

THE UNIVERSITY OF ALBERTA

EFFECTS ON MATERNAL ESTEEM AND ACADEMIC ACHIEVEMENT VIEWS
OF SELECTION OF AND TUTORING BY UNDERACHIEVING
UPPER ELEMENTARY CHILDREN

by



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ABSTRACT

The purpose of this research was to examine mothers' views of their underachieving children before and after the children were involved in a tutor program. The author hypothesized that: as a result of their children functioning as tutors, mothers of tutors would view their children more positively than mothers of children who did not tutor, in that the mothers of tutors would; 1) experience more growth in Acceptance, and 2) experience more growth in Indulgence. A third hypothesis was that mothers of tutors would make higher estimations of the future marks of their children than mothers of non-tutors.

Measures of maternal attitude were obtained by administering two questionnaires: Coopersmith's Mothers Questionnaire (Hypotheses I and II), and Battle's School Marks Questionnaire (Hypothesis III). The sample consisted of 60 mothers of underachieving grade 5 and 6 students from three schools in lower-middle socio-economic areas of the City of Edmonton.

Analysis of covariance was performed on the post-test data, using the pre-test data as the covariate. Hypothesis I was confirmed. Hypotheses II and III were not confirmed.

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CHAPTER I

INTRODUCTION

Introduction to the Problem

To the present time underachievement has been shown to be strongly related to low self-esteem in children (Braun, 1970; Smith, 1969; Fine, 1967; Rosenberg, 1965; Bruck & Bodwin, 1962; Rosen & D'Antrade, 1959; Winterbottom, 1958; Reeder, 1955). Self-esteem has been shown to be primarily determined by the child-rearing views and practises of the parents, especially the mothers (Smith, 1969; Fine, 1967; Coopersmith, 1967; Wellington & Wellington, 1965; Rosen & D'Antrade, 1959; Winterbottom, 1958; Schaefer & Bell, 1958). Furthermore, it has been postulated that to produce a change in the concept of 'self' it is necessary to produce a change in the child's family environment (Combs & Snygg, 1959).

Consequently, research on mother's views with emphasis on effecting positive change should be of great significance to educators and educational psychologists. A better understanding of, how effective a specific treatment would be in producing positive changes in parental esteem views of their children, and second, how these views are reflected by parental estimations of their children's future marks would be useful knowledge in countering growth of underachievement behavior. Knowledge of the effectiveness of a tutoring program would provide assistance in the design of preventive and/or remedial teaching programs.

Purpose of the Study

The purpose of this study was to investigate the effects of a tutoring program (Battle, 1972) on the esteem and academic achievement views of mothers, whose underachieving children acted as tutors. On the basis of the literature reviewed (Bell, 1971; Levenstein, 1970; Schaefer, 1969; National Commission of Resources for Youth, Inc., 1968; Karnes, 1968; Feld, 1967; Yarrow, 1967), it was proposed that tutoring by the children, would be seen as a rewarding and enhancing experience for the children by their mothers, so that the result would be a positive change in the mothers' esteem views and academic aspirations toward their children.

Battle (1972), in an attempt to effect self-esteem and academic achievement changes in children, conducted a tutor program employing underachieving upper elementary children as tutors of lower elementary grade children. He hypothesized that underachieving students who tutored lower grade students would grow more in self-esteem and level of academic achievement than underachieving non-tutors as a result of being selected for a task which is seen as prestigious and usually given to achieving children. Using The Self-Esteem Inventory as a measure of self-esteem, and The Comprehensive Tests of Basic Skills For Achievement as a measure of academic achievement, Battle (1972) obtained pre- and post-tutor program data from four groups of 15 subjects (one experimental group and three control groups). His findings were that growth in self-esteem, was not shown to have occurred on a non-chance basis; and that growth in academic achievement was

significantly better only in the subject of spelling.

Done in conjunction with Battle's study (1972), this study was designed to measure the effects of Battle's tutor program (1972) on the views of the mothers of the children in his program.

Theoretical Orientation

The theoretical base for this study is derived from two postulations regarding individual behavior. The first, concerns itself with the origin of behavior; the second, deals with change in behavior.

Combs & Snygg (1959) theorized that all behavior is determined by an individual's view of 'self' within his perceptual field at the time of action. They saw the interaction with father, mother, and siblings during childhood, as providing the earliest and most crucial experiences for the individual's development of 'self' within this perceptual field.

Regarding change in behavior, Combs & Snygg (1959) theorized that to produce change in behavior it is necessary to produce a change in the individual's perceptual field. The child's perceptual field, they proposed, is influenced primarily by the family, whose views and practises can be changed but not easily or quickly.

From these theoretical postulations the position is taken that a child's behavior is determined by his view of 'self'; which is primarily a product of his parent's views and behavior regarding him. The position is also taken that in order to change the child's behavior

it is necessary, and possible, to change his perceptual field by changing the views and practises of his parents.

The Parent-Child Relationship

The theoretical position that a child's view of his 'self' is positively related to his level of achievement has been extensively supported by research (Braun, 1970; Charette, 1968; Smith, 1969; Fine, 1967; Conklin, 1965; Wellington & Wellington, 1965; Bruck & Bodwin, 1962; Rosen & D'Antrade, 1959; Winterbottom, 1958; Reeder, 1955). Support has also been given to the position that the parent-child relationship is an interaction, with the views and behavior of the parent being just as controlled by the behavior and actions of the child as is the child's personality and behavior being controlled by the views and practises of the parent (Bell, 1971; Smith, 1969; Feld, 1967; Yarrow, 1967).

Considering the above, it can be said that parents, through their influence on the child's self-esteem, are among the prime determiners of the academic achievement level of their children. Other determiners such as peers, teachers, clergy, neighbors, and the mass media are also important, but not to as great an extent as the parents (Mussen, 1963). It can also be said that children, through their achievement, influence, by confirmation or negation, their parent's views toward them.

Intervention Rationale

Evidence for the validity of the position that achievement

growth can be facilitated by positive treatments, is found in studies that have attempted to counter developmental deficits (Karnes, Teska, Hodgins & Badger, 1970; Levenstein, 1970; McConnell, Horton & Smith, 1969; Schaefer, 1969; Karnes, 1968; Gray & Klaus, 1965).

The findings of these studies, discussed in detail in Chapter II, indicate that achievement growth, can be expected to be enhanced by positive treatment of the underachieving child, and can perhaps be made more effective by treatment of the parent and the child.

The Mother-Child Dyad and Achievement

Studies indicate that the most extensive and intensive social interactions determining child performance occur with the mother during the pre-school or early school years (Smith, 1969; Coopersmith, 1967; Brookover, Paterson & Thomas, 1962; Schaefer & Bell, 1958). Thus the child's predisposition for achievement or underachievement, unless altered by other determiners or by positive intervention, is determined primarily by maternal attitude prior to the child's achievement or underachievement in school.

Studies have also attempted to identify the specific actions on the part of the mother most conducive to self-esteem and achievement growth in children. Smith (1969), summarizing these studies, reported that the major findings have been that mothers fostering high self-esteem and achievement are primarily; more acceptant of the child's competence, more considerate of the intent of the child rather than its overt behavior, more interested and involved in the child's achievement endeavors, and more likely to employ positive disciplinary

methods.

These findings give support to the position that the development of esteem and achievement is best reflected by the child-rearing practises of the mother. These findings also provide some insight into those practises on the part of the mother that relate most directly to self-esteem growth and achievement motivation in the child.

Testing Rationale

A trend in personality theory toward conceptualization and quantification of maternal attitudes (Bronfenbrenner, 1953) and toward objective measurement of these attitudes (Read, 1945; Shoben, 1949; Mark, 1953; Klebanoff & Mann in Schaefer & Bell, 1958; Brookover, Paterson & Thomas, 1962; Coopersmith, 1967), has been noted in parent-child studies (Schaefer & Bell, 1958; Smith, 1969). Briefly, these studies indicate that a child's esteem and achievement growth, as it is affected by the mother, can be measured by objective testing of the mother. They also indicate that changes in the parent-child interaction, as a result of an effective treatment, are reflected in changes on objective measures.

Need for the Study

It is generally acknowledged that environmental factors greatly influence a child's affective and cognitive growth. There is a need however, for more research to determine how these environmental factors interact, and which of them are highly influential and which are not. If certain of these environmental factors tend to enhance or inhibit

the development of a child's self-esteem, which in turn influences his academic achievement, then their effects need to be identified and assessed. A purpose of this study is to provide information on the extent of the effects of one such factor, children functioning as tutors, on the esteem and academic views their mothers hold toward them.

Summary

This chapter served to introduce the theoretical framework and functional relationships upon which this study is premised. In the following chapter more evidence will be provided for the position that underachievement in children is a consequence of low self-esteem, which is primarily a function of negative maternal views and behavior, and which can be changed by positive treatment.

CHAPTER II

REVIEW OF THE LITERATURE

Theory on Origins of Self-Esteem

There has been wide acceptance by theorists and investigators that among the major factors contributing to the development of self-concept, foremost is the amount of concerned, accepting, and respectful treatment that an individual receives from significant others in his life (Combs & Snygg, 1959; Coopersmith, 1967).

For children, social relationships generally extend outward from the nurturing mother, to the father, siblings and neighborhood peers (Coopersmith, 1967). These persons are the significant others who form the social context for the experiences encountered during childhood.

Mead (1934) states that self-esteem is derived primarily from the reflected appraisal of others, using criteria employed by the significant persons in our social world, so that as children we internalize these criteria, observe how we are regarded, and come to value ourselves accordingly.

Sullivan (in Horney, 1945) supports Mead's interpretation. He suggests that early familial experiences play an important role in the development of self-esteem. He believes that the individual is continually guarding himself against a loss of self-esteem so that feelings of distress and anxiety can be avoided. His focus on the interpersonal bases of self-esteem, the particular importance of

parents and siblings, and the importance of procedures to minimize demeaning events, generally embodies his views.

Horney (1945, 1950) also focuses on familial interpersonal relationships to explain self-esteem. She lists a wide range of adverse factors that are major sources of 'basic anxiety' which reduces personal effectiveness. The common antecedent of this virtually endless list of specific factors is the mal-relationship between parent and child.

Adler (in Ansbacher, 1956) stresses the importance of personal weakness and infirmities. He proposes that feelings of inferiority are an inevitable occurrence of childhood experience. The comparison between relative strengths and sizes that children invariably make, leads them to conclude that they are, in fact, weak and incomplete. These conditions may, to a great extent, be unavoidable, but they can have motivating effects. Whether these conditions motivate the child or not depends a good part upon the acceptance, support, and encouragement of the parents and immediate friends.

Rogers (1951) contributes indirectly to our understanding of self-esteem through his postulations of the conditions that facilitate self-acceptance and diminish conflict. He maintains that all persons develop a self-image of themselves which guides them in their adjustment to the external world. Since this image develops out of the interaction with the environment, it reflects the judgements, preferences, and shortcomings of the particular familial and social setting. He goes on to say that an acceptant atmosphere which permits free

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expression of ideal and affect, and does not resort to harsh or frequent evaluative comparisons, enables the child to know and accept himself. Parents and significant others, by accepting the child's views and values, though not necessarily agreeing with them, enable the child to come to respect and trust himself, and to gain assurance in deriving his own values.

In summary, the above theories serve to provide the theoretical base for the premise that an individual's view of 'self' is primarily a function of his family environment. Consistently, the theorists postulate that the amount of acceptance, support, and encouragement a child gets, primarily from his parents, directly determines his level of self-esteem growth.

Studies on Origins of Self-Esteem

The major empirical studies on the origins of self-esteem are those of Rosenberg (1965) and Coopersmith (1967). Rosenberg's study (1965) was an attempt to identify social conditions associated with enhanced and diminished self-esteem. His findings were that social class is weakly related to self-esteem, and ethnic group affiliation is unrelated; paternal attention and concern, which differs by social class, religion and ethnic group, is significantly related. Adolescents with close relationships with their fathers have higher self-esteem than those with distant relationships. Social prestige of the parents in the community at large seems to have little or no influence on the child's self-esteem.

Coopersmith (1967) extended and refined Rosenberg's work. Coopersmith's study embodied a wider range of information on childhood treatment and experiences, from the parents of the subject, as well as from the subject himself, with added procedures for dealing with defensiveness and utilizing cross-validation. Like Rosenberg, Coopersmith found that parents are the primary significant in the growth of self-esteem in the child.

In summary, the above studies provide empirical evidence for the position that an individual's view of 'self' is a function of his family environment. More specifically, they show that the amount of acceptance and encouragement a child gets from his parents relates positively to the development of his self-esteem.

Effects of Self-Esteem on Achievement Growth

According to Horney (1950), it is our view of ourselves that governs our actions and leads us toward achievement or failure in our daily lives.

Combs & Snygg (1959) stated that learning is related to self-esteem in the following ways: 1) learning is a product of the individual's search for personal adequacy and 2) once established, the self concept has an effect on subsequent learning.

Rosen & D'Antrade (in Fine, 1967), in a study on the psychosocial origins of achievement behavior, found that reasonable, but high standards if met, convince the child that he is capable of high standards; on the other hand, these standards if not met, might lead the

individual to experience trauma.

Predating the above, Reeder (1955) found that children with a low self-concept achieve lower in comparison with their potential and are more frequently classified as exhibiting problem behavior than children with a high self-concept.

Bruck & Bodwin (1962), comparing scores on The Self-Concept Scale of the Machover Draw A Person Test with underachievement, obtained a significant correlation indicating a positive relationship between underachievement and immaturity of self-concept.

More recently, Smith (1969) suggested that higher levels of achievement are associated with more frequent successes, provided that the individual regards these successes as such.

In summary, the above literature provides empirical evidence for the position that self-esteem is a primary determiner of academic achievement.

Effects of Home Environment on Achievement

Smith (1969) studying the origins of achievement motives in children, focussed his research directly on the parents. He used a child-rearing questionnaire to determine the relationship between parental views and reading achievement. His findings were that parents of children with high achievement motivation have a more favorable view of their children's competence than parents of children with low achievement motivation.

Earlier studies by Winterbottom (in Atkinson, 1958), and Rosen & D'Antrade (1959) produced findings similar to those of Smith (1969).

They showed that parents of high achievers make a more positive evaluation of their children's competence than parents of low achievers.

More recently, Brookover, Paterson & Thomas (1962), generalizing from reviewed data, stated that the parental expectations for underachievers and overachievers are different. Overachievers, though neither rewarded nor punished for failure to meet the expectation, are expected to achieve at a high level; whereas underachievers, more likely to be rewarded for good grades and punished for poor ones, are expected to have difficulty.

Coopersmith (1967) found that the higher the esteem views of the parent toward the child, the greater the demands for academic performance and excellence.

Purkey (1970), summarizing the findings of Brookover, Paterson & Thomas and Coopersmith, reported that not only is the degree of self-esteem and level of achievement determined to a great extent by parental demands and expectations, but also that when the views of the parents are positively modified the self-esteem views of the child are higher and the level of achievement is improved.

Fine (1967) and Wellington & Wellington (1965), doing research specifically on underachievers; also saw the interpersonal home environment, primarily parental aspirations, as the key factor in influencing the child's level of achievement.

Fine (1967) describes the home environments of students by illustrating their typical family situations in terms of their parents.

The desirable type of parent, Fine calls the 'involved' parent and describes him in the following manner. The 'involved' parent: is loosely organized; considers personal feelings whether expressed by parent or child; fosters more frequent interaction between members of the family; displays more flexibility in the family views of its place in society; involves the child in moving back in time as well as ahead, and in considering the effects on others; reacts less personally when his child is assigned to the educational track that is not superior, though the reasons for this decision do matter to him; discusses school problems openly with respect for, but not fear of authority; sets limits for himself and his child; and does not use all of the powers at his disposal in dealing with problems.

Contrasting the home environment provided by the 'involved' parent, Fine (1967) describes the underachievers typical home situation in terms of the 'overinvolved' parent. The 'overinvolved' parent: sees his own image at stake in the child's academic social accomplishments; over-personalizes his child's successes and defeats; when faced with a problem, does not quickly turn to outside experts; considers psychotherapy as a black mark against himself as a parent; is label conscious, especially when college is concerned; aligns himself with authority, instinctively siding with the establishment when there is a conflict between school and child, feeling that any thrust against authority is a thrust at his own position of family power; has limited views and short patience; and unconsciously seeks an argument so that he can end it with a show of authority. Fine (1967) sums up by saying that this

form of communication imposes blocks on childhood learning, thus helping to induce underachievement.

Wellington & Wellington (1965) also elaborate on the underachiever's home environment at some length, and in addition provide a recommendation for treatment. Looking at the fathers, they found that in general they are a well educated group, slightly over half being professional or white collar workers. The mothers, predominantly housewives, though not as highly educated as the fathers, are also of average or better backgrounds. About two-thirds of the families live in single home environments. No cultural deprivation is evident and generally the homes are at least average in terms of general culture, and exposure to, and desire for education. Most of the homes were informally observed by the interviewers to be apparently happy ones.

Outwardly then, parents of underachievers do not appear to be poor parents in the usual sense, yet somewhere they err into assuming the role of conscience for their child. This role, usually taken on by the mother, involves them in a continual battle of yelling, pushing, and forcing so that the child will accomplish something. Wellington & Wellington see the assumption of this role of conscience as a result of the following circumstances: lack of real respect for the child's ability; antagonism toward him because of his failures; resistance from the child, promoted by the constant urging and pushing; misgivings within the parent about his own abilities; and inconsistency in enforcing standards that have been set.

The result of all this is that the child seldom gets to make independent judgements, and in time neither he nor his parent believes that he could do so even if the opportunity presented itself.

To combat the problem, Wellington & Wellington (1965) make the following recommendations:

"To find the root of the problem, counselors should attack the family-environmental situation to alter in some way the independence of the youngster, and they should attempt to deal with needs and success experiences of each underachiever, helping him to recognize his self-concept, and aiding him to raise his level of aspiration from minimum achievement to one more appropriate to his ability."

It is important to note also that not all siblings in a typical underachiever's home environment necessarily become academic under-achievers. Depending on the following differentiating factors, some children in the same home could be achievers while others are under-achievers.

1. Sex Differences: a) Sons of less acceptant and less nurturant mothers have a greater tendency to be underachievers, while daughters are more frequently high achievers (Crandall, Preston & Rabson, 1960); b) Mothers pace the independence training, necessary for achievement motivation, of boys more appropriately than the independence training of girls (Smith, 1969).

2. Experiential Differences: a) Though familial influences are stressed, the impact of other social groups and agencies (peers, teachers, clergy, neighbors, mass media) on a child must not be underestimated. These groups and agencies serve to reinforce or negate the child's concepts regarding need for achievement (Mussen, 1963).

3. Perceptual Differences: a) Each child perceives his environment in his own way. A child may respond to parental attitudes toward him by living up to their expectations, thus confirming them; or by exhibiting behaviors and actions which deny existing parental views toward him, thus serving to change them (Feld, 1967).

4. Family Position: Different expectations are held for different children in the family due to birth order (Bell, 1971; Lasko, 1954). a) Parental behavior toward the first child, compared to the second, is less warm emotionally, and more coercive and restrictive. These differences are more apparent in pre-school years. A similar though less distinct difference occurs between the second and third child; b) Parental behavior toward the first child changes systematically as he grows older in the direction of reduced parent-child interaction; whereas parental behavior toward the second child does not tend to change systematically; c) Age difference between siblings is an important contributor to the variation of parental behavior toward their children. Closely spaced children tend to receive warmer treatment than widely displaced children (Lasko, 1954).

In brief, this section of the review provided evidence that achievement relates positively to parental academic expectations. In addition information was presented regarding the conceptualization and quantification of home environment factors which need to be countered in order to deal with the problem of underachievement, along with some clues toward treatment of the problem.

From this review, the position is taken that treatments

positively affecting the home environment could be expected to produce positive changes in the esteem and academic views of the parent; and that these changes will be reflected by growth in acceptance and indulgence attitudes, and higher future achievement expectations.

Parent-Child Interaction

The need to view the parent-child relationship as reciprocal has been emphasized in parent-child research.

Sears, Maccoby, and Levin (1957), generalizing from studies on the socialization of the child, concluded that the model of a unidirectional effect from parent to child is fictitious and lacks validity.

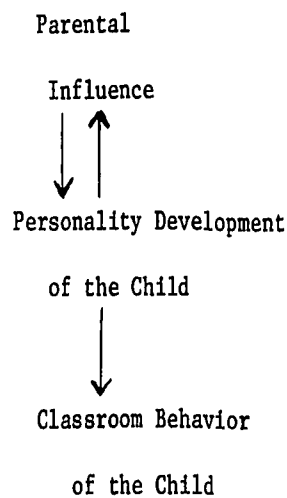
Bell (1971) argued for the necessity to see the interaction as a two-way process on the basis of congenital determinants. He stated that a different kind of behavior is exhibited by parents toward children congenitally low in assertiveness, activity, or sensory-motor capability than toward hyperactive, erratic, and unpredictable children.

Yarrow (1963) found that foster mothers exhibited differences in behavior toward different children assigned to them. She concluded that the individual characteristics of children evoke different behavior toward them in the mother. Lasko (1954) correlated the maternal characteristics among 44 sibling pairs and found that mothers were not consistent in affection toward them.

Feld (1967) argues for the need to see the parent-child interaction as circular. In a study on the relationship between need for achievement in boys and maternal attitudes, she found that parental

attitudes and behaviors, in addition to influencing child behavior, develop and change in response to their children's behavior.

Smith (1969) concurs with the need to see the parent-child interaction as bidirectional. He summarized his findings by proposing the following interaction model:



Considering the above, the position taken by the present author is that the parent-child relationship is bidirectional, with the views of the parent being controlled by the behavior and action of the child, as is the child's personality being controlled by the parent.

Intervention Studies

Recently, studies have examined various methods of intervention, as means of overcoming child learning problems, and failure to achieve in school.

McConnell, Horton & Smith (1969) conducted a study that involved the provision of extra stimulation to 106 deprived pre-school children. They provided tuition in such areas as general language facility, classification skills, sensory-perceptual skills, and exposure to books, story telling and story games. Their results showed significantly higher increases in the experimental subjects in intellectual functioning, as measured by the Stanford-Binet and the Peabody Picture Vocabulary Test; and in perceptual development, as measured by the Frostig Development Test of Visual Perception, the Illinois Test of Psycholinguistic Abilities, and the Gesell and Cattell Development Schedules.

Gray & Klaus (1965) did a similar study with 87 subjects, and also reported a significant cognitive growth (measured by the Illinois Test of Psycholinguistic Abilities) in the experimental group. Their follow-up work (Gray & Klaus, 1970) however, indicated that once the intervention ceased, the 44 experimental subjects gradually lost this lead in cognitive growth, in that by the end of the seventh year after the intervention, differences were no longer significant.

Karnes (1968) reported on three methods of preschool intervention: 1) home tutoring services; 2) home training of the infant by the mother, and 3) training in a nursery school classroom. His findings, after one year of training, were that significantly positive gains were made on the Stanford-Binet by the experimental groups in all three methods.

Schaefer (1969) also conducted a home tutoring study. He

provided verbal stimulation and varied, increasingly complex experiences to 31 children of lower socio-economic status. His findings were that the maternal care provided by the tutoring over a 16 month period, related positively to the children's adjustment (John Hopkins Perceptual Test) and mental test scores (Peabody Picture Vocabulary Test).

Levenstein (1970), compared three groups of low income preschoolers before and after exposure of the experimental group of 33 mother-child dyads to stimulating, verbal mother-child interaction. His findings, after seven months training, were that the experimental group had made highly significant gains on the Stanford-Binet and the Peabody Picture Vocabulary Test in contrast to the two control groups.

Karnes, Teska, Hodgins & Badger (1970) conducted a study over 15 months, also emphasizing the mother-child interaction. They found that the 15 experimental children were significantly superior to the control groups on the Stanford-Binet Test and The Illinois Test of Psycholinguistic Abilities.

The National Commission of Resources for Youth, Inc. (Administrator's Memo, 1968) reported on the results of a pilot program where 200 disadvantaged, fourteen and fifteen year old under-achieving students were employed as tutors to lower levels of school children. It had been postulated that the program would encourage positive attitudes in the tutors toward going to school, holding jobs, and helping others. The results showed; more acceptance and profitable use of responsibility by the tutors, increased learning for the tutors as well as for the tutees, increased tutor literacy, enhancement

of sympathy for the classroom teacher, increased self-knowledge and pride, greater use of books, and growth in creativity from attempts to interest the tutees.

In summary, these studies support the view that achievement growth can be enhanced by treatment of an underachieving child individually, and/or dyadically with the mother. In addition, some of these studies cite tutoring specifically as an effective means of positive intervention.

Studies of Objective Maternal Testing

Support for the objective testing approach to measurement of maternal attitudes is derived from studies that have examined the parent-child relationship via objective tests throughout many years.

As early as 1936, Stogdill utilized two objective questionnaires to determine parental attitudes toward the social behavior of children.

Later, Read (1945) studied the relationship between parental attitudes and the rated behavior of 20 nursery school children with a behavior inventory. She concluded that liberalism in views on parental control is related to child behavior, though her data when computed later, proved not statistically significant (Schaefer & Bell, 1958).

Shoben (1949) also measured maternal child-rearing attitudes with objective tests. He obtained significant correlations between three parental attitude scales and children's adjustment.

Mark (1953), using a test of objective items relevant to

schizophrenogenic mothers, tested 100 mothers of schizophrenics and 100 mothers of normal children matched for age, religion, education, socio-economic status, and age of their sons. He found differences on 67 of the 139 items at .10 level of confidence.

Mann (in Schaefer & Bell, 1958) found that 11 out of 23 PARI scales yielded differences significant at, or beyond the .05 level, between mothers of children with cerebral palsy and mothers of normal children.

Klebanoff (in Schaefer & Bell, 1958) administered the PARI to 15 mothers of schizophrenic children, 15 mothers of brain damaged children, and 26 mothers of normal children. His findings showed significant differences between mothers of normal children and the other groups, but no differences between mothers of schizophrenics and mothers of brain damaged children.

More recently, Brookover, Paterson & Thomas (1962), devised a set of sixteen multiple choice questions to measure self-concept of academic ability in 49 seventh grade high- and low-achieving students. They obtained significant correlations between their self-concept of ability scale and: school achievement of seventh grade boys and girls (.57), school achievement with controlled intelligence (.42 for boys, .39 for girls), measured intelligence (.46 for boys, .48 for girls), and image that children perceive significant others (parents, teachers, peers) hold of them.

Coopersmith (1967), used selected PARI items to study esteem and achievement growth relationships in normal children and their

mothers. He also obtained significant results, and concluded that amount of self-esteem is positively related to level of achievement.

Results of tests on the PARI items show an internal consistency range of .34 to .77 and a test re-test reliability range from .44 to .79 for the various subscales over a period of 3 months (Schaefer & Bell, 1958). Both Becker & Krug (1965) and Coopersmith (1967) also report that many studies show agreement between the PARI and related scores obtained by interview and observation.

As illustrated by the above studies and noted by others (Schaefer & Bell, 1958; Smith, 1969), there is a trend toward objective testing in the measurement of maternal attitudes. Considering this, and the extensive use of PARI items in many of these studies, and the further selection by Coopersmith (1967) of only those items describing maternal attitudes appearing to be most relevant to formation of self-esteem in children, Coopersmith's Mothers Questionnaire (selected PARI items) was accepted as being a valid and reliable measure of maternal views for this study.

Summary

This review has presented evidence from a number of theoretical and research streams in an attempt to denote the primary causes of underachievement and to provide some insight toward its treatment.

In the early section, theories and studies were presented to define the origins of self-esteem. Consistently, the evidence was that family environment is the primary determiner of self-esteem.

The next group of studies related self-esteem to achievement. Here the evidence was that self-esteem is one of the primary determiners of achievement level.

Then, home environment studies were reviewed. They indicate that achievement level is directly related to the academic expectations of the parents. They also provide some insight into the ways in which parents function in producing achieving or underachieving students, and give some clues toward the treatment of underachievement.

Next intervention studies were presented. They showed that positive treatment is an effective method of countering achievement deficits. Some of the studies employed tutoring specifically as an agent of change, thus providing empirical validity for the use of tutoring as a treatment method.

Finally, a brief longitudinal review of studies utilizing objective tests to measure maternal attitudes was made. This served to validate the use of Coopersmith's Mothers Questionnaire in acquiring part of the data for this study.

In conclusion, the preceding review indicates that there is a definite link between parental child-rearing practises, the parent-child interaction, and the development of self-esteem views and achievement aspirations in children. The review indicates too that underachievement is a direct consequence of parallel negative child-rearing attitudes and practises on the part of the parents. The review also shows that child-rearing attitudes and practises can be changed, that these changes are reflected in the child's self-esteem views and level

of achievement, and that these changes can be objectively measured.

What seems to be needed then in terms of research on under-achievement are studies aimed at identifying those kinds of treatments which will bring about positive changes in parent's child-rearing views and practises, and in a child's self-esteem, so that the child's expected level of achievement becomes commensurate with his ability. In the light of this need, mothers could be selected for study on the basis of their children's participation in a treatment program. The mothers' responses on attitude tests could then be analyzed to determine whether positive changes in their views and practises toward their children occurred as a result of the treatment.

CHAPTER III

DEFINITIONS AND HYPOTHESES

Operational Definitions

For the purpose of this study, the following terms will be defined as follows:

Academic underachievement - a person is defined as an underachiever if the T-score of his aggregate achievement, derived from the final marks of his last year's report card, is eight or more points below the T-score derived from his score of the Canadian Lorge Thorndike Intelligence Test.

Acceptance - degree of willingness, on the part of the mother interacting with her child, to foster the following aspects of child-rearing: not breaking the child's will, low irritability, acceptance of homemaking role, encouragement of communication and independence of mother; as measured by Coopersmith's Mothers Questionnaire.

Autonomy - degree of unwillingness, on the part of the mother interacting with her child, to foster the following aspects of child-rearing: acceleration of development, non-strictness, non-intrusiveness, independence, and approval of activity; as measured by Coopersmith's Mothers Questionnaire. (In this study used as a polar opposite of Indulgence.)

Esteem - degree of acceptance and indulgence on the part of the mother toward her child; as measured by Coopersmith's Mothers Questionnaire.

Indulgence - degree of willingness, on the part of the mother interacting with her child, to foster the following aspects of child-rearing: acceleration of development, non-strictness, non-intrusiveness, independence, and approval of activity; as measured by Coopersmith's Mothers Questionnaire.

Rejection - degree of unwillingness, on the part of the mother interacting with her child, to foster the following aspects of child-rearing: not breaking the child's will, low-irritability, acceptance of homemaking role, encouragement of communication, and independence of mother; as measured by Coopersmith's Mothers Questionnaire. (In this study used as a polar opposite to Acceptance.)

Tutees - Grade 2 and 3 students who received academic instruction from students designated as tutors.

Tutors - Grade 5 and 6 students who provide instruction in arithmetic and reading to students designated as tutees.

Definitions

Achievers - students whose actual academic achievement level is approximately consistent with their achievement level predicted from their I.Q. scores.

Defenses - behaviors by the individual which act to remove or curtail both the anxiety and its sources from conscious awareness.

G.P.A. - grade point average.

High Achievers - (Overachievers) - students whose actual academic achievement is significantly higher than their achievement level predicted from their I.Q. scores.

Low Achievers - (Underachievers) - students whose actual achievement level is significantly lower than achievement level predicted from their I.Q. scores.

Self - an abstraction that an individual develops about the attributes, capacities, objects and activities which he possesses and pursues; this abstraction is represented by the symbol "me" which is an individual's idea of himself to himself.

Self-concept - the totality of the perceptions a person has about himself which seem most vital or important to the individual to be "me" at all times and places.

Self-esteem - the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy.

Significant others - important persons who form the primary social context in an individual's environment.

Significants - in this study used interchangeably with significant others.

Tutoring - the instruction that tutors administer to tutees.

Assumptions

1. It was assumed that mothers of tutors would view tutoring by their children as a rewarding and enhancing experience for the children.
2. It was assumed that Battle's School Marks Questionnaire was a valid and reliable indicator of mothers' estimates of their children's future academic achievement.

Statement of the Hypotheses

The preceding review of the research literature leads to the expectation that a treatment such as, children acting as tutors, could be expected to effect the mother-child interaction so that the esteem views and achievement expectations of mothers toward their under-achieving children will become significantly more positive, than those of mothers of non-tutors.

More positive esteem and academic achievement views in mothers were shown to be dependent to a great extent upon the following criteria:

1. a favorable maternal view of a child's competence;
2. rewards such as praise and physical affection for accomplishment;
3. the use of positive disciplinary methods;
4. the consideration for the intent rather than the overt behavior of the child;

5. interest and involvement in a child's achievement endeavors;
6. opportunity for reasonably frequent successes for the child in accomplishing goals.

These criteria were found to be provided more consistently by acceptant and indulgent mothers than by rejecting and autocratic mothers. Also more acceptant and indulgent mothers were found to have more positive expectations regarding their children's academic achievement ability. Consequently, if the tutor program produces positive changes in the views of the mothers toward their children the following hypotheses will be expected to be upheld.

Hypothesis I

Mothers of tutors will experience more growth in Acceptance than mothers in the control group; as measured by Coopersmith's Mothers Questionnaire.

Hypothesis II

Mothers of tutors will experience more growth in Indulgence than mothers in the control group; as measured by Coopersmith's Mothers Questionnaire.

Hypothesis III

Mothers of tutors will make higher estimations of their children's future marks than mothers in the control group; as measured by Battle's School Marks Questionnaire.

Delimitations of the Study

This study was designed to investigate the effects of Battle's tutoring program (Battle, 1972) on the views of the tutor's mothers. The study was limited to the investigation of three variables theoretically associated with mothers' views of their children, as described by the author, and as measured by Coopersmith's Mothers Questionnaire (Hypotheses I and II), and Battle's School Marks Questionnaire (Hypothesis III).

CHAPTER IV

METHODOLOGY

The Sample

The subjects employed in this study consisted of the mothers whose underachieving children were employed in Battle's research program (1972). The underachieving children in Battle's program were grade five and six students of the Edmonton Public School System, whose T-score on aggregate achievement (from last year's final report card) was five or more points below the T-score derived from their Canadian Lorge Thorndike Intelligence test score. Two hundred and forty-five students from nine classrooms were tested, out of which sixty-three were identified as underachievers. These underachievers were randomly divided into experimental and control groups by Battle (1972).

In this study the subjects (mothers of the underachievers) were divided on the basis of the random division of their children made by Battle (1972), except unlike Battle (three control groups), the author utilized all the control subjects as one group. The subjects were representative of middle and low-middle socio-economic status; their husbands being primarily employed as laborers, semi-skilled or semi-professional blue collar workers, and lower echelon office workers. The subjects in the two groups: the experimental (treatment) group, and the control were constituted as follows:

The Experimental group (GI) - Mothers of tutors

The subjects in this group were fourteen mothers, whose under-achieving, grade 5 and 6 children provided tutoring in reading and arithmetic to grade 2 and 3 students in Battle's tutor program.

The Control group (GII) - Mothers of non-tutors

This group consisted of thirty mothers, whose underachieving grades 5 and 6 children did no tutoring. They were only pre- and post-tested in conjunction with the tutor program.

Instrumentation

Two instruments were used to test the hypotheses in this study. Mothers' esteem views of their children were measured by Coopersmith's Mothers Questionnaire (Appendix A). Mothers' estimations of their children's future marks were measured by Battle's School Marks Questionnaire (Appendix D).

Coopersmith's Mothers Questionnaire

This questionnaire (Appendix A) consists of 80 items taken from the Parent Attitude Research Instrument (PARI), a bidimensional attitude scale developed by Schaefer & Bell (1958). These items were selected by Coopersmith (1967) from fourteen scales (PARI) describing maternal attitudes and behaviors that appeared to be most relevant to the formation of self-esteem in children. They were chosen on the basis of conceptual analysis, wherein focus was placed on success, values, defenses, and specific attributes and experiences that appeared

related to these concepts.

For example, one item on the questionnaire reads as follows:

	<u>Agree</u>	<u>Disagree</u>
59. A child never sets high		
enough goals for himself.	SA A	D SD

The respondent indicates her opinion on this statement by circling one of the response alternatives given (SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree). Scoring is done by assigning a numerical value to each item response on the basis of whether the item is a negative statement or a positive one. Negative items are scored: SA = 1, A = 2, D = 4, SD = 5. Positive items are scored: SA = 5, A = 4, D = 2, SD = 1 (Appendix B).

The items are arranged in cyclical order into 14 scales, two containing 10 items each, and the other twelve containing 5 items each. The scales are grouped into 3 subtests of maternal attitude: Democracy-Domination, Acceptance-Rejection, and Indulgence-Autonomy. Total scale scores are obtained by adding together the items comprising each scale. The scales making up a subtest are then summed to obtain a subtest score (Appendix B).

The reliability of the PARI scales was tested by Schaefer & Bell (1958) using the Kuder-Richardson Formula 20. The results on the tests of internal consistency and test-retest reliability over a period of three months, utilized in Coopersmith's Mothers Questionnaire, (excluding the "rapport" scales) are summarized below.

Subtest	Scale	Internal Consistency	Test-Retest Reliability
Acceptance	Breaking the Will	.60	.74
	Irritability	.63	.79
	Rejection of Homemaking Role	.68	.62
	Avoidance of Communication	.57	.53
	Dependency of Mother	.54	--
Indulgence	Acceleration of Development	.65	.51
	Strictness	.69	.76
	Intrusiveness	.76	.63
	Fostering Dependency	.77	.71
	Approval of Activity	.45	.64

Both Becker & Krug (1965) and Coopersmith (1967) have reported also that many studies show agreement between the PARI and related scores obtained by interview and observation.

In constructing the scales, Schaefer & Bell (1958) found that the more differentiating scales, which state attitudes contrary to the usually approved child-rearing opinions, left many mothers very dissatisfied and expressing the feeling that there were no items with which they could agree. To correct this Schaefer & Bell included a number of "rapport" scales which were shown in previous studies to have low reliabilities and poor discrimination. These "rapport" scales have usually been discarded by researchers when computing and reporting

results from the PARI (Becker & Krug, 1965). Consequently, the Democracy-Dominations scales, in which these "rapport" scales are located in Coopersmith's Mothers Questionnaire, were not computed or reported in this thesis.

Battle's School Marks Questionnaire

This questionnaire (Appendix D) is made up of 6 items that ask the mother to estimate her child's future school marks and goals. For this thesis, only Items 1 and 3 were considered. The child's final marks from last year were listed on the questionnaire by the examiner (Item 1). The mother was then asked to estimate the child's final grade nine marks by indicating the number of letter grades (H's, A's, B's, C's, D's) she expected her child would get out of a possible total of twelve letter grades (Item 3). Item 3 is as follows: What will his/her final grade nine report card marks be?

H _____, A _____, B _____, C _____,
D _____, F _____.

For scoring, each letter grade that the mother estimated her child would get was assigned a value (H = 4, A = 3, B = 2, C = 1, D = 0, F = 0), from which a summed total was obtained (Appendix E).

No reliability or validity data are available for this questionnaire, but it is assumed to be a valid and reliable indicator of estimations of future achievement.

Experimental Procedure

Coopersmith's Mothers Questionnaire and Battle's School Marks Questionnaire were administered to the mothers as pre- and post-tests. The pre-test questionnaires were given to the mothers before their children were started in Battle's tutor program; the post-test questionnaires were given to these same mothers 16 weeks later, at the completion of their children's involvement in Battle's tutor program (1972).

Prior to the pre-test administration of these questionnaires, each of the mothers received a letter which described the children's tutor program and which served to obtain participation consent (Appendix G). Soon after, the author contacted each mother by telephone to arrange an appointment for the testing.

The questionnaires were delivered to each home, and picked up, usually one week later, by the author. The questionnaires were accompanied by letters giving questionnaire information, and the author's telephone number so that mothers could readily contact the author if they encountered some difficulty (Appendix G).

Several of the families moved during the time between the pre- and post-testing; one family separated, with the mother leaving the family; and two mothers did not do the post-test, strongly maintaining that the responses they had given on the pre-test were unchanged and should be used as their post-test responses as well. Thus a return of 44 out of 60 (73%) of the questionnaire was obtained.

Statistical Procedure

To test the hypotheses it was necessary to determine whether the means of the experimental group differed significantly from the means of the control groups on the post-test. Thus an analysis of covariance on the post-test scores was computed for each of the hypotheses using the pre-test scores as covariate between the experimental and control group means.

Alpha levels of .05 were accepted as determining the statistical significance of the findings for all the hypotheses.

Procedure for Hypothesis I

- a) Sample: N = 44
- b) Dependent variable: Growth in acceptance (Post-test scores on the Acceptance subtest of Coopersmith's Mothers Questionnaire).
- c) Independent variable: Acceptance (Pre-test scores on the Acceptance subtest of Coopersmith's Mothers Questionnaire).
- d) Statistical analysis: Analysis of covariance on the post-test means.

Procedure for Hypothesis II

- a) Sample: N = 44
- b) Dependent variable: Growth in indulgence (Post-test scores on the Indulgence subtest of Coopersmith's Mothers Questionnaire).

- c) Independent variable: Indulgence (Pre-test scores on the Indulgence subtest of Coopersmith's Mothers Questionnaire).
- d) Statistical analysis: Analysis of covariance on the post-test means.

Procedure for Hypothesis III

- a) Sample: N = 35
- b) Dependent variable: Higher estimations of children's future marks (Post-test scores on Item 3 of Battle's School Marks Questionnaire).
- c) Independent variable: Estimations of children's future marks (Pre-test scores on Item 3 of Battle's School Marks Questionnaire).
- d) Statistical analysis: Analysis of covariance on the post-test means.

CHAPTER V

RESULTS AND DISCUSSION

Results

The tables presented in Chapter V summarize the analyzed results for each of the hypotheses. The raw scores are tabulated in Appendices C and F.

The data, obtained and computed by the procedures outlined in the previous chapters, yielded the following results.

Hypothesis I

Mothers of tutors will experience more growth in Acceptance than mothers in the control group.

The results show that the increase in the mean for the experimental group was significantly greater than the increase in the mean for the control group. Thus the hypothesis was confirmed. These results are summarized in Table I.

Hypothesis II

Mothers of tutors will experience more growth in Indulgence than mothers in the control group.

The data failed to indicate significant differences between the experimental group and the control group, consequently the hypothesis was rejected. The results are summarized in Table II.

TABLE I

ANALYSIS OF COVARIANCE FOR HYPOTHESIS I

Source of Variation	df	MS	Adjusted F	Prob.
Between Groups	1	284.42	3.99	0.05*
Error	41	71.20		
Total	42			

Adjusted Post-test Means:

Experimental Group	84.05
Control Group	78.54

*Significant at .05 level of significance.

TABLE II

ANALYSIS OF COVARIANCE FOR HYPOTHESIS II

Source of Variation	df	MS	Adjusted F	Prob.
Between Groups	1	.52	.05	0.94
Error	41	.99		
Total	42			

Adjusted Post-test Means:

Experimental Group	96.80
Control Group	96.50

Hypothesis III

Mothers of tutors will make higher estimates of their children's future marks than mothers in the control group.

A probability reading at or above the .05 level of confidence was not obtained, thus the hypothesis was not confirmed. The results are summarized in Table III.

TABLE III

ANALYSIS OF COVARIANCE FOR HYPOTHESIS III

Source of Variation	df	MS	Adjusted F	Prob.
Between Groups	1	8.27	.35	0.56
Error	34	23.29		
Total	35			
Adjusted Post-test Means:				
Experimental Group		3.58		
Control Group		2.60		

Discussion

Esteem Views

Acceptance and Indulgence, as defined and measured in this thesis, comprise the two main factors in positive esteem views. They are derived from the Acceptance-Rejection and Indulgence-Autonomy scales of Coopersmith's Mother's Questionnaire, an objective measure

of parental esteem views and practises.

It would have been possible to test Acceptance and Indulgence combined, as a measure of esteem, however, relevant research (Becker & Krug, 1965), and a telephone conversation with Dr. S. Coopersmith, indicated that testing them separately would produce a more specific and valid picture of the effects of the tutor program. The results tended to support the use of this procedure, as the Acceptance factor was significantly affected by the tutor program, but the Indulgence factor was not.

Taken cumulatively, those views and practises that constitute Acceptance in Coopersmith's Mothers Questionnaire, namely willingness on the part of the mother to foster the following aspects of child-rearing: not breaking the child's will, low irritability, acceptance of home-making role, encouragement of communication, and independence of the mother, were found to have been positively affected by children functioning as tutors, in that the experimental group (mothers of tutors) exhibited a significant growth on the post-test mean in these areas.

On the other hand, those views and practises constituting maternal Indulgence, namely willingness to foster the child-rearing aspects: acceleration of development, non-strictness, non-intrusiveness, independence, and approval of activity were not found to have been significantly affected by the children functioning as tutors.

Posteriori analysis, done in an attempt to isolate the specific aspects within Acceptance and Indulgence most affected by the tutor program, produced insignificant results.

Achievement Views

Higher estimations of future marks by the mothers of tutors, though predicted in the relevant studies reviewed (Smith, 1969; Coopersmith, 1967; Brookover, Paterson & Thomas, 1962; Rosen & D'Antrade, 1959; Winterbottom, 1958), and though tending toward the direction postulated, were not found to have been changed on a non-chance basis. Thus no support for the positive effect of children functioning as tutors on maternal academic achievement expectations is given.

CHAPTER VI

SUMMARY OF RESULTS AND IMPLICATIONS FOR FURTHER RESEARCH

Summary of Results

1. This study indicates that one broad aspect of maternal esteem views, acceptance, is positively affected by children functioning as tutors.

2. In this study the second broad aspect of maternal esteem, indulgence, did not appear to be significantly affected by children functioning as tutors.

3. In this study maternal achievement expectations did not appear to be significantly affected by children functioning as tutors.

Implications for Further Research

The present study may have been handicapped to some extent by a number of extraneous factors which can affect research, and which may have unduly affected this study. In retrospect, the following possibilities appear most relevant.

1. The tutor program, of 16 weeks duration, though it seemed long enough at the time of planning, may not in fact have been, precluding the possibility of influencing less easily affected variables. It is suggested that similar studies plan a program over longer

periods of time to provide for a greater opportunity for change to take effect.

2. The sizes of the sample groups, though deemed ample, may not have been large enough to override the possibility of varying involvement on the part of the subjects in the testing process. With some subjects, for example, a questionnaire is incapable of getting beyond socially acceptable responses. Also, sometimes people are incapable of accurately reporting on personal behavior. In addition, with information based on self-report, there is a possibility of systematic bias due to a high degree of subjectivity. Larger testing samples should help lessen the effects of these weaknesses.

3. More consideration appears warranted regarding the ability of Coopersmith's Mothers Questionnaire (selected PARI items) to measure adequately the effects on mothers. Some studies utilizing the PARI, or similar objective test items show no, or only partially significant results in their findings (Crotty, Klebanoff in Schaefer & Bell, 1958); whereas other, similarly constituted studies, utilizing the same test (PARI), or many of the same test items, show statistically significant results (Coopersmith, 1967; Mann in Schaefer & Bell, 1958; Mark, 1953; Shoben, 1949). Furthermore, a number of studies show significant differences obtained only when mothers of normal children are compared with mothers of pathogenic children, and not when experimental and control mothers of matched children are compared (Mark, 1953; Mann, Klebanoff in Schaefer & Bell, 1958). In the light of these findings, more follow-up studies, to obtain further

information regarding the predictive validity of the PARI items selected by Coopersmith are needed.

4. Even if both tests used measured accurately, it may have been too much to expect that one specific school experience, of whatever length, would effect the course of future parent-child involvement, especially as the mothers were not directly involved in the program. Perhaps more direct forms of intervention in the home, attempting changes in mothers' perceptions of themselves, as well as in their children at school would produce more effective and measurable changes.

Assuming now that the treatment produced the changes as they were measured and that the results are as they should be, then a number of implications can be drawn from the findings.

5. This study shows that one broad aspect of maternal esteem views; acceptance, is positively affected by their children functioning as tutors while the second broad aspect; indulgence, does not appear to be affected. This could indicate that tutoring affects certain aspects comprising esteem, but not others. Correlational and factor analytic follow-up studies are needed to investigate this further.

6. Regarding the relationship between children functioning as tutors and higher maternal achievement predictions; as the increase in means (3.58) for mothers of tutors, compared to 2.60 for mothers of non-tutors) was not significant on a non-chance basis, it was

concluded that maternal achievement views are not altered by children functioning as tutors. It is possible, however, that maternal expectations may be functionally related to aspects of esteem not affected by tutoring (i.e., within indulgence), so that a change as predicted in this study would not be forthcoming. Again, greater insight needs to be obtained through further research.

In summary, this study in addition to raising a number of questions, provides evidence that underachieving children functioning as tutors produce a positive growth in maternal acceptance toward them. This has implications for the teacher and researcher in that it provides further information regarding means by which to enhance parental acceptance, an aspect of maternal esteem seen as crucial to the growth of self-esteem in the child.

It is hoped that this information will add to the general knowledge in Educational Psychology, and will serve to stimulate further research on underachievement.

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A P P E N D I X A

COOPERSMITH'S
MOTHER'S OPINION QUESTIONNAIRE

This questionnaire is part of a study to determine what and how mothers think and feel about their children. You can help in the study by passing on your own ideas, as you answer the questions on the list. Be frank and give your own personal views regardless of what others may think.

To indicate your opinion circle one of the four letters beside each statement. Draw a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree. If you have any ideas which you feel should be included jot them down at the end. We would appreciate having them. Others who have given us their ideas say that it is best to work rapidly. Give your first reaction. If you reread the statements, it tends to be confusing and time-consuming.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

- | | <u>Agree</u> | | <u>Disagree</u> | |
|---|--------------|---|-----------------|---|
| 1. Children should be allowed to disagree with their parents if they feel their own ideas are better. | A | a | d | D |
| 2. It's better for the child if he never gets started wondering whether his mother's views are right. | A | a | d | D |
| 3. Parents should adjust to the children some rather than always expecting the children to adjust to the parents. | A | a | d | D |

	<u>Agree</u>	<u>Disagree</u>
4. Parents must earn the respect of their children by the way they act.	A a	d D
5. Children would be happier and better behaved if parents would show an interest in their affairs.	A a	d D
6. Some children are just so bad they must be taught to fear adults for their own good.	A a	d D
7. Children will get on any woman's nerves if she has to be with them all day.	A a	d D
8. One of the worst things about taking care of a home is a woman feels that she can't get out.	A a	d D
9. If you let children talk about their troubles they end up complaining even more.	A a	d D
10. There is nothing worse for a young mother than being alone while going through her first experience with a baby.	A a	d D
11. Most children are toilet trained by 15 months of age.	A a	d D
12. The sooner a child learns to walk the better he's trained.	A a	d D
13. A child will be grateful later on for strict training.	A a	d D
14. A mother should make it her business to know everything her children are thinking.	A a	d D
15. A good mother should shelter her child from life's little difficulties.	A a	d D

	<u>Agree</u>	<u>Disagree</u>
16. There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands.	A a	d D
17. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	A a	d D
18. A parent should never be made to look wrong in a child's eyes.	A a	d D
19. Children are too often asked to do all the compromising and adjustment and that is not fair.	A a	d D
20. As much as reasonable, a parent should try to treat a child as an equal.	A a	d D
21. Parents who are interested in hearing about their children's parties, dates, and fun help them grow up right.	A a	d D
22. It is frequently necessary to drive the mischief out of a child before he will behave.	A a	d D
23. Mothers very often feel that they can't stand their children a moment longer.	A a	d D
24. Having to be with children all the time gives a woman the feeling her wings have been clipped.	A a	d D
25. Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone.	A a	d D
26. It isn't fair that a woman has to bear just about all the burden of raising children by herself.	A a	d D

	<u>Agree</u>	<u>Disagree</u>
27. The earlier a child is weaned from it's emotional ties to it's parents the better it will handle it's own problems	A a	d D
28. A child should be weaned away from the bottle or breast as soon as possible.	A a	d D
29. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	A a	d D
30. A child should never keep a secret from his parents.	A a	d D
31. A child should be protected from jobs which might be too tiring or hard for him.	A a	d D
32. Children who don't try hard for success will feel that they have missed out on things later on.	A a	d D
33. A child has a right to his own point of view and ought to be allowed to express it.	A a	d D
34. Children should never learn things outside the home which make them doubt their parents' ideas.	A a	d D
35. There is no reason parents should have their own way all the time, any more than that children should have their own way all the time.	A a	d D
36. Children seldom express anything worthwhile; their ideas are usually unimportant.	A a	d D
37. If parents would have fun with their children, the children would be more apt to take their advice.	A a	d D

	<u>Agree</u>	<u>Disagree</u>
38. A wise parent will teach a child early just who is boss.	A a	d D
39. It's a rare mother who can be sweet and even-tempered with her children all day.	A a	d D
40. (Omitted)		
41. Children pester you with all their little upsets if you aren't careful from the first.	A a	d D
42. A wise woman will do anything to avoid being by herself before and after a new baby.	A a	d D
43. Children's grades in school are a reflection of the intelligence of their parents.	A a	d D
44. It is more effective to punish a child for not doing well than to reward him for succeeding	A a	d D
45. Children who are held to firm rules grow up to be the best adults.	A a	d D
46. An alert parent should try to learn all her child's thoughts.	A a	d D
47. Children should be kept away from all hard jobs which might be discouraging.	A a	d D
48. Parents should teach their children that the way to get ahead is to keep busy and not waste time.	A a	d D
49. A child's ideas should be seriously considered in making family decisions.	A a	d D
50. The child should not question the thinking of the parents.	A a	d D

	<u>Agree</u>	<u>Disagree</u>
51. No child should ever set his will against that of his parents.	A a	d D
52. Children should fear their parents to some degree.	A a	d D
53. When you do things together, children feel close to you and can talk easier.	A a	d D
54. Children need some of the natural meanness taken out of them.	A a	d D
55. Raising children is a nerve-racking job.	A a	d D
56. One of the bad things about raising children is that you aren't free enough of the time to do just as you like.	A a	d D
57. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	A a	d D
58. Most women need more time than they are given to rest up in the home after going through childbirth.	A a	d D
59. A child never sets high enough standards for himself.	A a	d D
60. When a child does something well we can start setting his sights higher.	A a	d D
61. (Omitted.)		

	<u>Agree</u>	<u>Disagree</u>
62. It is a mother's duty to make sure she knows her child's innermost thoughts.	A a	d D
63. I liked my child best when I could do everything for him.	A a	d D
64. The sooner a child learns that a wasted minute is lost forever, the better off he will be.	A a	d D
65. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	A a	d D
66. Parents should be careful lest their children choose the wrong friends.	A a	d D
67. A child should always accept the decision of his parents.	A a	d D
68. Children should do nothing without the consent of their parents.	A a	d D
69. Children should have a say in the making of family plans.	A a	d D
70. It is sometimes necessary for the parent to break the child's will.	A a	d D
71. It's natural for a mother to "blow her top" when children are selfish and demanding.	A a	d D
72. A young mother feels "held down" because there are lots of things she wants to do while she is young.	A a	d D
73. Children should not annoy their parents with their unimportant problems.	A a	d D

	<u>Agree</u>	<u>Disagree</u>
74. Taking care of a small baby is something that no woman should be expected to do all by herself.	A a	d D
75. Some children don't realize how lucky they are to have parents setting high goals for them.	A a	d D
76. If a child is pushed into an activity before he is ready, he will learn that much earlier.	A a	d D
77. Unless one judges a child according to strict standards, he will not be industrious.	A a	d D
78. It is a parent's business to know what a child is up to all the time.	A a	d D
79. Children are better off if their parents are around to tell them what to do all the time.	A a	d D
80. A child should be rewarded for trying even if he does not succeed.	A a	d D

APPENDIX B

SCORE SHEET FOR MOTHER'S QUESTIONNAIRE

Name: _____ Number: _____

Pre-test ~~Post-test~~

	Item Scores				Totals	Scales
DEFACTO-DOMINATION	17	33	49	65		1. Encouraging verbalization
	18	34	50	66		2. Excluding outside influence
	3,4	19,20	35,36	51,52	67,68	3. Equalitarianism
	21	37	53	69		4. Comradeship and sharing
						Subtest Totals
ACCEPTANCE-REJECTION	22	38	54	70		5. Breaking the will
	23	39	55	71		6. Irritability
	24	40	56	72		7. Rejection of Homemaking role
	25	41	57	73		8. Avoidance of communication
	10	26	42	58	74	9. Dependency of mother
						Subtest Totals
INDULGENCE-AUTHORITY	11,12	27,28	43,44	59,60	75,76	10. Acceleration of development
	13	29	45	61	77	11. Strictness
	14	30	46	62	78	12. Intrusiveness
	15	31	47	63	79	13. Fostering dependency
	16	32	48	64	80	14. Approval of activity

Instructions for scoring:

Each item response is given a number value from 5 to 1 and entered in the appropriate triangle. For each positive item enter 5,4,2,1, according to whether the response is Strong Agreement, Mild Agreement, Mild Disagreement or Strong Disagreement. For each negative item enter 1,2,4,5, according to whether the response is Strong Agreement, Mild Disagreement, or Strong Disagreement. When the item response indicates that the subject neither agrees nor disagrees enter the number value 3. Where a triangle is numbered with two numbers as in triangle 43,44 enter both responses in that triangle. Since they are arranged in cyclical order, all items in a given row belong to the same subscale. Thus the sums of entries across the upper triangles give the total scores for the pre-test subscales; the sums of entries across the lower triangles give the total scores for the post-test subscales.

APPENDIX C

Control Group (CG 1) continued.

21	77	72	106	114
22	99	92	117	110
23	100	93	105	111
24	87	82	94	93
25	91	86	112	91
26	68	72	109	101
27	78	78	93	95
28	68	66	75	78
29	74	74	89	104
30	67	71	79	85
31	77	73	66	66
32	66	66	93	93
33	99	99	124	125
34	63	65	92	95
35	86	87	92	93
36	79	69	96	88
37	84	78	95	92
38	93	106	102	127
39	82	77	113	91
40	94	59	110	100
41	95	96	122	120
42	79	87	120	117
43	79	82	80	86
44	70	72	94	86

A P P E N D I X D

BATTLE'S SCHOOL MARKS QUESTIONNAIRE

Instructions: In answering the questions below, please put in the number of the marks you think your child will make at the end of this school year and in higher grades. There should be a total of 12 marks for each of the statements: 1, 2, 3 and 4.

- * 1. His/her marks on last year's final report card were: H _____,
A _____, B _____, C _____, D _____, F _____.
2. What will his/her marks be on this year's final report card?
H _____, A _____, B _____, C _____, D _____, F _____.
- ** 3. What will his/her final grade 9 report card marks be? H _____,
A _____, B _____, C _____, D _____, F _____.
4. What will his/her final grade 12 report card marks be?
H _____, A _____, B _____, C _____, D _____, F _____.
5. What job will your child have when he/she finishes school?

6. What job would you really like your child to have after
he/she finishes school? _____

* Marks were provided for each mother from school records.

** Only Item 3 was used to obtain a prediction of achievement.

APPENDIX E

Score Sheet for Battle's School Marks Questionnaire

Name _____ Number _____

Instructions for Scoring:

Each of the letter grades have been assigned a value of points. Thus an 'H' is 4 points, an 'A' is 3 points, a 'B' is 2 points, a 'C' is 1 point, a 'D' is 0 points, and an 'F' is 0 points. Total score is the sum of all the points obtained by multiplying the number of each of the letter grades by their assigned points. Thus 6 H's would give a value of (6×4) 24 points, 3 'A's' would give a value of (3×3) 9 points, and 3 'B's' would give (3×2) 6 points, and the sum of these $(24 + 9 + 6)$ would produce the total score of 39.

The discrepancy between the total score of last year's final marks and the total score of the estimations of grade nine final marks on the pre- and post-tests will produce a discrepancy score. A negative discrepancy score indicates an underestimation and a positive discrepancy score indicates an overestimation.

Total score of last year's final marks

Total score of pre-test estimate

Total score of post-test estimate

Pre-test Discrepancy Score

Post-test Discrepancy Score

APPENDIX F

RAW DATA
(Battle's School Marks Questionnaire)

Experimental Group (EG 1)	Variations from given marks	
<u>Subjects</u>	<u>Pre-test</u>	<u>Post-test</u>
1	1	1
2	- 9	- 8
3	0	6
4	- 1	8
5	8	10
6	0	12
7	1	2
8	0	- 2
9	- 1	7
10	3	7
11	4	- 3
12	16	11
13	- 1	- 4
14	0	4
<hr/>		
Control Group (CG 1)		
15	- 4	2
16	8	4
17	1	3
18	1	4
19	6	5
20	13	7

Control Group (CG 1) continued

21	- 2	- 2
22	1	0
23	3	12
24	0	0
25	- 4	5
26	3	11
27	0	-10
28	7	12
29	-	-
30	-	-
31	-	-
32	3	- 4
33	-	-
34	-	-
35	0	0
36	- 4	- 2
37	3	2
38	- 2	3
39	- 3	- 4
40	4	8
41	-	-
42	-10	- 4
43	-	-
44	-	-

APPENDIX G

Mill Creek School
 9735 - 80 Ave.
 Edmonton 63, Alberta
 January 8, 1971

Dear Parent or Guardian:

Your child has been selected as a participant in a research project which is jointly supported by the University of Alberta and the Edmonton Public School Board.

The purpose of this tutoring project is to assist students in Reading and Arithmetic.

Sometime during this school year, Mr. Walter Curtis, School Counsellor of Roslyn School, may request to interview some of the parents or guardians of the students participating in this project.

Please indicate if you would like your child to participate in this project.

I would like my child to participate in this project.

_____ Signature of Parent or
 Guardian

I do not want my child to participate in this project.

_____ Signature of Parent or
 Guardian

For further information concerning this matter please phone Jim Battle at 439-2666 or Walter Curtis at 453-1576.

Sincerely,

Jim Battle and
 Walter Curtis,
 School Counsellors

RE: MOTHER'S QUESTIONNAIRES

Your cooperation in filling out these questionnaires is greatly appreciated and will be very valuable in determining the results of the tutor program at your child's school.

Feel free to phone me if you need further information while doing the questionnaires. My office is at the Rosslyn Jr. High School (phone 453-1576).

I will come by again next Saturday afternoon to pick up the questionnaires. If you will be out please leave the envelope in the mailbox.

Thank you for your cooperation.

Sincerely

Walter L. Curtis
School Counselor.

My home telephone number is 454-9825.

Re: Mothers' Questionnaires

These questionnaires are identical to the ones you filled out for me prior to the tutor program being conducted by Mr. J. Battle at your child's school.

Once again your co-operation in filling out these questionnaires is requested as it will be very valuable in determining the results of the tutor program. In order that this be done the same questionnaires must be filled out twice by each of the participating mothers (once before the tutor program and now a second time at the end of the program).

Feel free to phone me if you need further information while doing the questionnaires. My office is at the Rosslyn Junior High School (phone 453-1576). My home telephone number is 454-9825.

I will come by again next Saturday afternoon to pick up the questionnaires. If you will be out, please leave the envelope in the mailbox.

Thank you once again for your co-operation.

Sincerely,

W. L. Curtis
School Counselor