

DOES MATERNAL EMPLOYMENT AFFECT  
CHILDREN'S ATTITUDES TOWARD SCHOOL?

MASTER'S PROJECT

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by

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## CHAPTER I

### INTRODUCTION TO THE PROBLEM

#### Purpose of the Study

Most primary teachers are concerned about students' attitudes toward school. They have noticed that there are students who display positive attitudes toward school, while other students display negative attitudes toward school. These differing student attitudes could be the result of whether or not the mother earned income during the student's infancy and early childhood. (Cutwright, 1992; Lerner and Galambos, 1985)

Could the fact that mothers who earn income and who are subjecting their children to day care or baby-sitting be a factor that has influenced children's attitudes toward school? The amount of time spent with their children, mother-child detachment, and mother-child emotional stress are among the criticisms of mothers who earn income. (Scarr, Phillips, & McCartney, 1989; Levine, 1987)

Could the fact that mothers who do not earn income influence their children's attitudes toward school? Does the fact that "mom" is home and can share numerous activities with her children, build the mother-child relationships, and provide a safe environment ensure that positive attitudes toward school will be developed by her children? (Levine, 1987; Scarr, Phillips & McCartney, 1989)

The authors believe that children are greatly influenced by their mothers. The role of mother, whether she earns income or not, plays a vital part in how her children perceive school, and that these perceptions will be reflected in their attitudes toward school.



## Statement of the Problem

The purpose of this study was to compare and contrast the attitudes toward school of primary aged students from homes where the mother earns income and from homes where the mother does not earn income.

## Assumptions

Upon undertaking this study, the authors made certain assumptions. First, they assumed that the questionnaires were fair and accurate. Second, they assumed that the questionnaire was orally read to the class. Third, they also assumed the questionnaire was administered on the same day. Fourth, they further assumed parental employment information by the parents on the **Student Information Form** was correct and up-to-date. Fifth, the authors assumed that the knowledge gained from the **Questionnaire for Mothers** provided accurate information concerning mother-child relationships. Finally, the authors assumed all data collection instruments were valid in that they measured the attitudes that were intended to be measured.

## Limitations

The authors were faced with some limitations in conducting this research. The first limitation was the size of the group being studied. One class from three different grade levels were involved; therefore, only eighty-one (81) students were available for this study.

The second limitation faced by the authors was the lack of multiculturalism. All students involved were white

primary-aged boys and girls from a predominately rural population.

Due to the fact that this is a non-probability sample, it cannot be generalized beyond this setting.

#### DEFINITION OF TERMS

Attitudes are feelings or emotions towards school.

Primary means kindergarten, first, and third grade boys and girls.

Income means earning of money by employment.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Criticisms of Mothers Who Earn Income

One criticism of mothers who earn income is that their children are placed in inadequate child care environments. According to Levine (1987), over the past twenty years mothers have hired others to care for their children while they earn income. Two forms of child care include day care centers and baby sitters. An alternative to these forms is mothers who allow their children to care for themselves after school. These children are referred to as latch key children. Inadequate child care environments can have negative effects on children. These negative effects on children include lack of personal attention and subjection to inexperienced baby sitters. Vandell and Corasanti (1988) also noted that latch key children experienced feelings of loneliness, fear, and stress from lack of adult supervision. Whether children are latch key children, have baby sitters, or attend day care centers, they are not receiving the nurturing and attention that only their mothers can give them. Mothers fulfill a vital role in their children's development that cannot be met by other child care providers.

Another criticism of mothers who earn income is the effect of family stress on children. According to Cutwright (1982), when mothers earn income the added stress from working may take a toll on children. Family stress which may affect children is caused by the fact that parents may disagree on

whether the mother should work or not. For example, if the mother is forced to work, added stress is placed upon the mother which is transmitted to the children. If the father opposes the mothers desire to work, this tension between the parents is directly relayed to the children. Hoffman (1989) stated that employed mothers are worried about not having enough time for their children, about whether their employment is dysfunctional to their children, and about finding quality child care. This added stress on the mother is projected to the children. According to Hoffman (1989) maternal employment may also become stressful to the mother when there is no father or when there is a father and he does not participate in the caring of the children.

Mothers who earn income are criticized because they have less time to spend with their children. There are several reasons why mothers who earn income have less time to spend with their children. Scarr, Phillips and McCartney (1989) stated that a working mother's job required fifty (50) percent more hours than that of a working father. Second, fathers do not equally share the household responsibilities; therefore, the household responsibilities such as shopping, cooking, doing laundry, doing house cleaning, and providing child care are left for the mothers to do. The combinations of working at home and working away from the home could leave very little time for her to devote to her children. Third, working mothers usually see their children before work, evenings, weekends, and celebrated holidays. These mothers only see

their children half of the children's waking hours. Fourth, working mothers in the United States usually are granted relatively short maternity leaves. Scarr, Phillips and McCartney (1989) reported that these short maternity leaves do not allow the mother adequate time to bond with her children after birth. Many times a child spends four (4) to six (6) weeks with the working mother and after this period of time the infant is cared for by a baby sitter or by a day care facility.

Another criticism of mothers who earn income is the adverse affects working mothers have on their sons. Gold and Andres (1978) reported that sons as compared to daughters of employed mothers have an especially difficult time developing their sexual identity. Girls develop their sex identity by imitating their mothers. On the other hand, boys develop their sex identity by differentiating themselves from their mothers. The roles of the mothers and fathers are similar when mothers are employed. Therefore, when daughters observe this similarity, they develop a broader sex role identity whereas sons have difficulties in establishing a separate masculine identity. When boys have difficulty establishing their sex identity, they experience cognitive and emotional adjustment problems. As a result, Gold and Andres (1978) reported that sons of middle class employed mothers had lower mathematics and language achievement scores than sons of middle class nonemployed mothers. Also, working class sons of employed mothers had more negative attitudes toward school

than working class sons of nonemployed mothers.

There are several other adverse affects working mothers have on their sons. First, Crouter, MacDermid, McHale, and Jenkins (1990) have reasoned that the boys of employed mothers have difficulty in school because of the lack of parental monitoring. When the mother works, she is less effective with monitoring her son's homework, encouraging friendships that enhance social development, getting involved with her son's school activities, preparing meals, and supervising other routines. Because boys mature slower than girls, they need more structure and guidance to reach the achievement levels of girls. Sons of employed mothers are adversely effected by less parental involvement. When there is less parental monitoring, boys tend to exhibit behavior problems and get lower grades in school. Second, Hoffman (1979) stated that there may be a strain in the father - son relationship among lower class families partially due to the perception that maternal employment implies a failure on the part of the father. Third, Selkow (1984) stated that sons of working mothers do not consider their mother as a vocational role model. If the working mother is a single parent, then her sons are more likely to select a male role model of their choice, be it a positive role model or a negative role model. Fourth, Cutwright (1992) added that sons of working mothers who are identified as having nontraditional occupations are more likely to choose more feminine-oriented vocations, which may be unacceptable to some individuals in today's society.

The authors discussed criticisms of mothers who earn income in the above paragraphs. In the next section the authors present the benefits of mothers who earn income.

#### Benefits of Mothers Who Earn Income

One benefit of mothers who earn income is that the mother's job satisfaction enhances mother - child relationships. Lerner and Galambos (1985) wrote that a mother's role satisfaction leads to a self-fulfillment and enhanced self-esteem which are qualities that help her be a more sensitive mother. This maternal sensitivity is an important part of a quality mother - child relationship. Lerner and Galambos (1985) further suggested the notion that the mothers satisfaction with her role leads to positive parenting, which in turn may enhance her child's development and behavior in such ways as better personality adjustments and more egalitarian sex role concepts.

Satisfied mothers displayed higher levels of warmth and acceptance toward their children. Henggler and Borduin (1981) reported that mothers who are satisfied with their roles affect their children positively and have more positive interaction together. Satisfied mothers are more likely to embrace, teach, and play games with their children. This helps to maintain positive mother - child relations and interactions.

Gold and Andres (1978) also supported the fact that mothers who earn income are much more satisfied with their

roles than mothers who do not earn income, thus enhancing mother - child relationships.

Hoffman (1989) stated that there is a belief that an employed mother can be a better mother to her child. He reasoned that employment can enhance a woman's life by providing stimulation, enhancing self-esteem, providing adult contacts, and providing a relief from housework and child care. A woman's job can serve as a buffer against stress from family roles, thus enhancing mother - child relationships.

Another benefit of mothers who earn income is that their children have less rigid views of sex roles. Gold and Andres (1978) stated that children of mothers who earn income have broader, less differentiated conceptions of the roles of boys and girls than do the children of mothers who do not earn income. Many of the husbands of employed women participated in household tasks and child care which prevented children from developing sex role stereotypes.

Moorehouse and Selkow (1991; 1984) noted that children of mothers who earn income had less sex-typed items in their bedrooms. These authors further noted that working mother's perceptions of her role as mother influenced their children. These children appeared to have less traditional perceptions of their sex roles. Daughters of working mothers, especially those mothers having prestigious jobs, had less sex stereotypes of women. McKinnon, Brody and Stoneman (1982) noted that a mother's participation in the world of work may have influenced their children's ideas about their place in



the work force. These children may have developed good perceptions and good attitudes about appropriate work behaviors.

A benefit of mothers who earn income is that mothers compensate for the negative effects of working through frequent shared activities and quality time with their children. Mothers who work outside the home have been criticized for not having enough time or energy for interacting with their children, thus depriving children of the nurturing they need for healthy development. However, Moorehouse (1991) stated:

There is no evidence from the limited research on mothers' activities with their children that employment significantly reduces the time spent in close interaction. (p. 295)

Researchers have discovered that working mothers compensate for possible negative effects of employment through frequent shared activities and quality time with their children. Hoffman (1989) also supported this idea by saying that employed mothers make up for their absence in the proportion of direct interaction and in the amount of time spent with their child when they get home from work and on weekends. When employed mothers frequently share activities with their children, this reduces negative effects caused by their employment, thus their children would be comparable socially and cognitively to their peers whose mothers do not earn income.

Moorehouse (1991) further suggested that good and frequent shared activities such as reading orally, talking,

discussing school, singing songs, playing games, and participating in other child-centered activities have benefitted children of working mothers. These working mothers who have practiced these above listed activities with their children have not deprived their children due to the simple fact that they have a job. Moorehouse (1991) stated that children show few signs of negative effects from maternal employment.

Frequent shared activities also allow for psychological benefits of mother's work experience to be transferred to her children. Moorehouse (1991) suggested that children who have employed mothers and frequently share activities with their mothers may demonstrate even greater competence in school than do children of nonemployed mothers.

Moorehouse further stated the relationship between mother - child activities and child cognitive competence was made stronger and more positive from the stable full-time working groups than from stable full-time homemaker groups.

Another benefit of mothers who earn income is the various positive effects these mothers have on their daughters. Gold and Andres (1978) reported that because the roles of employed mothers and fathers are similar, daughters' conceptions of their identities are broadened.

Scarr, Phillips and McCartney (1989) reported that daughters of employed mothers were more self-confident, made higher marks in school, and more frequently pursued careers than did daughters of unemployed mothers. Selkow (1984), as

well as Scarr, Phillips and McCartney (1989) suggested that daughters of employed mothers have higher career or vocational aspirations than daughters of mothers who do not earn income, and daughters of mothers who earn income model themselves after their working mothers' achievements.

A final benefit of mothers who earn income is the increase of the father's participation in household tasks and child care. Hoffman (1989) reported that when the father's participation in child care was increased because of maternal employment, children were positively affected. Children with highly involved fathers increased their academic achievement scores and increased their maturity and social competence. As stated earlier, when the mother and father share household and child care duties, sex role traditionalism is diminished. Children, as well as mothers, benefit from fathers who are highly involved with them. Hoffman (1989) reported that when fathers increase their participation in child care, there is less role strain on the mother and the father's self-esteem is enhanced.

The authors discussed the benefits of mothers who earn income in the above paragraphs. In the next section the authors present the criticisms of mothers who do not earn income.

## Criticisms of Mothers Who Do Not Earn Income

A criticism of mothers who do not earn income is the mother's dissatisfaction with her "role" as mother, which affects their children negatively. Lerner and Galambos (1985) stated that mothers who wanted to work but did not had the most poorly adjusted children. This may be partly due to the fact that many full-time mothers are lonely, depressed, and not functioning well. The full-time homemaker's attitude and satisfaction is affected by the fact that most mothers are becoming or have already become employed. This maternal employment has increased the full-time homemakers isolation from other adults. These home based mothers feel the need for adult conversation.

Hoffman (1989) stated that many nonworking mothers feel their contribution to the family is insufficient and their abilities are being used inadequately. They feel their time could be better spent earning money for their family. Hoffman (1989) finally concluded that the full-time homemakers role dissatisfaction can be particularly disruptive to the mother - child relationship. The mother - child relationship is disrupted when the mother has perceived her role negatively. She unintentionally has transmitted her negative attitudes to her children. Scarr, Phillips and McCartney, (1989) are quoted as saying: "Home care does not promise quality child care." Due to the fact that the mother stayed home with her children does not guarantee she gave the best care to her children.

A criticism of mothers who do not earn income is that the mothers do not encourage independence training and engage in too much parental monitoring. According to Hoffman (1989), employed mothers encourage independence training, whereas nonemployed mothers feel a child's move to independence is a threat to their role and source of self-esteem. These mothers feel they are not needed when they see signs of independence; therefore, they may not encourage their children to do things on their own. Crouter, MacDermid, McHale, and Jenkins (1990) emphasized the fact that parental monitoring is important in the cognitive and emotional development of a child. However, too much monitoring may be detrimental if it interferes with the child's development of independence. Children of mothers who do not earn income may become too dependent on their mothers because their mothers continually monitor their activities.

A criticism of mothers who do not earn income is that mothers use less direct control strategies when dealing with their children. Henggler and Borduin (1981) reported that working mothers compensate for their work related absences by using a more directive control strategy with their children. Nonworking mothers are not faced with this absence dilemma; therefore, nonworking mothers might use less direct commands and find the need to discipline less frequently. Nonworking mothers become tolerant of unacceptable behavior from their children. Thus, this non-acceptable behavior becomes the norm in the nonemployed mother's household. Unfortunately, this

unacceptable behavior is exhibited in school where the teacher does use direct control strategies. This in turn confuses the children as to what behavior is acceptable.

A criticism of mothers who do not earn income is that their children lack regular opportunities to interact with other children. In order for children to learn to get along with others, they need to have social experiences outside their own home. Levine (1987) stated that day care centers provide children with opportunities to learn to get along with others. Some children entering school have not had the opportunity to interact with large groups of children. Many of today's kindergarten classes have large numbers of students. Because of this, it is beneficial for children starting kindergarten to have had experiences in day care centers. In day care centers children have to share and wait their turn. Children who stay home with their nonemployed mothers become used to being the center of attention. These children get their needs met immediately, whereas in day care facilities, children learn to cope with waiting. Children who do not attend a day care center do not have many opportunities to learn to share and play with large numbers of children their own age.

The authors discussed the criticisms of mothers who do not earn income in the above paragraphs. In the next section the authors present the benefits of mothers who do not earn income.

## Benefits of Mothers Who Do Not Earn Income

A benefit of mothers who do not earn income is that they positively influence their children's psychosocial development. According to Levine (1987), children need nurturing and guidance from their mothers on a regular basis, not just when it is convenient for their mothers to do so. Mothers who do not earn income can consistently provide their children with support and direction, whereas employed mothers cannot. Levine (1987) stated that mothers fulfill an essential role in their children's psychosocial development that cannot be met by others. During a child's early years, it is vital for the mother to assist her child in internalizing certain values which are important for the development of self-discipline. Mothers who do not earn income have regular opportunities to provide their children with praise and discipline. These mothers also have more time to instill in their children their own values and morals.

Henggeler and Borduin (1981) suggested that mothers who are well adjusted and satisfied with their roles exert a positive influence on their children's psychosocial development. Hoffman (1979) further supported this position when he found that the children of mothers who do not work tended to engage in more positive interactions, vocalized more and performed better on standard developmental tests.

An enhanced mother - child relationship is another benefit of mothers who do not earn income. Scarr, Phillips and McCartney (1989) reported that investigators found that

young sons were slightly disadvantaged by the loss of maternal attention in the early years of their lives. On the contrary, sons of mothers who do not earn income are not exposed to the loss of maternal attention by being away from their mother. These authors expressed concerns about day care experiences and that children who experience daily separation from their mother might weaken the mother - child bond. Researchers have expressed that the mother - child bonds cannot be replaced by a care giver.

Scarr, Phillips and McCartney (1989) stated that critics question whether full-time non-maternal care in the first year of life increases the probability of insecure attachments between mothers and their children. Mothers who choose to stay home have spared their children from the negative effects of day care givers, separation anxiety, and lack of mother - child bonding experiences.

A benefit of mothers who do not earn income is that their children are less likely to develop feelings of anxiety and emotional insecurity. Levine (1987) reported that children who are deprived of the ongoing presence of a nurturing mother develop feelings of separation anxiety and emotional insecurity. Some children of working mothers feel that their mothers leave them because they do not love them and do not think they are worthy. Children of working mothers who do not resolve their feelings of separation anxiety tend to become withdrawn and abrasive toward others. These children later experience belligerence, depression, and deep seeded feelings



of low self worth. Children whose mothers do not earn income do not experience these feelings of abandonment; therefore, they develop self confidence and are more secure with themselves and with their relationships.

Ziegler (1985) reported that children found later separations easier when they had been cared for by someone they knew, preferably by their mother. Researchers reported in order to alleviate anxiety and emotional insecurity mothers need to observe their children during the summer months between nursery school and kindergarten to assist educators in understanding how to accommodate special needs of their children. Mothers who do not earn income have eliminated any major reasons why this information cannot be gathered. These mothers have more opportunities to collect this data.

Bagley (1988) further stated that children of mothers who do not earn income are not subjected to outside child care. These children, therefore, may not experience adverse consequences such as insecure attachments, aggressiveness, withdrawal, and antisocial behavior.

Another benefit of mothers who do not earn income is that their children are not exposed to infectious diseases common to day care facilities. Levine (1987) reported that medical studies have found that children under two (2) years of age are quite susceptible to infectious diseases because they constantly touch things then put their fingers in their mouths. When a day care child becomes ill, the other children quickly become infected with the disease and often transmit

the disease to their family members. Levine (1987) stated that children who stay at home are less likely to contract infectious diseases because they are more frequently and more carefully cleaned than day care children. Children who do not go to day care centers are not exposed to as many children, thus their chances of contracting an infectious disease is lowered.

In this chapter the authors reviewed the literature concerning criticisms and benefits of mothers who earn income and criticisms and benefits of mothers who do not earn income.

The authors concluded from the literature that the emphasis should not be placed on whether the mother is employed or not employed. The emphasis is placed, however, on the mother's satisfaction with her role, be it a stay-at-home mother or an employed mother. The maternal attitude, as a whole, seemed to be more important than maternal employment status. Mothers who were fulfilled with their roles, whether they were working or not working, displayed more warmth and acceptance than did discontented mothers. This mother-child relationship affects their children's attitudes toward school.

## CHAPTER III

### PROCEDURES

#### Subjects

The subjects were eighty-one (81) primary school students of varying academic abilities. The students' abilities ranged from multi-handicapped to gifted. The total included twenty-seven (27) kindergartners, twenty-eight (28) first graders, and twenty-six (26) third graders. There were forty-three (43) boys and thirty-eight (38) girls in this study. The students ranged from five (5) to ten (10) years of age.

#### Setting

School. The primary school where this study was conducted is comprised of four (4) kindergarten classes, three (3) first, three (3) second, and three (3) third grade classes. The school educates approximately three hundred fifty (350) caucasian students.

Community. This school is located in a village in Northwest Ohio. There are approximately three hundred fifty (350) residents which are predominantly blue collar workers. The village is the center of this rural community, where the residents rely on nearby urban communities for their employment. This community encompasses a seventy-two (72) square mile area.

#### Data Collection

Construction of the Data Collection Instrument. The authors developed a questionnaire that was administered to all subjects of this study. The questionnaire contained thirty

(30) questions that were designed to produce a forced choice by the students. The authors propounded the questions to be representative of a student's social, emotional, psychological, and educational state of development. The questionnaire was constructed by three (3) experienced teachers certified by the State of Ohio. This student questionnaire was piloted by fourteen (14) employed teachers. A copy of the questionnaire can be found in Appendix A. The results are represented on eight (8) tables. These tables compared the attitudes of boys and girls, as well as attitudes of kindergartners, first graders, and third graders.

The authors developed a questionnaire for mothers which was sent home with each student who participated in the study. The authors constructed ten (10) questions which attempted to measure mother - child shared activities. A copy of this **Questionnaire for Mothers** can be found in Appendix B.

Administration of the Data Collecting Instrument. The student questionnaire was administered to eighty-one (81) primary-age students. The teacher read each question to the students, and each student was afforded sufficient time to respond to each question. This process was repeated until the entire questionnaire was completed. There was one hundred (100) percent rate of return.

The **Questionnaire for Mothers** was sent home with each student that participated in this study. The mothers returned their questionnaire anonymously in a self-addressed, stamped envelope. There was a fifty-nine (59) percent return rate.

A copy of this **Questionnaire for Mothers** can be found in Appendix B.

## CHAPTER IV

### RESULTS

#### Presentation of Results

The authors show the responses to questionnaire items of students whose mothers earn income and students whose mothers do not earn income. These responses are represented through tables. There are eight (8) such tables: kindergarten, first grade, and third grade students whose mothers earn income and kindergarten, first grade, and third grade students whose mothers do not earn income, and a total of each table. The remaining six (6) tables are kindergarten students whose mothers earn income and kindergarten students whose mothers do not earn income, first grade students whose mothers earn income and first grade students whose mothers do not earn income, third grade students whose mothers earn income and third grade students whose mothers do not earn income, and grade level totals for each table. The numerals in the tables are expressed in percents. The numerals are representative of the students positive or negative attitudes toward school.

TABLE 1

KINDERGARTEN, FIRST GRADE, AND THIRD GRADE  
STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	73	27	100	0	80	20
2. I like math.	87	13	100	0	92	8
3. I like writing with a pencil.	73	27	100	0	84	16
4. I like to use scissors.	73	27	90	10	80	20
5. I like to use crayons.	100	0	100	0	100	0
6. I like following directions.	87	13	100	0	92	8
7. I like school.	53	47	100	0	72	28
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	13	87	20	80	16	84
10. I like recess.	100	0	90	10	96	4
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	67	33	100	0	80	20
13. I like school parties.	100	0	100	0	100	0
14. I like after school activities that take place at school.	100	0	80	20	92	8
15. I like working with a partner.	73	27	90	10	80	20

TABLE 1 CONTINUED

 KINDERGARTEN, FIRST GRADE, AND THIRD GRADE  
 STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
 EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	60	40	90	10	72	28
17. I like trying new things at school.	80	20	90	10	84	16
18. I like my teacher.	93	7	100	0	96	4
19. I like when my teacher calls on me to speak.	53	47	90	10	68	32
20. I like the way I look.	73	27	100	0	84	16
21. I like the way I talk.	80	20	100	0	88	12
22. I like being away from my teacher during the school day.	53	47	60	40	56	44
23. I like eating in the cafeteria.	53	47	90	10	68	32
24. I like it when school is cancelled.	73	27	50	50	64	36
25. I like where I go after school.	93	7	100	0	96	4
26. I like using the rest rooms at school.	47	53	80	20	60	40
27. I like getting my grade card.	87	13	100	0	92	8
28. I like my classroom.	87	13	100	0	92	8
29. I like taking tests.	40	60	80	20	52	48
30. I like safety drills.	87	13	100	0	92	8

Table 1 illustrates kindergartners, first, and third grade students' responses to questions one (1) through thirty (30).



TABLE 2

KINDERGARTEN, FIRST GRADE, AND THIRD GRADE  
STUDENTS OF MOTHERS WHO EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	71	29	96	4	84	16
2. I like math.	86	14	93	7	89	11
3. I like writing with a pencil.	79	21	93	7	86	14
4. I like to use scissors.	82	18	86	14	84	16
5. I like to use crayons.	82	18	100	0	91	9
6. I like following directions.	89	11	100	0	94	6
7. I like school.	61	39	96	4	79	21
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	4	96	7	93	5	95
10. I like recess.	96	4	100	0	98	2
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	75	25	89	11	82	18
13. I like school parties.	96	4	100	0	98	2
14. I like after school activities that take place at school.	79	21	93	7	86	14
15. I like working with a partner.	82	18	100	0	91	9

TABLE 2 CONTINUED

 KINDERGARTEN, FIRST GRADE, AND THIRD GRADE  
 STUDENTS OF MOTHERS WHO EARN INCOME  
 EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	57	43	79	21	68	31
17. I like trying new things at school.	86	14	100	0	91	8
18. I like my teacher.	93	7	100	0	96	4
19. I like when my teacher calls on me to speak.	86	14	92	8	89	11
20. I like the way I look.	68	32	100	0	84	16
21. I like the way I talk.	79	21	93	7	86	14
22. I like being away from my teacher during the school day.	46	54	39	61	43	57
23. I like eating in the cafeteria.	50	50	68	32	57	43
24. I like it when school is cancelled.	82	18	36	64	59	41
25. I like where I go after school.	86	14	96	4	91	9
26. I like using the rest rooms at school.	61	39	86	12	71	29
27. I like getting my grade card.	79	21	93	7	86	14
28. I like my classroom.	89	11	96	4	93	7
29. I like taking tests.	50	50	71	29	61	39
30. I like safety drills.	89	11	93	7	91	9

Table 2 illustrates kindergartners, first, and third grade students' responses to questions one (1) through thirty (30).

TABLE 3

 KINDERGARTEN STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
 EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	75	25	100	0	86	14
2. I like math.	100	0	100	0	100	0
3. I like writing with a pencil.	50	50	100	0	71	29
4. I like to use scissors.	75	25	67	33	71	29
5. I like to use crayons.	100	0	100	0	100	0
6. I like following directions.	75	25	100	0	86	14
7. I like school.	75	25	100	0	86	14
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	0	100	33	67	14	86
10. I like recess.	100	0	100	0	100	0
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	75	25	100	0	86	14
13. I like school parties.	100	0	100	0	100	0
14. I like after school activities that take place at school.	100	0	100	0	100	0
15. I like working with a partner.	50	50	100	0	71	29

KINDERGARTEN STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
 EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	75	25	100	0	86	14
17. I like trying new things at school.	100	0	100	0	100	0
18. I like my teacher.	100	0	100	0	100	0
19. I like when my teacher calls on me to speak.	75	25	100	0	86	14
20. I like the way I look.	100	0	100	0	100	0
21. I like the way I talk.	75	25	100	0	86	14
22. I like being away from my teacher during the school day.	25	75	67	33	43	57
23. I like eating in the cafeteria.	50	50	100	0	71	29
24. I like it when school is cancelled.	50	50	33	67	43	57
25. I like where I go after school.	75	25	100	0	86	14
26. I like using the rest rooms at school.	50	50	67	33	57	43
27. I like getting my grade card.	100	0	100	0	100	0
28. I like my classroom.	100	0	100	0	100	0
29. I like taking tests.	50	50	33	67	43	57
30. I like safety drills.	75	25	100	0	86	14

Table 3 illustrates kindergarten students' responses to questions one (1) through thirty (30).

TABLE 4

 KINDERGARTEN STUDENTS OF MOTHERS WHO EARN INCOME  
 EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	78	22	100	0	90	10
2. I like math.	67	33	91	9	80	20
3. I like writing with a pencil.	67	33	100	0	85	15
4. I like to use scissors.	89	11	91	9	90	10
5. I like to use crayons.	100	0	100	0	100	0
6. I like following directions.	89	11	100	0	95	5
7. I like school.	56	44	100	0	80	20
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	0	100	18	82	10	90
10. I like recess.	89	11	100	0	95	5
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	67	33	91	9	80	20
13. I like school parties.	100	0	100	0	100	0
14. I like after school activities that take place at school.	78	22	91	9	85	15
15. I like working with a partner.	89	11	100	0	95	5

TABLE 4 CONTINUED

 KINDERGARTEN STUDENTS OF MOTHERS WHO EARN INCOME  
 EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	67	33	91	9	80	20
17. I like trying new things at school.	89	11	100	0	95	5
18. I like my teacher.	100	0	100	0	100	0
19. I like when my teacher calls on me to speak.	100	0	100	0	100	0
20. I like the way I look.	67	33	100	0	85	15
21. I like the way I talk.	78	22	100	0	90	10
22. I like being away from my teacher during the school day.	44	56	45	55	45	55
23. I like eating in the cafeteria.	44	56	55	45	50	50
24. I like it when school is cancelled.	56	44	27	73	40	60
25. I like where I go after school.	89	11	91	9	90	10
26. I like using the rest rooms at school.	56	44	91	9	75	25
27. I like getting my grade card.	100	0	100	0	100	0
28. I like my classroom.	89	11	100	0	95	5
29. I like taking tests.	56	44	73	27	65	35
30. I like safety drills.	89	11	100	0	95	5

Table 4 illustrates kindergarten students' responses to questions one (1) through thirty (30).

TABLE 5

FIRST GRADE STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	100	0	100	0	100	0
2. I like math.	67	33	100	0	88	12
3. I like writing with a pencil.	100	0	100	0	100	0
4. I like to use scissors.	100	0	100	0	100	0
5. I like to use crayons.	100	0	100	0	100	0
6. I like following directions.	100	0	100	0	100	0
7. I like school.	100	0	100	0	100	0
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	67	33	20	80	38	62
10. I like recess.	100	0	80	20	88	12
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	100	0	100	0	100	0
13. I like school parties.	100	0	100	0	100	0
14. I like after school activities that take place at school.	100	0	60	40	75	25
15. I like working with a partner.	100	0	100	0	100	0

TABLE 5 CONTINUED

FIRST GRADE STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	100	0	100	0	100	0
17. I like trying new things at school.	100	0	100	0	100	0
18. I like my teacher.	100	0	100	0	100	0
19. I like when my teacher calls on me to speak.	100	0	100	0	100	0
20. I like the way I look.	100	0	100	0	100	0
21. I like the way I talk.	100	0	100	0	100	0
22. I like being away from my teacher during the school day.	100	0	60	40	75	25
23. I like eating in the cafeteria.	67	33	100	0	88	12
24. I like it when school is cancelled.	67	33	40	60	57	43
25. I like where I go after school.	100	0	100	0	100	0
26. I like using the rest rooms at school.	100	0	80	20	88	12
27. I like getting my grade card.	100	0	100	0	100	0
28. I like my classroom.	100	0	100	0	100	0
29. I like taking tests.	100	0	100	0	100	0
30. I like safety drills.	100	0	100	0	100	0

Table 5 illustrates first grade students' responses to questions one (1) through thirty (30).



TABLE 6

FIRST GRADE STUDENTS OF MOTHERS WHO EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	91	9	100	0	95	5
2. I like math.	91	9	89	11	90	10
3. I like writing with a pencil.	91	9	100	0	95	5
4. I like to use scissors.	91	9	89	11	90	10
5. I like to use crayons.	91	9	100	0	95	5
6. I like following directions.	100	0	100	0	100	0
7. I like school.	63	27	100	0	80	20
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	9	91	0	100	5	95
10. I like recess.	100	0	100	0	100	0
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	100	0	89	11	95	5
13. I like school parties.	100	0	100	0	100	0
14. I like after school activities that take place at school.	82	18	100	0	90	10
15. I like working with a partner.	91	9	100	0	95	5

FIRST GRADE STUDENTS OF MOTHERS WHO EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	82	18	89	11	85	15
17. I like trying new things at school.	82	18	100	0	90	10
18. I like my teacher.	91	9	100	0	90	10
19. I like when my teacher calls on me to speak.	91	9	100	0	90	10
20. I like the way I look.	91	9	100	0	90	10
21. I like the way I talk.	91	9	89	11	90	10
22. I like being away from my teacher during the school day.	45	55	44	56	45	55
23. I like eating in the cafeteria.	60	40	89	11	74	26
24. I like it when school is cancelled.	100	0	56	44	80	20
25. I like where I go after school.	82	18	100	0	90	10
26. I like using the rest rooms at school.	73	27	89	11	80	20
27. I like getting my grade card.	82	18	89	11	85	15
28. I like my classroom.	100	0	100	0	100	0
29. I like taking tests.	64	36	78	22	70	30
30. I like safety drills.	100	0	100	0	100	0

Table 6 illustrates first grade students' responses to questions one (1) through thirty (30).

TABLE 7

THIRD GRADE STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	50	50	100	0	60	40
2. I like math.	88	12	100	0	90	10
3. I like writing with a pencil.	75	25	100	0	80	20
4. I like to use scissors.	63	37	100	0	70	30
5. I like to use crayons.	100	0	100	0	100	0
6. I like following directions.	88	12	100	0	90	10
7. I like school.	25	75	100	0	40	60
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	0	100	0	100	0	100
10. I like recess.	100	0	100	0	100	0
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	50	50	100	0	60	40
13. I like school parties.	100	0	100	0	100	0
14. I like after school activities that take place at school.	100	0	100	0	100	0
15. I like working with a partner.	75	25	50	50	70	30

TABLE 7 CONTINUED

THIRD GRADE STUDENTS OF MOTHERS WHO DO NOT EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	38	62	50	50	40	60
17. I like trying new things at school.	63	37	50	50	60	40
18. I like my teacher.	88	12	100	0	90	10
19. I like when my teacher calls on me to speak.	25	75	50	50	30	70
20. I like the way I look.	50	50	100	0	60	40
21. I like the way I talk.	75	25	100	0	80	20
22. I like being away from my teacher during the school day.	50	50	50	50	50	50
23. I like eating in the cafeteria.	50	50	50	50	50	50
24. I like it when school is cancelled.	88	12	50	50	80	20
25. I like where I go after school.	100	0	100	0	100	0
26. I like using the rest rooms at school.	25	75	100	0	40	60
27. I like getting my grade card.	75	25	100	0	80	20
28. I like my classroom.	75	25	100	0	80	20
29. I like taking tests.	12	88	50	50	20	80
30. I like safety drills.	88	12	100	0	90	10

Table 7 illustrates third grade students' responses to questions one (1) through thirty (30).

TABLE 8

THIRD GRADE STUDENTS OF MOTHERS WHO EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
1. I like reading.	38	62	88	12	63	37
2. I like math.	100	0	100	0	100	0
3. I like writing with a pencil.	75	25	75	25	75	25
4. I like to use scissors.	62	38	75	25	69	31
5. I like to use crayons.	50	50	100	0	75	25
6. I like following directions.	75	25	100	0	88	12
7. I like school.	62	38	88	12	75	25
8. I like earning rewards.	100	0	100	0	100	0
9. I like receiving punishment.	0	100	0	100	0	100
10. I like recess.	100	0	100	0	100	0
11. I like having a friend.	100	0	100	0	100	0
12. I like to take turns.	50	50	88	12	69	31
13. I like school parties.	88	12	100	0	94	6
14. I like after school activities that take place at school.	75	25	88	12	81	19
15. I like working with a partner.	62	38	100	0	81	19

TABLE 8 CONTINUED

THIRD GRADE STUDENTS OF MOTHERS WHO EARN INCOME  
EXPRESSED IN PERCENTAGES

QUESTION	PERCENT BOYS		PERCENT GIRLS		PERCENT TOTAL	
	YES	NO	YES	NO	YES	NO
16. I like the way I get to school.	12	88	50	50	31	69
17. I like trying new things at school.	75	25	100	0	88	12
18. I like my teacher.	88	12	100	0	94	6
19. I like when my teacher calls on me to speak.	63	37	75	25	69	31
20. I like the way I look.	37	63	100	0	69	31
21. I like the way I talk.	63	37	88	12	75	25
22. I like being away from my teacher during the school day.	50	50	25	75	37	63
23. I like eating in the cafeteria.	37	63	63	37	50	50
24. I like it when school is cancelled.	88	12	25	75	56	44
25. I like where I go after school.	88	12	100	0	94	6
26. I like using the rest rooms at school.	50	50	63	37	56	44
27. I like getting my grade card.	50	50	88	12	69	31
28. I like my classroom.	75	25	88	12	81	19
29. I like taking tests.	25	75	63	37	44	56
30. I like safety drills.	25	75	63	37	44	56

Table 8 illustrates third grade students' responses to questions one (1) through thirty (30).

## Discussion of the Results

The study revealed that the majority of students in kindergarten, first, and third grades responded positively to the **Student Questionnaire**.

The results of this study indicated that at all three (3) grade levels, the girls, as a whole, responded to the **Student Questionnaire** items in a more positive manner than did the boys. According to Table 1, one hundred (100) percent of the girls surveyed liked school, while Table 2 revealed that ninety-six (96) percent of girls liked school. Scarr, Phillips and McCartney (1989) reported that daughters of employed mothers were more self-confident and received higher marks in school. The results agreed with Scarr, Phillips and McCartney's (1989) theory by indicating girls have more positive attitudes toward school than do boys.

Table 1 also revealed that fifty-three (53) percent of boys liked school, while Table 2 indicated sixty-one (61) percent of boys liked school. Overall, seventy-nine (79) percent of boys and girls from homes where the mother earned income liked school, as compared to seventy-two (72) percent of boys and girls from homes where the mother does not earn income. Although the percentages of students whose mothers earned income were just slightly higher than students whose mothers did not earn income, both Tables 1 and 2 indicated that all students studied had positive attitudes towards school. Moorehouse (1991) reported that children of employed mothers who frequently share activities with their mothers may

demonstrate even greater competence in school than do children of non-employed mothers. The authors believe when children experience success in school they tend to have a better attitude toward school.

The greatest variance occurred when the boys responded to question nineteen (19) on Tables 1 and 2. The table indicated that eighty-six (86) percent of boys from homes where the mother earned income, liked when their teacher called on them to speak. It was also indicated that fifty-three (53) percent of boys from homes where the mother does not earn income, liked when their teacher called on them to speak.

The least variance appeared in Table 1 and 2 concerning questions eight (8) and eleven (11). All student responses totaled one hundred (100) percent. They liked earning rewards and having a friend. Levine (1987) reported that day care centers provide children with opportunities to learn to get along with others. He also reported that mothers who do not earn income have regular opportunities to provide their children with praise and discipline. Conscientious mothers, whether they earned income or not, instilled in their children positive values and high morals. As a result of proper guidance, these children enjoyed receiving awards and valued their friendships.

A noteworthy result was concluded from Tables 1 and 2. In the percent total column of Tables 1 and 2, all questions were answered positively; fifteen (15), however, were more



positively answered on Table 2. On the other hand, Table 1 had eleven (11) questions answered more positively than Table 2. Although these results are not profound, the authors felt it was worthy of mention. Another result from Tables 1 and 2 that the authors found interesting were the responses: eight (8), eleven (11), eighteen (18), and twenty (20). There was a one hundred (100) percent response to question eight (8) where the students answered, "I like earning rewards." There was a one hundred (100) percent response to question eleven (11) where the students answered, "I like having a friend."

Another relationship found in Tables 1 and 2, dealt with questions eighteen (18) and twenty (20). On question eighteen (18), ninety-six (96) percent of all students surveyed stated, "I like my teacher," while on question twenty (20), eighty-four (84) percent of all students surveyed on Tables 1 and 2, stated, "I like the way I look." The authors felt it is important that all students have a positive attitude about earning rewards, having a friend, liking their teacher, and liking the way they look.

The findings of this study showed that children of mothers who earned income had slightly more positive attitudes toward school than children of mothers who did not earn income.

Therefore, the results of this study agree with much of the literature found on maternal employment and the effects on their children's attitudes toward school. The authors concurred with the literature that the emphasis should not be

placed on whether the mother earns income or not. The emphasis is placed, however, on the mother's satisfaction with her role. The maternal attitude, as a whole, seemed to be more important than maternal employment status. Mothers who were fulfilled with their roles, whether they were working or not working, displayed more warmth and acceptance than did discontented mothers. This mother - child relationship is the "key" that "unlocks" their children's attitudes toward school.

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Summary

After hearing individuals in society blame mothers who earn income for their children's educational problems, the authors felt the need to examine the attitudes of students toward school whose mothers earn income and the attitudes of students toward school whose mothers do not earn income. The authors believe that mothers do greatly influence their children's attitudes toward school whether they earn income or do not earn income.

The purpose of this study was to compare and contrast the attitudes toward school of primary aged students from homes where the mothers earn income and from homes where the mothers do not earn income.

In this study, the authors compared and contrasted the attitudes toward school of kindergarten, first, and third grade students from homes where the mother earned income and from homes where the mother did not earn income. By examining the **Student Questionnaire** and related literature, the authors hoped to draw some conclusions about the effects of mother, whether she earned income or not on her children's attitudes toward school.

The authors examined the responses of the questionnaire completed by kindergarten, first, and third grade students. They compared and contrasted kindergarten, first, and third grade students from homes where the mother earns income and homes where the mothers does not earn income. They also

compared and contrasted boys to girls from homes where the mother earns income and homes where the mothers does not earn income. The results, as a whole, showed that girls had a more positive attitude toward school in all three (3) grades studied.

### Conclusion

After analyzing the results of this study, the authors were able to draw some conclusions based on the completed research. It should be emphasized, that these conclusions can only be applied to the school and the students that were involved in this study. The authors believe that similar findings would be found in other school settings; however, there is no substantial reason to prove this belief. The authors found that there was no significant difference between the attitudes toward school of students from homes where the mother earns income and homes where the mother does not earn income. Students attitudes were primarily influenced by the mother's attitude toward her role, the family environment, the child care environment, shared activities between the mother and child, and the overall mother - child relationship.

The authors also found that while kindergartners, first, and third grade students, as a whole, had a positive attitude toward school, the girls had a more positive attitude than the boys. It was also found that kindergarten and first grade students responded more positively to the **Student Questionnaire** than did the third grade students.

## Recommendations

The authors would strongly encourage mothers, as well as fathers, to get involved in their children's activities. After analyzing the **Questionnaire for Mothers**, it was discovered that the following activities were beneficial to children and are recommended by the authors. The recommended activities are: reading with your children, assisting with homework, talking with and listening to your children, and playing games with your children. The authors also recommend part-time employment for mothers, if possible. This would allow the mothers more time to spend with their children and would enhance the mother's self-esteem by giving her a sense of self worth. However, if the mother works full-time, the authors recommend that the mother make time to engage in the above mother - child activities. The mother's part-time or full-time employment would afford the father opportunities to spend more time with his children.

The authors highly recommend that mothers, as well as fathers, get overly involved in their children's school activities. These activities include attending all school conferences, appearing at the open house, volunteering to supervise field trips, assisting with holiday parties, becoming a participating member of a Parent/Teacher Organization, encouraging your children to participate in extra-curricular activities, and attending school functions as a family.

The authors strongly advise mothers, as well as fathers, not to use maternal employment as an excuse for not attending

or participating in various activities centered around their children.

## APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS



1. I like reading.



2. I like math.



3. I like writing with a pencil.



4. I like to use scissors.



5. I like to use crayons.



6. I like following directions.



7. I like school.



8. I like earning rewards.



9. I like receiving punishment.



10. I like recess.



11. I like having a friend.



12. I like to take turns.



13. I like school parties.



14. I like after school activities that take place at school.



15. I like working with a partner.





16. I like the way I get to school.



17. I like trying new things at school.



18. I like my teacher.



19. I like when my teacher calls on me to speak.



20. I like the way I look.



21. I like the way I talk.



22. I like being away from my teacher during the school day.



23. I like eating in the cafeteria.



24. I like it when school is cancelled.



25. I like where I go after school.



26. I like using the restrooms at school.



27. I like getting my grade card.



28. I like my classroom.



29. I like taking tests.



30. I like safety drills.

APPENDIX B

QUESTIONNAIRE FOR MOTHERS

1. How much time do you spend reading to your child?  
\_\_\_\_\_ minutes per week
2. How much time do you spend helping your child with his/her school work?  
\_\_\_\_\_ minutes per week
3. How much time do you spend talking to your child about school activities?  
\_\_\_\_\_ minutes per week
4. How much time do you spend talking with your child about his/her problems?  
\_\_\_\_\_ minutes per week
5. How much time do you spend playing games with your child?  
\_\_\_\_\_ minutes per week
6. How much time do you spend teaching your child things such as safety?  
\_\_\_\_\_ minutes per week
7. How often do you take your child on vacations?  
\_\_\_\_\_ times per year
8. How often do you take your child to educational events?  
\_\_\_\_\_ times per year
9. What do you spend the most time doing with your child?  
\_\_\_\_\_
10. What is your occupation?  
\_\_\_\_\_

APPENDIX B CONTINUED

June 17, 1993

Dear Parents:

Mrs. Bell, Mrs. Blair, and Mrs. Hards are currently enrolled in a Research Methodology class through the graduate school at the University of Dayton. In partial fulfillment of this course, we are required to construct a Parental Questionnaire which is to be completed by the child's **Mother**. Your signature is **not** required. Please complete all parts of the enclosed questionnaire and return it by **April 7, 1993** in the self-addressed stamped envelope.

We trust that you will be honest when completing this questionnaire.

Thank you for your time and consideration concerning this matter.

Sincerely,

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