parent Center Program and that of Chapter I children whose parents did not participate?

The mean scores for the experimental and control groups respectively were 2.68, 2.62, and 2.72. Table 5 shows that there was no significant difference between the three groups as measured by the Intrinsic Versus Extrinsic Orientation in the Classroom Scale. All three groups seem to have the need for both personal and outside motivation to learn. Each of the mean scores fell within the mid-range of the scale, slightly favoring intrinsic motivation (see Appendix H). Even though the control group score indicated a slightly higher need for intrinsic motivation than did the experimental groups, the difference was not significant at the .05 level.

Table 5. Analysis of Variance Report for Motivation

Source	DF	Sum Squares	Mean Square	F-Ratio	Prob > F
A Group	2	5.221E-02	2.610E-02	0.11	0.8969
ERROR	33	7.893458	.2391957		
Total (Adj.)	35	7.945675			

Research Question 5

Is there a significant difference in the reading achievement scores of the Chapter I children whose parents participated in the Chapter I Parent Center Program and those of Chapter I children whose parents did not participate?

The mean scores (NCES) on the reading achievement measure (SRA) for the experimental groups and the control group were 39.58, 41 and 34.83 respectively. NCES are normal curve equivalents (similar in interpretation to percentiles). All are below average scores for the grade groups tested. Even though the experimental groups scored higher than the control group, when the means were statistically compared, the results indicate that differences were not significant at the .05 level (see Table 6). Children whose parents were involved in the Chapter I Parent Center Program did not score significantly higher than children whose parents were not involved.

Table 6. Analysis of Variance Report for Reading Achievement

ANOVA

Source	DF	Sum Squares	Mean Square	F-Ratio	Prob > F
A Group	2	250.3889	125.1944	0.77	0.4694
ERROR	33	5338.583	161.7753		
Total (Adj.)	35	5588.972			

Summary

The experimental groups scored higher than the control group on the Parent Attitude Toward Education Scale and the Henderson Home Environment Scale. On the Piers-Harris Self-Concept Scale, experimental group 1 scored higher than the control group, however, the experimental group 2 scored slightly lower than the control group. The scores for all three groups were nearly the same on the Intrinsic versus Extrinsic Motivation Scale. Except on the home environment measure, score differences between the experimental and control groups on each variable were not significant at the .05 level. In addition, there were no significant differences between the mean reading achievement scores for the three groups.

Chapter Five discusses the results of the data reported in this chapter with recommendations for further research related to parental involvement.

Chapter V

Discussion of Results

A basic assumption of this study was that parental participation in the Chapter I Parent Center Program would have positive effects on childrens' academic achievement as measured by their reading achievement scores. This assumption was not substantiated by the data from this investigation. Though there were observed differences between the mean scores for each group, these differences were not found to be significant at the .05 level on four of the five measures. This may be an indication that the parental involvement program can fail in two ways: (1) Parent Center participation may not produce parent involvement; or (2) parent involvement did not promote student achievement. Before attempting to generalize these findings to the general population, certain characteristics of the study are examined and discussed.

The posttest-only control group design was employed for this investigation. According to Huck, Comier, and Bounds (1974), the posttest-only control group design through the random assignment of subjects to the groups controls for selection, history, maturation, and statistical regression. Furthermore, the threats associated with testing and instrumentation do not exist since none of the subjects is measured twice. The threat of mortality to internal validity could be a problem. However, in the present study, all subjects participated throughout the investigation. The posttest-only design,

because of randomization of subjects to groups, tends to be as good as, if not better than, the pretest-posttest design (p. 253).

Even though all participants in the study were told to respond honestly to questions on the scales, the possible influence of the "Hawthorne effect" could not be controlled for. The superior performance of the experimental group on the home environment measure could have resulted from their awareness of the special study and not from the efficacy of the treatment.

Another consideration that could have influenced results is sample size. The effects of the Chapter I Parent Center Program were based on a small sample (total $n = 36$). There was also great variance within each group. The combination of the two (small sample size and large variance) could have masked any significant differences that could have taken place. According to Isaac and Michael (1989), between the economy and convenience of small samples and the reliability and representativeness of large samples lies a trade off point balancing practical considerations against statistical power and generalizability. It is preferable to increase sample size wherever practical (p. 190).

Home Environment

Parents were assumed to be the primary influence in a child's home environment. In this study, parents were viewed as persons capable of structuring most of a child's time, providing basic learning experiences and materials, and initiating parent-child verbal communication. The scores for the experimental groups 1 and 2 fell within the above average range for the home environment measure. The mean score for the control group fell within the average range. Statistical comparisons indicated a significant difference between the mean scores of all three groups at the .05 level. However, the

greatest difference was noted between experimental group 1 and control group 3. These differences were considered critical. It was assumed that if the treatment could significantly change the home environment of the experimental children, this change would be reflected in higher reading achievement scores, as well as higher self-concept scores. It would also reflect a tendency towards intrinsic motivation to learn.

The mean scores on most of the measures were higher for the treatment groups. However, the significant difference in favor of the experimental parents on the home environment measure was not accompanied by significant differences on the self-concept, motivation to learn, or reading achievement variables favorable to the children in the experimental groups. It may be that a longer period of time was needed in order for changes in these variables to be more evident. Because attitudes and behaviors often change slowly, perhaps a period of at least three years would have been a more appropriate treatment period.

Parents' Attitude Toward Education

Scores on the Parents' Attitude Toward Education scale yielded no significant differences across the three groups. The scale has 40 items, a maximum score being 120. There is a response scale from 0 to 3 for each scale item. The control group, Group III, had a mean score of 62.83. Even though the experimental means were higher, 71.17 and 65.17, they were not high enough to produce a statistically significant difference at the .05 level. Parents in all three groups appeared to have a neutral attitude toward education.

During the study period, interaction with parents from the treatment group indicated that these parents began to feel more comfortable with school personnel. They

made more personal contacts when they had concerns or questions. They communicated more with their child's teacher regarding what they could do to assist with their child's academic progress. Attendance at parent-teacher conferences and PTA meetings increased. Greater interest was expressed in the total school experience relative to their children.

Self-Concept

According to the Piers-Harris Self-Concept Scale, the mean scores for all three groups fell within the above average range. Each child responded with a yes or no answer to each of 80 items. The difference between the mean scores was not statistically significant.

It appears from the results that any changes in parents' behavior as a result of the Chapter I Parent Center Program were not successful in significantly changing the children's self-concept. It is possible that changes in self-concept which are directly associated with changes in parents' behavior may require a longer period of time to become evident than was allowed in this study. Another possible explanation is that the Parent Center Program did little to change those parent behaviors which effect the child's self-concept.

Motivation to Learn

There was no significant difference between mean scores of the experimental group children and the control group children. The mean scores indicated that all of the

children were motivated to learn by intrinsic as well as extrinsic means. Experimental groups' means were 2.68 and 2.62, respectively. The control group's mean was 2.72. The scale was scored 4, 3, 2, 1 with a score of 4 being most intrinsic and a score of 1 being most extrinsic. Given a longer treatment period, more distinct motivation characteristics may have become evident.

Reading Achievement

Mean scores on the reading achievement measure were 39.583 and 41 for experimental groups 1 and 2 respectively while the control group's mean score was 34.83. There were no significant differences between the experimental groups and the control group in reading achievement scores. One possible explanation for this is that the Chapter I Parent Center program did not provide the experimental parents with any new competencies that would enhance their children's reading skills. Another possible explanation is that the treatment period was not long enough to make a significant impression on children's reading achievement. Since the scores for the experimental groups were higher than those for the control groups, the expected trends for significant differences appear to be present. Also to be considered is the possibility that with experimental parents felt that their behaviors prior to the study were effective or more appropriate for them than any new approaches or ideas suggested during the parent program. Additionally, the high variability between the individual scores within each group could mask significant differences that may have been evident in the mean scores had there been less variance.

Theoretically, there may be some point at which environmental factors are not effective in influencing achievement. Improved achievement at this point may be con-

tingent on the child's own intellectual development process. When a child's actual achievement is below his achievement potential, which can be the case for many Chapter I children, then environmental factors such as the home environment can be manipulated to have a positive effect on academic achievement. The high scores on the parent measures and the observations made during this study tend to give merit to this conclusion.

Recommendations

Many studies have reported a strong relationship between the home environment and the academic achievement of children. The results of this research study should not de-emphasize the critical role of parents as primary educators of their children. The significant scores on the home environment measure imply the possibility that a longer treatment or intervention period student reading scores may be significantly higher, self-concept may be more positive, and motivation to learn may be more intrinsic.

During the study certain questions surfaced that are recommended as direction for future studies. Do parents from lower socioeconomic levels communicate more freely, relative to school related issues, with a school representative who goes directly to the home? Do parents from lower socioeconomic levels respond more positively to a combination of personal in-home visitation and school group meetings rather than the latter alone? How much influence on academic progress can home environment have versus individual intelligence? What are the best ways to encourage lower socioeconomic parents to participate in school programs that will positively enhance their knowledge of helping their children to be academically successful in school? What other variables might effect achievement that are not measurable?

There certainly needs to be a closer examination of program content. The intervention workshops should probably be directed only toward enhancing parenting skills in order that parents become more effective as motivators in the academic development of their child. Introducing components that do not directly impact on parenting, i.e., "Job Search Skills", could distract from the overall program purpose. Also, more emphasis could have been placed on what parents could do to enhance children's reading skills at home.

Finally, it is possible that a different kind of research design might show significant differences more clearly. For example, each group could be treated separately, using a pretest-posttest design with repeated measures. This might control for the large variance within the small sample size.

Certain variables associated with children's academic achievement can be enhanced with intervention. The variables have been identified as (1) the child's home environment; (2) the parent's attitude toward education; (3) the child's self-concept; and (4) the child's motivation to learn. However, there continues to be a need for more refined instruments that measure the variables associated with the effects of parent behavior on children's school achievement. Stronger instruments used during longer study intervals should produce a better understanding of the causal relationships between the home environment and the elements that influence the child's academic achievement.

Conclusion

Based on the data presented in this study, one can only conclude that there is still much to be done in the area of parental intervention. There continues to be a need to evaluate, reevaluate, and refine efforts to enhance parenting skills. As emphasis on

motivating Chapter I parents to participate in the education of their children continues, academic achievement should improve. Parents can change when positively motivated to do so.

Epilogue

A quotation that aptly describes my feelings about this investigation is: "This is not the end. It is not even the beginning of the end. Let us hope it is not the end of the beginning." As I interviewed Chapter I parents, I was struck by their need for personal communication with the school. Sending a letter or a note of invitation will encourage few parents to participate in a program no matter how good it is or how much it has to offer. It has been said that people change by being touched, listened to, validated and above all, by being treated as dignified and unique human beings.

There is a need for educators to be willing to go the extra mile, knock on many doors, phone parents personally, yes, and even bring them to the school, if necessary. If we want intervention programs to make a difference in childrens' academic achievement, then we have to make sure that parents participate. Our future depends on how much educators are willing to do to really make a significant contribution toward insuring that all children will learn.

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Please Note:

The Piers-Harris as well as the other instruments used in this study were used by the author with permission of the developer. They are copyright materials and, therefore, are not copied in this document. If you wish further information, you may contact the author.

Appendix A. Request to Conduct a Study



UNIVERSITY ACADEMIC ADVISING CENTER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Burruss Hall 224

Blacksburg, Virginia 24061

703/231-8440

October 13, 1989

Mrs. Daisy M. Murphy
Director of Elementary Education
Portsmouth Public School System
3000 North Street
Mount Herman Complex
Portsmouth, VA 23707

Dear Mrs. Murphy:

As per our conversation this summer, I am requesting formal permission to conduct a study of the Chapter I Parent Center in Portsmouth. I am currently a doctoral student in Educational Administration at Virginia Polytechnic Institute and State University. My dissertation is entitled "Parental Participation in a Chapter I Parent Center as a Predictor of Academic Success."

The study of the parent center will necessitate a sample of 36 Chapter I parents: 12 parents who participated fully in all center activities during the past school year; 12 parents who participated marginally or in only some of the workshops; and 12 parents who did not participate at all in the center even though it was available to them. I will also study the reading achievement scores, pre and post test, of the children of the 36 parents as well as administer a test that measures their self-concept.

It is my belief that the Portsmouth Chapter I Center has made a positive difference in the academic achievement of those students whose parents really took advantage of the support services it offered. My doctoral study should reinforce that theory. Your approval and assistance in this endeavor is most appreciated.

I anxiously await your response.

Sincerely,


Barbara L. Johnson

BIJ/cdc

cc: Mr. Irving Richardson, Director, Chapter I
Mrs. Marie Chappell, Supervisor of Guidance

Appendix B. Parents' Letter



UNIVERSITY ACADEMIC ADVISING CENTER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Burruss Hall 224

Blacksburg, Virginia 24061

(703) 231-8440

Dear Parent:

You and your child have been selected to participate in a study to determine the effect(s) of parental involvement on the academic achievement of Chapter I students. This investigation is being conducted by Barbara L. Johnson, a doctoral candidate at Virginia Tech, with the cooperation of the Chapter I staff of the Portsmouth Public School System.

During a personal interview, you will be asked questions that will provide pertinent information for this research. Your child will be asked questions that will assess his motivation to learn as well as his self-concept. Names and other identifying information will not be used.

If you have any questions, feel free to contact one of the people below. Someone from the Chapter I staff will be contacting you in a few days to schedule a home interview.

Thank you for your assistance in this endeavor.

Barbara L. Johnson
Virginia Tech Doctoral Candidate
(804) 484-4121 or (703) 231-8440

Irving Richardson
Director, Chapter I
(804) 383-8661

Sarah Sugars
Coordinator, Chapter I Parent Center
(804) 393-8392

Marie Chappell
Guidance Specialist
(804) 393-8886

Appendix C. Permission to Test Students' Form



UNIVERSITY ACADEMIC ADVISING CENTER

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Burruss Hall 224

Blacksburg, Virginia 24061

(703) 231-8440

Dear Parent/Guardian:

We need your permission to administer the children's self-concept and motivation surveys. These surveys are strictly confidential and will not invade your own nor your child's privacy.

Barbara L. Johnson
Virginia Tech Doctoral Candidate

Irving Richardson
Director of Chapter I
Portsmouth Public Schools

I give my permission for _____ to take the self-concept and motivation surveys. I understand that all results are confidential and confined to the present study.
(child's name)

Date

Signature of Parent or Guardian

Appendix D. Parent Center Program



THE PARENT CENTER



WELCOME

WELCOME TO THE PARENT CENTER. WE ARE
DELIGHTED YOU CAME TO VISIT US AND HOPE YOU
WILL ENJOY THE ACTIVITIES OFFERED.

REMEMBER THIS IS YOUR PLACE AND WE ARE
VERY ANXIOUS THAT YOU GET TO USE IT THIS YEAR.

SEE YOU SOON . . .

MARIE W. CHAPPELL
PARENT RELATIONS ASSISTANT

MARGARET H. JORDAN
PARENT RELATIONS
PARAPROFESSIONAL

THE CENTER

COMPONENTS

GROUP SESSIONS

- GROUP ACTIVITIES DEVELOPED AROUND SPECIFIC PARENT INTEREST AND NEEDS

VOLUNTEER ACTIVITIES

- PARENTS ASSIST WITH PREPARATION OF MATERIALS THROUGH THE ADVICE AND REQUEST OF THE CHAPTER 1 STAFF

COMPUTER ASSISTED INSTRUCTION

- PARENTS PREPARE THEMSELVES FOR THE GED TESTS AND GENERALLY SELF HELP FOR BASIC SKILLS ON COMPUTERS PROVIDED IN THE PARENT CENTER

PERSONS INVOLVED

PARENTS

- INDICATING SPECIFIC NEEDS
- PARTICIPATING IN ACTIVITIES
- LEADING ACTIVITIES WHERE FEASIBLE

RESOURCE PERSONS

- SERVING AS LEADERS FOR GROUP ACTIVITIES
- SERVING AS INFORMATION BANKS FOR INDIVIDUALS AND GROUPS

PARENT RELATIONS ASSISTANT

- COORDINATING ACTIVITIES FOR THE PARENT CENTER

PARENT RELATIONS PARAPROFESSIONAL

- ASSISTING WITH PARENT ACTIVITIES AT THE CENTER

WORKSHOP DESIGN

REGULARITY

- ONE SCHEDULED PER MONTH WITH FOLLOW-UPS AS REQUESTED

TIME FRAME

- MEETINGS WILL BE HELD FOR TWO-HOUR PERIODS-- EITHER DAYTIME OR EVENING

PARTICIPANTS

- PARENTS OF CHILDREN PARTICIPATING IN CHAPTER 1 PROGRAMS

COMPUTER PROGRAM DESIGN

REGULARITY

- DAILY ACCESS TO COMPUTERS AND SOFTWARE PACKAGES

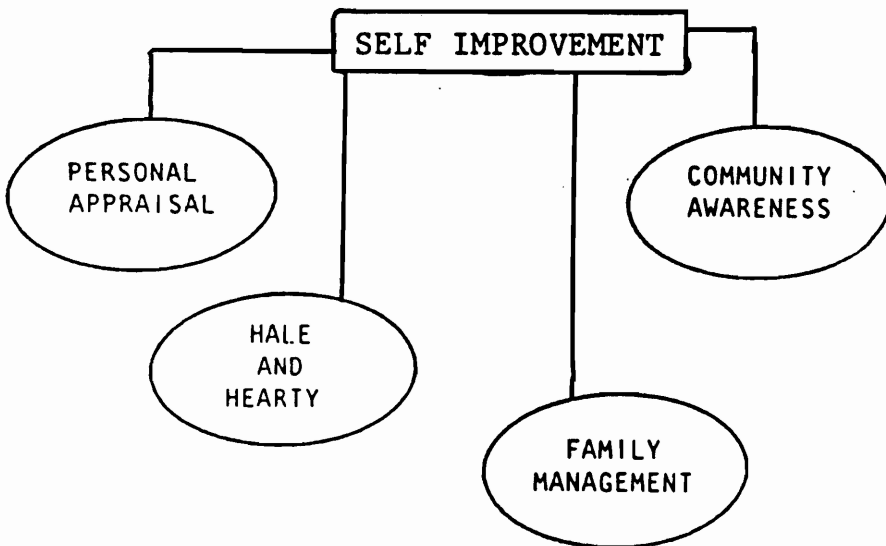
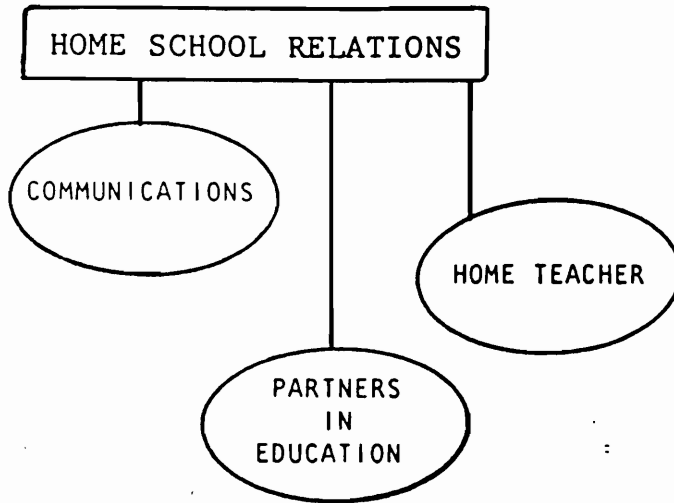
TIME FRAME

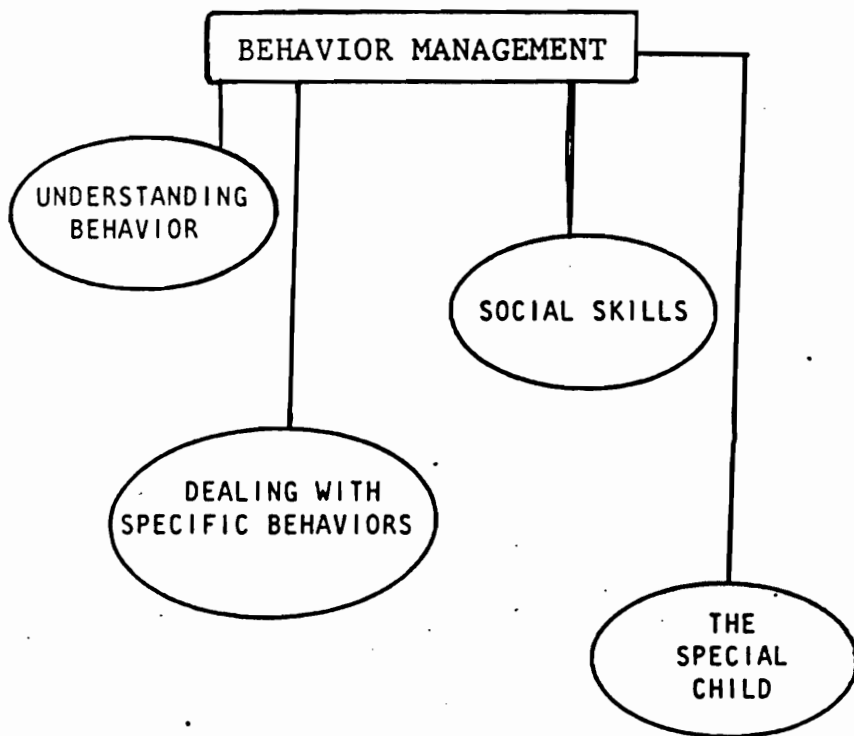
- 30 MINUTE TIME PERIODS ARE ADVISED FOR EACH ADULT USING THE COMPUTER WITH 30 MINUTES OF STUDY TIME FOR MATERIALS IN YOUR AREA OF STUDY

PARTICIPANTS

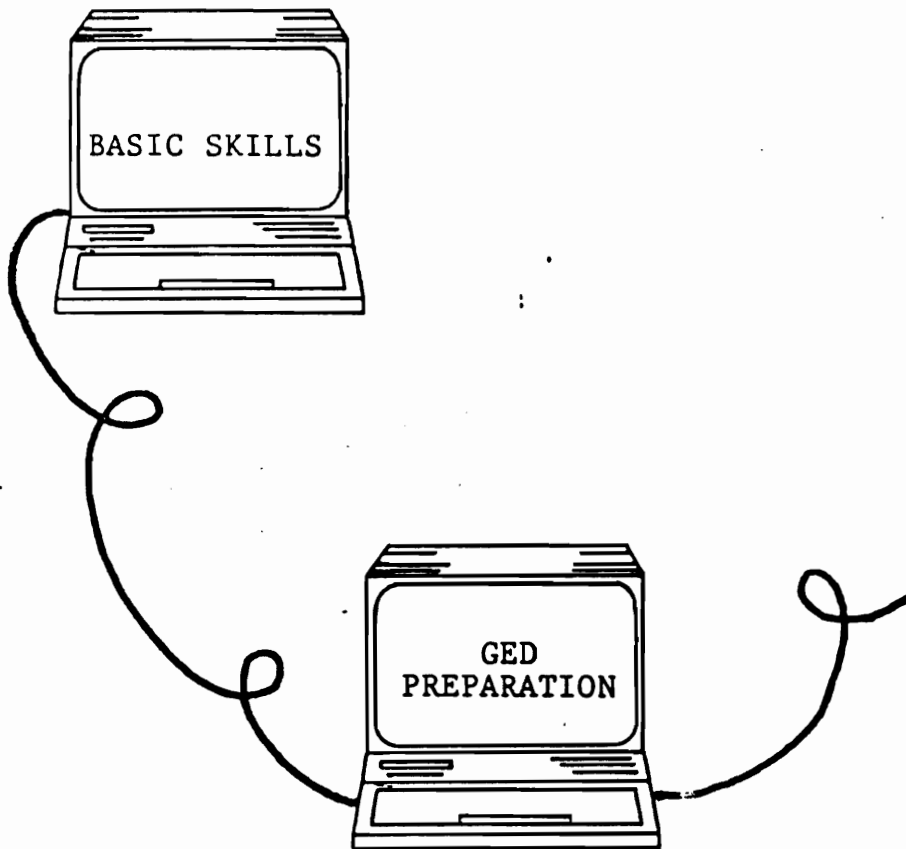
- PARENTS OF CHILDREN PARTICIPATING IN CHAPTER 1 PROGRAMS

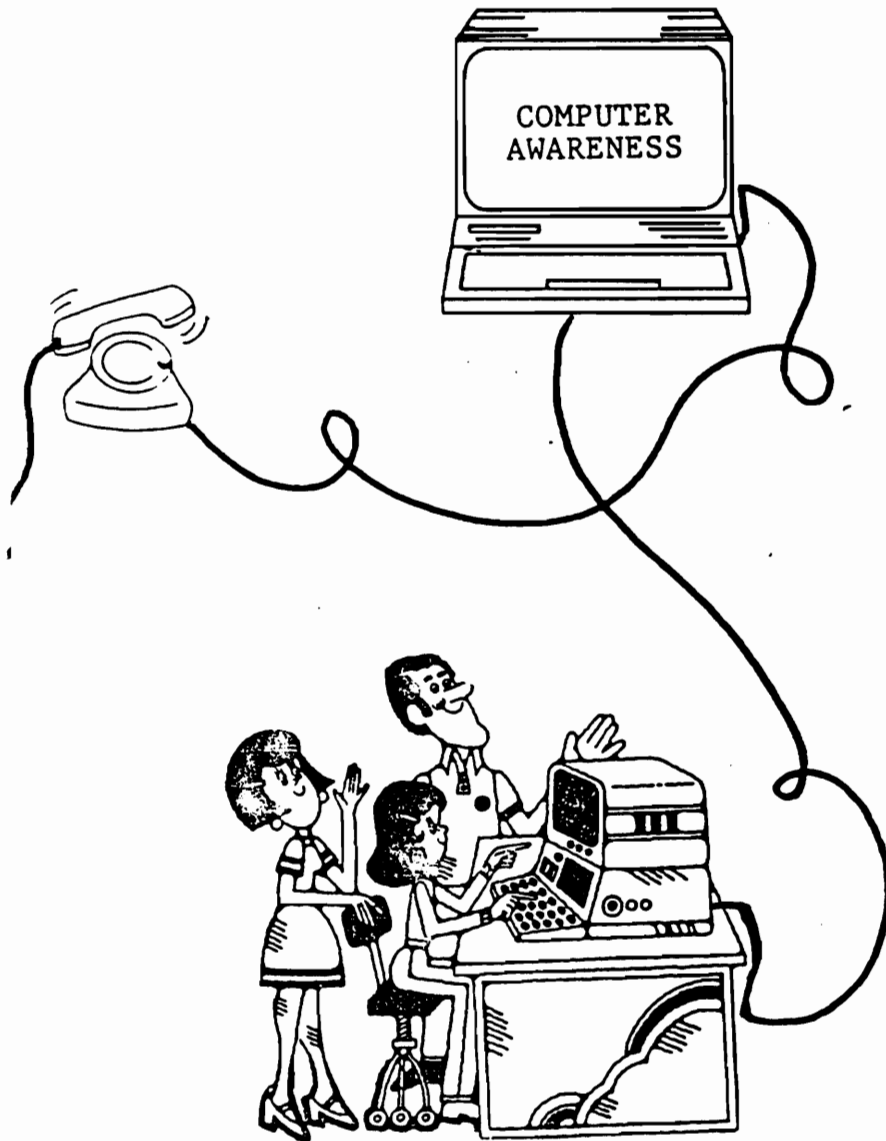
WORKSHOP AREAS OF EMPHASIS





COMPUTER AREAS OF EMPHASIS





QUESTIONS-ANSWERS

1. *How do I get to the Parent Center?*

THE PARENT CENTER IS LOCATED ON THE GROUNDS OF THE INSTRUCTIONAL RESOURCES CENTER, AT 3651 HARTFORD STREET. PARKING IS AVAILABLE AT WOODROW WILSON HIGH SCHOOL. WALK FROM THERE TO THE WHITE MOBILE UNIT AND JOIN US.

2. *When may I go there to receive help?*

WHENEVER AN ACTIVITY IS PLANNED FOR PARENTS FROM THE CENTER OR WHEN YOU CALL TO SAY YOU NEED ASSISTANCE.

3. *Who is available to assist me?*

MARIE W. CHAPPELL, PARENT RELATIONS ASSISTANT OR MARGARET H. JORDAN, PARENT RELATIONS PARAPROFESSIONAL

4. *What type of help may I receive?*

HELP MAY BE RECEIVED REGARDING MATTERS OF CHILD DEVELOPMENT, BEHAVIOR MANAGEMENT, HOME/SCHOOL RELATIONS, COMMUNITY AWARENESS, AND PERSONAL DEVELOPMENT.

5. *May I make instructional aids?*

YOU MAY MAKE AIDS SUGGESTED BY TEACHERS AS BEING HELPFUL TO YOUR YOUNGSTER.

WE ARE VERY EXCITED THAT YOU, A PARTICIPATING
PARENT, CAME TO THE PARENT CENTER. WE WELCOME YOUR
THOUGHTS REGARDING ITS VALUE TO YOU AS A CHAPTER 1
PARENT.

COME AGAIN SOON!!

Prepared By
Shirley Monk
Media and Materials Secretary
Portsmouth Public Schools
Office of Chapter 1

DR. THOMAS M. CHERRY
SUPERINTENDENT

DR. W. PRESTON BURTON
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND INSTRUCTION

ECIA
PORTSMOUTH PUBLIC SCHOOLS
PORTSMOUTH, VIRGINIA

Appendix E. Henderson Environmental Learning Process Scale

Title: Henderson Environmental Learning Process Scale: Scoring Instructions, Interpretation

55 Items: Each item scored 0, 1, 2, 3, 4 or 4, 3, 2, 1, 0 depending on whether question is positive (4, 3, 2, 1, 0) or negative (0, 1, 2, 3, 4)

Interpretation:

183-220 Excellent
137-182 Above Average
46-136 Average
Below 46 Poor

Scores for each group:

Group 1 -- 164.25 -- Above Average
Group 2 -- 148.00 -- Above Average
Group 3 -- 133.00 -- Average

Appendix F. Parent Attitude Towards Education Scale

Title: Parent Attitude Towards Education Scale: Scoring Instructions, Interpretation

40 Items: Each item scored 3, 2, 1, 0 or 0, 1, 2, 3 depending on whether question is positive (3, 2, 1, 0) or negative (0, 1, 2, 3)

Interpretation:

Highest possible score -- 120

Lowest possible score -- 0

81 - 120 -- Very Good

41 - 80 -- Good (Average)

Below 41 -- Poor

Scores for each group:

Group 1 -- X = 71.17 Good

Group 2 -- X = 65.17 Good

Group 3 -- X = 62.83 Good

Appendix G. Piers-Harris Self-Concept Scale

Title: Piers-Harris Self-Concept Scale: Scoring Instructions, Interpretation

80 Items: One (1) point for each correct response.

Interpretation:

72 - 80 Excellent

61 - 71 Above Average (Very Good)

46 - 60 Average (Good)

Below 45 - Poor

Scores for each group:

Group 1 -- $X = 68.17$ Above Average

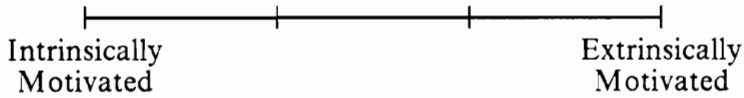
Group 2 -- $X = 63.67$ Above Average

Group 3 -- $X = 64.75$ Above Average

Appendix H. Intrinsic Versus Extrinsic Orientation in the Classroom Scale

Title: Intrinsic Versus Extrinsic Orientation in the Classroom Scale: Scoring Instructions, Interpretation

30 Items: Scored 4, 3, 2, 1 on a scale where 4 is most intrinsically motivated and 1 is most extrinsically motivated. Overall score was an average of scores on subtests.



Scores for each group:

Group 1 -- $X = 2.68$ -- Need for both types

Group 2 -- $X = 2.62$ -- Need for both types

Group 3 -- $X = 2.72$ -- Need for both types

Appendix I. Participants, Scores by Group

GROUP I

STUDENT ID # Participants: Parent/Child	Parents			Children			
	Parent Attitude to Education Score	Henderson Home Environment Score	Piers-Harris Self-Concept Score	Motivation-to-Learn Score	Reading Achievement Scores	Reading Achievement Scores	Reading Achievement Scores
1	58	134	67	2.3	32	32	32
2	85	175	63	2.56	17	17	17
3	95	187	75	3.50	69	69	69
4	87	184	63	2.20	71	71	71
5	70	180	75	3.00	45	45	45
6	64	169	64	2.0	42	42	42
7	57	151	60	1.5	20	20	20
8	77	170	70	3.00	29	29	29
9	80	149	73	2.75	35	35	35
10	70	174	77	3.07	49	49	49
11	61	160	66	3.50	32	32	32
12	50	138	65	2.87	34	34	34
Mean	71.17	164.25	68.17	2.68	39.58	39.58	39.58

GROUP II

STUDENT ID # Participants: Parent/Child	Parents			Children		
	Parent Attitude to Education Score	Henderson Home Environment Score	Piers-Harris Self-Concept Score	Motivation-to-Learn Score	Reading Achievement Scores	
13	65	183	76	2.33	48	
14	65	175	78	3.06	46	
15	100	102	44	3.63	39	
16	41	137	67	2.06	45	
17	66	161	61	2.66	47	
18	73	140	58	1.93	37	
19	78	128	71	2.93	37	
20	63	144	52	2.30	51	
21	56	147	56	2.93	34	
22	57	179	62	2.49	41	
23	55	103	75	2.67	32	
24	63	177	64	2.53	35	
Mean	65.17	148	63.67	2.62	41.00	

GROUP III

STUDENT ID # Participants: Parent/Child	Parents			Children		
	Parent Attitude to Education Score	Henderson Home Environment Score	Piers-Harris Self-Concept Score	Motivation-to-Learn Score	Reading Achievement Scores	Reading Achievement Scores
25	57	134	59	2.43	29	29
26	68	156	78	3.06	39	39
27	68	110	70	2.20	40	40
28	71	126	73	2.56	34	34
29	67	111	53	2.50	30	30
30	78	82	65	2.93	19	19
31	53	203	65	2.46	34	34
32	59	131	50	2.60	15	15
33	60	130	76	3.37	52	52
34	57	143	59	2.80	61	61
35	44	104	66	2.43	29	29
36	72	166	63	3.28	36	36
Mean	62.83	133	64.75	2.72	34.83	34.83

Vita

Barbara Ann Lawrence Johnson

I. Personal

Born November 3, 1945 in Portsmouth, Virginia

II. Education

Doctor of Education Education Administration, Virginia Polytechnic Institute and State University, 1990, Blacksburg, Virginia

Certificate of Advanced Graduate Studies Education Administration, Virginia Polytechnic Institute and State University, 1990, Blacksburg, Virginia

Master of Science Education Administration, Old Dominion University, 1975, Norfolk, Virginia

Bachelor of Science Elementary Education, Norfolk State University, 1969, Norfolk, Virginia

III. Professional Experience

Resident Supervisor/Counselor for African American Freshman Students Summer Transition Program (SDP), Virginia Polytechnic Institute and State University, Summer, 1990.

Academic & Minority Advisor University Academic Advising Center, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1989-1990

Principal Smithfield Elementary School, Isle of Wight County Public Schools, Isle of Wight County, Virginia, 1985-1988

Assistant Principal Hodges Manor Elementary School, Portsmouth Public School System, Portsmouth, Virginia, 1982-1985

Assistant Principal Churchland Elementary School, Portsmouth Public School System, Portsmouth, Virginia, 1979-1982

Chapter I Lead Teacher John Tyler Elementary School, Portsmouth Public School System, Portsmouth, Virginia, 1979 (2nd Semester)

Elementary Teacher Lakeview Elementary School, Portsmouth Public School System, Portsmouth, Virginia, 1969-1979

Teacher's Aide
Head Start Riddick-Weaver Elementary School, Portsmouth Public School System, Portsmouth, Virginia, 1965 (Summer)

Library Clerk Moffett Place Elementary School, Portsmouth Public School System, Portsmouth, Virginia, 1964-1965

Barbara Ann Lawrence Johnson
Barbara Ann Lawrence Johnson