



Maternal childrearing attitudes and behavioral academic self-esteem in preschool children
by Ruth Cox McGann

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in
Home Economics

Montana State University

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Abstract:

The purpose of this study was to investigate the relationships between maternal childrearing attitudes and self-esteem in four to five year old preschool children attending a university based preschool or day care in rural southwestern Montana. The factors of: (a) maternal childrearing attitudes towards acceptance, strictness, democratic practices, training for independence, positive methods of control, and specific methods of control; and (b) child's sex, were examined in relation to the total Behavioral Academic Self-Esteem (BASE) score measures of self-esteem. The study also examined the relationship between responses of mothers of male children and mothers of female children to a 17-item Mother's Questionnaire (a modified version of the Parent Attitude Research Instrument).

Mothers (N=51) of four to five year old preschool children who attended either Montana State University's Child Development Center or Associated Students of MSU Day Care Center completed a 17-item questionnaire designed to measure maternal attitudes toward childrearing. The teachers of these children (N=51) completed a self-esteem rating scale (BASE). Correlational studies were conducted between maternal attitude measures and total BASE score measures of self-esteem. Maternal response patterns and total BASE score measures of self-esteem were tested for homogeneity with respect to sex.

Results indicated that: (a) there was a significant relationship between maternal childrearing attitude subscale measures of acceptance, positive methods of control, and total BASE score measures of self-esteem; (b) there were no sex-based differences in total BASE scores; and (c) mothers of female children did respond differently than mothers of male children to one questionnaire item designed to measure maternal attitudes towards acceptance. These results suggest that the relationship between certain maternal childrearing attitudes and self-esteem measures may vary according to the age and sex of the sample, and that there were no sex based differences in self-esteem measures in this sample of preschool children.

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IN PRESCHOOL CHILDREN

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APPROVAL

of a thesis submitted by

Ruth Cox McGann

This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

5-14-90
Date

Janis Bullock
Chairperson, Graduate Committee

Approved for the Major Department

5/15/90
Date

[Signature]
Head, Major Department

Approved for the College of Graduate Studies

May 25, 1990
Date

Henry L. Parsons
Graduate Dean

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ABSTRACT

The purpose of this study was to investigate the relationships between maternal childrearing attitudes and self-esteem in four to five year old preschool children attending a university based preschool or day care in rural southwestern Montana. The factors of: (a) maternal childrearing attitudes towards acceptance, strictness, democratic practices, training for independence, positive methods of control, and specific methods of control; and (b) child's sex, were examined in relation to the total Behavioral Academic Self-Esteem (BASE) score measures of self-esteem. The study also examined the relationship between responses of mothers of male children and mothers of female children to a 17-item Mother's Questionnaire (a modified version of the Parent Attitude Research Instrument).

Mothers (N=51) of four to five year old preschool children who attended either Montana State University's Child Development Center or Associated Students of MSU Day Care Center completed a 17-item questionnaire designed to measure maternal attitudes toward childrearing. The teachers of these children (N=51) completed a self-esteem rating scale (BASE). Correlational studies were conducted between maternal attitude measures and total BASE score measures of self-esteem. Maternal response patterns and total BASE score measures of self-esteem were tested for homogeneity with respect to sex.

Results indicated that: (a) there was a significant relationship between maternal childrearing attitude subscale measures of acceptance, positive methods of control, and total BASE score measures of self-esteem; (b) there were no sex-based differences in total BASE scores; and (c) mothers of female children did respond differently than mothers of male children to one questionnaire item designed to measure maternal attitudes towards acceptance. These results suggest that the relationship between certain maternal childrearing attitudes and self-esteem measures may vary according to the age and sex of the sample, and that there were no sex based differences in self-esteem measures in this sample of preschool children.

CHAPTER 1

MATERNAL CHILDREARING ATTITUDES AND BEHAVIORAL
ACADEMIC SELF-ESTEEM IN PRESCHOOL CHILDREN

Introduction

The achievement of a positive self-esteem is generally considered a desired developmental outcome for children in our society. Recent research has elucidated several of the factors found to be related to the development of positive self-esteem in children. This study will focus on a few of those identified factors. More specifically, the purpose of this study is to provide insight into the relationship between maternal childrearing attitudes and self-esteem in preschool children.

Statement of the Problem

The achievement of a favorable self-attitude, or a positive self-esteem, is regarded by a number of theorists and researchers as being extremely important to the effective functioning of the individual within our society (Coopersmith, 1967; Erikson, 1958; Maslow, 1954; Rogers, 1954).

The experiences that children encounter during the early years of their lives are regarded as being significantly related to the development of self-concept and the evaluative aspect of self-concept,

which is self-esteem (Bloom, 1964; McNelly, 1972; Wylie, 1961; Yamamoto, 1972). A number of researchers concur that it is during the preschool years that children begin to: (a) view themselves as separate persons, (b) judge their self worth, and (c) place value on themselves as individuals (Blazer, 1981; Burns, Boals, & Pruett, 1987; Butler, 1969; Coopersmith, 1967; Gordon, 1968; Mills, 1984; Monte, 1987; Schwartz, 1966). It is also during the preschool years that children's self-perceptions are less firmly established and more likely to be responsive to intervention (Rubin, 1978).

Mills (1984) submitted that the task of developing a positive self-concept during the earlier formative years of a child's life is so important that it should not be left to chance or incidental teaching. Furthermore, he suggested that parents and teachers should be cognizant of the methods and procedures that help young children acquire positive self-concepts.

A number of researchers have suggested that parents play a critical role in the formation of their child's self-esteem (Clarke-Stewart, 1977; Mills, 1984; Samuels, 1977) and, in fact, may exert the original and perhaps the most powerful influence on the child's developing self-concept and self-esteem (Champion, 1973; Hanson & Maynard, 1973; Gordon, 1968).

Recent research has begun to elucidate specific parental practices and attitudes toward childrearing as being correlated with high self-esteem levels in specific populations of children (Atlas, 1973; Clarke-Stewart, 1977; Coopersmith, 1967; Elrod & Crase, 1980; Flynn, 1979; Graybill, 1978; Growe, 1980; Medinnus & Curtis, 1963; Quadri & Kaleem,

1971; Schwartz, 1967; Sears, 1970; Wylie, 1961). However, the majority of this research has involved children between 6 and 15 years of age (Blanton, 1985). Very little research pertaining to self-esteem and the correlates of positive self-esteem formation has been conducted with the preschool aged population (ages three to five). Blanton (1987) and Hughes (1984) cited similar reasons to explain the lack of research in this area. The primary reason cited is lack of psychometrically sound research instruments. Not until recently have adequate measurement tools been made available to study self-esteem in the preschool aged population. Coopersmith and Gilbert's (1982) Behavioral Academic Self-Esteem Scale (BASE) was identified by Hughes (1984) as the instrument of choice for assessing self-esteem levels in preschool populations (ages four through five years of age).

Following an extensive review of the literature on self-esteem and the correlates of positive self-esteem formation in children, both Blanton (1987) and Blazer (1981) found Coopersmith's (1967) study of the antecedents of self-esteem to be the most definitive. In fact, Blanton (1987) described Coopersmith's work as "the quintessential research" (p. 23) in the area of parenting characteristics as correlates of high self-esteem in children.

Coopersmith's (1967) original study looked at a variety of factors that were related to the formation of high self-esteem in 10 to 12 year old boys. He used a number of different research methods to help him ascertain which variables were positively associated with high self-esteem levels in this population group. One of the methods he used was a modified Parent Attitude Research Instrument developed by Schaefer

and Bell (1958). Based on Coopersmith's research findings, there were specific maternal attitudes that were positively associated with high self-esteem levels in 10 to 12 year old boys. Both the maternal attitudes identified by Coopersmith (1967) and his conceptual framework will be utilized in this study.

In summary, there is evidence to suggest that: (a) self-esteem is an important developmental outcome for children, (b) the early childhood preschool years are an important period for laying the foundation for the development of positive self-esteem, (c) parents play a critical role in the formation of positive self-esteem, (d) efforts to facilitate the development of a positive self-esteem may have a greater impact during the earlier years in a child's life, (e) efforts to facilitate the development of positive self-esteem should not be left to chance, (f) specific parental attitudes have been found to be correlated with positive self-esteem in school aged children 6 to 15 years of age, and (g) very little research has been performed correlating parental attitudes and characteristics with positive self-esteem in preschool children four to five years of age.

Rationale

There is evidence to suggest a relationship between the experiences and attitudes children encounter during the early years of their lives and the formation of positive self-esteem. In view of this information, it seems particularly salient that parents and teachers be aware of: (a) existing levels of self-esteem within any population of preschool children, (b) factors that influence the formation of

positive self-esteem within this population, and (c) methods that may enhance the formation of positive self-esteem, as well as methods that may remediate low levels of self-esteem within this population group.

Thus, the purposes of this study are to: (a) ascertain and describe prevailing maternal attitudes toward childrearing with a defined population of mothers of preschool children four to five years of age, utilizing those questions taken from the Parent Attitude Research Instrument (Schaefer & Bell, 1958) that Coopersmith (1967) found to be positively associated with high self-esteem in 10-12 year old boys; (b) ascertain and describe prevailing levels of self-esteem within this same defined preschool age population of four and five year old children, utilizing preschool teacher ratings of self-esteem based on total scores obtained from the Behavioral Academic Self-Esteem rating scale (Coopersmith & Gilberts, 1982); (c) ascertain what correlations may exist between the maternal attitude measures and the measures of self-esteem within this population of four to five year old preschool children and their mothers; and, in addition, compare and contrast mother-son and mother-daughter outcomes.

Conceptual Framework

In order to better understand which antecedent conditions in a child's life correlate with the development of high self-esteem, the conceptual framework formulated by Stanley Coopersmith (1967) will be utilized in this study. For the purposes of this study, self-esteem will be defined as the evaluative aspect of the more global construct of self-concept (Coopersmith, 1967).

Coopersmith (1967) reviewed all of the major theoretical contexts from which self-esteem could be viewed (Adler, 1927; Cooley, 1922; Erikson, 1958; Hartmann, 1958; Rosenberg, 1965; Sullivan, 1953); he concluded that there was no single theoretical context in which self-esteem could be viewed as a unified theory. Cotton (1983) came to a similar conclusion. She stated, "The vast amount of intradisciplinary literature on self-esteem is marked by widely disparate vocabularies, theoretical constructs and research paradigms" (p. 122).

Thus, without a single comprehensive theoretical framework from which to view self-esteem, Coopersmith (1967) formulated a theoretical framework from which to conceptualize and delineate the major conditions and experiences (antecedents) that seem to be associated with the development of positive and negative self-esteem. He based his framework on the view of previous theorists, support from the empirical literature, and his own research findings. He proposed that the specific determining variables of self-esteem be classified under the four principle concepts of (a) successes, (b) values, (c) aspirations, and (d) defenses.

Based on this framework, Coopersmith (1967) suggested that the degree of self-esteem individuals actually express would reflect the extent to which their successes approach their aspirations in areas of performance that are personally valued. The defenses would act to define and interpret what is truly valued, the actual level of aspiration, and what is regarded as successful. Thus, to achieve a positive self-evaluation, individuals would have to reach a level of performance in valued areas that meet or exceed their aspirations, and

they would have to diminish and reject the derogatory implications of any differences or deficiencies.

Each of Coopersmith's four principle concepts will be reviewed. In addition, each of these four concepts and how they relate to the antecedent parent attitudes and practices associated with the formation of positive self-esteem within each major concept category will be discussed. The subjective and behavioral manifestations of self-esteem, as described by Coopersmith (1982) in his BASE will also be reviewed, as well as how they relate to the four principle concepts Coopersmith (1967) identified in his theoretical framework.

Successes

There are four different types of experience that may be used to define success. Each provides its own criteria for judging whether an individual has attained the valued objective, but all provide a sense of increased self-esteem when they are attained. Coopersmith (1967) defined the four sources of self-esteem and the four criteria for defining success in each major areas as follows: "(a) significance--the acceptance, attention and affection of others; (b) power--the ability to control self, and influence and control others; (c) competence--the successful performance in meeting demands for achievement; and (d) virtue--adherence to moral and ethical standards" (p. 38).

It is possible for an individual to achieve high self-esteem by notable attainment in any of these four areas. However, the individual must value that area in order to feel successful. Coopersmith (1967)

emphasized the importance of the individual's immediate interpersonal environment in influencing this self-judgment. He particularly emphasized the importance of the family, school, and/or peers.

Success in the Area of Significance

Success in the area of significance is measured by the concern, attention, and love that is expressed by others. The number of significant individuals and the frequency with which these individuals express acceptance, warmth, interest, and affection provide the basis for favorable self-appraisal. Accepting parents, in particular, have an enhancing effect on self-esteem. By showing their support, encouragement, interest, affection, comradeship, relatively mild yet rational discipline, and indulgent attitude toward training for independence and assertiveness, accepting parents engender a sense of importance (Coopersmith, 1967).

Success in the Area of Power

Success in the area of power is measured by individuals' abilities to control their own behavior or that of others. The individuals' power is determined by the recognition and respect they receive from others. The actual power of children will vary with their age and maturity, and helpful parents will permit greater power as children manifest greater ability and maturity of judgment. The effect of such parental recognition is to provide children with a sense of appreciation for their views and improves their ability to resist pressure to conform. Such treatment is likely to develop within

children a sense of poise, leadership, independence, autonomy, and control over self and others (Coopersmith, 1967).

Success in the Area of Competence

Success in the area of competence is marked by high levels of performance, with the level and tasks varying with age. Coopersmith (1967) supported and expanded on White's (1959) proposal that from infancy onward children experience a biologically given and pleasurable sense of efficacy that accompanies their encounters with the environment, and this becomes the basis for intrinsic motivation toward further levels of competence. White further stressed the importance of children's spontaneous activity in deriving feelings of efficacy and suggested that the experiences following independent achievement may be highly reinforcing in their own right and do not depend upon external agents. White's formulation does not deny the general importance of social approval and disapproval, but proposes that there are innate sources of satisfaction that accompany mastery of the environment, and that they are independent of extrinsic social rewards and punishment. Coopersmith proposed that parents can support their children's sense of efficacy by providing the conditions for its development. Coopersmith also felt that independence training should increase the likelihood that children will take a more active role in their encounters with the environment and may result in more frequent feelings of competence.

Success in the Area of Virtue

Success in the area of virtue is marked by adherence to one's own moral, ethical, and religious principles. Parents initially establish these basic guiding principles, which children eventually internalize. Children will likely develop a positive self-attitude if they adhere to those ethical and religious principles which they have internalized (Coopersmith, 1967).

Values

Coopersmith (1967) also theorized there was a relationship between individuals' values and their sense of success. He hypothesized that individuals differed in the importance they attached to the various successes in their lives. He attributed these differences to differing internalized values persons acquired from their parents and other significant people in their lives. Coopersmith surmised that accepting and respectful treatment is more likely to result in more flexible values and greater acceptance of the values that the parents espouse and express.

Aspirations

The relationship between aspiration and esteem has received little study; yet, Coopersmith (1967) suggested that when the gap between individuals' levels of aspiration and performance is large, they will likely have lowered self-esteem.

Defenses

The relationship between individuals' defense mechanisms and self-esteem was also addressed by Coopersmith (1967). Individuals differ in the manner in which they interpret and handle distressing and ambiguous situations. The manner in which individuals deal with threat and uncertainty represents their way of defending themselves against anxiety or, more specifically, defending their self-esteem against devaluation. Coopersmith suggested that there are a wide range of defenses that can be employed, ranging from massive repressions to redefinitions and rationalizations. He also suggested that characteristic defenses are learned in much the same way as other behaviors, and that the individual will use the defenses similar to those used by persons in their immediate environment that are emotionally close to them. In other words, Coopersmith felt it is the models, particularly the parents or cultural heroes, who provide the effective ways of dealing with anxiety. He contended that these models contribute indirectly to the development of self-esteem by establishing limits and actions that define and interpret events. These models set bounds upon uncertainty and reduce their personal threat of failure. High self-esteem itself provides some form of defense against anxiety, by increasing the likelihood that the individual will feel capable of dealing with adversity. Thus, individuals with the expectation of success are less likely to feel threatened at the onset.

In summary, having formulated his theoretical framework, Coopersmith (1967) conducted research on parental attitudes and

behaviors and their relationship to the formation of self-esteem in children. Based on these correlations, Coopersmith, through factor analysis, identified the parental attitudes and behaviors that appeared to be most relevant to the formation of self-esteem. These attitudes and behaviors are presented under four major categories. The first dimension is acceptance; the second, permissiveness-punishment; the third, democratic practices; and the fourth, training for independence. A discussion of how each of these major dimensions of parental attitudes and behaviors relates to Coopersmith's theoretical framework follows.

Parental Attitudes and Behaviors Associated with the Formation of Self-Esteem

Acceptance

Coopersmith (1967) found that parental attitudes and behaviors that demonstrated acceptance were positively related to the formation of positive self-esteem, whereas parental attitudes and behaviors that demonstrated rejection were negatively related to the formation of low self-esteem.

Mothers of children with high and medium self-esteem demonstrated acceptance by manifesting greater interest, concern, and availability and expressed the importance of participating in congenial joint activities. Coopersmith (1967) suggested that children interpret this interest and concern as an indication of their significance. Thus, the children come to regard themselves favorably. In view of his

theoretical framework, Coopersmith interpreted this sense of significance as a form of success.

Permissiveness and Control

Permissiveness. Parental attitudes and behaviors that demonstrated strictness in training, setting high standards of conduct, and consistent enforcement of rules were positively related to the formation of positive self-esteem in children. General parental permissiveness was negatively correlated with positive self-esteem (Coopersmith, 1967).

Coopersmith (1967) attempted to interpret this information in view of his theoretical framework by relating it to his concepts of successes and defenses. He suggested that "firmer management would result in more effective inner controls and greater confidence in a person's definition of a situation" (p. 187). He submitted that when parents establish rules and enforce them, they are presenting their child with a definition of reality and a firm set of beliefs regarding the order of the world. Parents are communicating that there are preferred methods of expressing respect and appreciation, preferred resolutions for dealing with aggression, and preferred answers for the meaning, source, and resolution of failure. He suggested that these preferred forms of behavior all serve to diminish doubt and anxiety in children and help these children interpret the world so as to maximize their successes and minimize their anxieties. When these preferred methods of behavior are internalized and applied to problematic situations, they are referred to as controls and defenses. Coopersmith

also suggested there may be increased interaction between mothers and children when rules are imposed as well as consistently enforced. Increased interaction, or sense of significance, may be interpreted by children as another form of success.

Control. Coopersmith (1967) found that maternal attitudes and behavior that demonstrated (a) careful enforcement of standards and rules, (b) the use of reward as the preferred method of controlling behavior, (c) the use of management techniques other than harsh physical treatment or the loss of love when rules were violated, and (d) the importance of fathers sharing the discipline responsibilities with mothers, were positively related to the formation of high self-esteem in children. Lack of rule enforcement and harsh methods of physical punishment or withdrawal of love were associated with low self-esteem.

In view of his theoretical framework, Coopersmith (1967) interpreted these findings in the following manner. The child interprets parental limits and demands as expressions of concern (significance). The external regulations contribute to the formation of the child's inner controls (power over self). Mild punishment was interpreted in the context of other attentive and respectful treatment and did not assume any positive or negative significance. However, lack of rule enforcement and harsh methods of control were interpreted by the child as indicating a lack of parental interest, concern, and respect, all of which result in lowered self-esteem.

Democratic Practices

Parental attitudes and practices that demonstrated the following democratic childrearing practices were found to be positively related to the formation of high self-esteem: (a) extensive and closely defined lists of rules that are strictly enforced, (b) respectful parental treatment within these established limits that recognizes the rights and the opinions of the child and is noncoercive, and (c) parental treatment that allows a certain degree of latitude within the established limits and permits the child to enter discussions as a significant participant. Conversely, few and poorly defined limits, harsh autocratic methods of control, and lack of respect were associated with the formation of low self-esteem in children (Coopersmith, 1967).

Coopersmith (1967) interpreted this information in view of his theoretical framework as follows. When parents establish their authority and treat children respectfully within a clearly defined environment, children are better able to form inner controls and to develop standards that help them judge their competence and progress. However, when parents fail to establish their authority, treat children disrespectfully, and do not clearly define their environment, then children are likely to feel uncertain about their successes and competencies and feel insignificant and powerless.

Training for Independence

Parental attitudes and behaviors that indicate the child does not have rights to physical or psychological privacy are negatively related

to the formation of self-esteem in children. These attitudes and behaviors represent an invasion of the child's privacy and imply parental refusal to recognize the child's distinctness as a person. Being reared under such conditions results in dependency on others, especially dependency on others for self-evaluation (Coopersmith, 1967). The relationship between self-esteem and dependency cannot be easily placed within the framework of the four major theoretical concepts. The curvilinear relationship between self-esteem and dependency suggests that the variable associated with training for dependency is "certainty of esteem" (Coopersmith, 1967, p. 231). Coopersmith defined "certainty of esteem" as meaning the individual's conviction that their self-appraisal is a reliable estimate of their worthiness, adequacy, and significance. Coopersmith hypothesized that dependent individuals are unsure, not necessarily demeaning of their worth. These dependent individuals are often nagged by doubts of their true worth in the broader, less explored, and protected areas of achievement and social performance. Coopersmith attributed this to being reared in an environment conducive to dependency, which provides no basis for testing personal adequacy and leaves the individual uncertain of his worth. Coopersmith suggested that parents who restricted their children's freedom and limited their children's explorations prevented them from determining their own sense of personal adequacy. Instead, these children developed an extreme reliance upon other persons' definitions of their self-worth, and usually lacked stable external frames of reference.

Coopersmith (1967) also explained the relationship between independence training and self-esteem. He hypothesized that training children to be independent results in a more certain judgment of their self-worth. Both high and low self-esteem individuals have been given latitude to explore, to move outside the family circle, to develop private worlds of their own, and to free themselves from reliance on others. Individuals with high self-esteem had experiences of success and acceptance. However, individuals with low self-esteem appear to have had minimal successes and support.

Subjective and Behavioral Manifestations of Self-Esteem in Children

The following section discusses the subjective and behavioral manifestations of self-esteem and how they relate back to Coopersmith's conceptual framework.

Coopersmith (1967) suggested that self-attitudes may be conscious or unconscious. These attitudes carry positive and negative affective connotations and are intertwined with intellectual and motivational processes. Individuals need not be aware of their attitudes towards themselves, but they will nonetheless be expressed in their voices, postures, gestures, and performances.

Based on his research findings, Coopersmith (1967) outlined the subjective and behavioral expressions common in high self-esteem children. In general, Coopersmith found that children with high self-esteem display the following characteristics: self-acceptance, self-respect, self-confidence, self-trust, courage to express independent

opinions and convictions, creativity, active participation in groups and new experiences, have less anxiety and self-consciousness, and have less difficulty forming friendships. Later, Coopersmith and Gilberts (1982) developed the Behavioral Academic Self-Esteem (BASE) rating scale to measure global self-esteem based on specific behavioral manifestations of these designated characteristics.

Coopersmith (1967) interpreted how the subjective and behavioral characteristics common to children with high levels of self-esteem fit into his conceptual framework in several ways. First, he suggested that positive self-attitudes lay the foundation for a stable anxiety-free performance by generating the expectation that one's efforts will be followed by success, and that one's judgment is worthy of self-trust. This, in turn, increases the likelihood of exploratory and independent behavior. He concluded that it is the individual's self-trust that provides an effective defense against the insidious negative appraisals of others, and thereby immunizes the individual against rapid and frequent alterations in self-esteem. Secondly, in relation to values, Coopersmith suggested that persons with high self-esteem apparently accept their personal judgment as guides, and are not as concerned about the values declared by others within their social frame of reference. Finally, in relation to aspirations, Coopersmith suggested that persons with high self-esteem have a greater ratio of successes to failures, and that these successes lead to the expectation of more successes, thereby further increasing the high self-esteem individual's chances of success and the sense of significance associated with success.

Nominal Definitions

The various terms utilized in this study are defined in the following manner:

- (1) Self-esteem: "The evaluation which individuals make and customarily maintain with regard to the self. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy. It is a personal judgment of worthiness that is expressed in the attitudes individuals hold toward themselves" (Coopersmith, 1967, p. 4).
- (2) Self-concept: The purely descriptive characteristics or domains that relate to the self (Hughes, 1984). "Self-concept refers to the more global perceptions an individual has about the self" (Blanton, 1985, p. 5).
- (3) Acceptance: "The unconditional love and approval of the child" (Coopersmith, 1967, p. 166).
- (4) Permissiveness: "Characteristically the demands and the firmness of management procedures employed by parents in regulating and satisfying the requirements of their children. It refers to how the child's world is structured with rules and demands" (Coopersmith, 1967, p. 183).
- (5) Strictness: "A clearly defined, structured, and enforced set of demands" (Coopersmith, 1967, p. 184).

- (6) Positive techniques: "Those techniques used to regulate behavior, which include rewards, praise, and support of the desired activity" (Coopersmith, 1967, p. 190).
- (7) Negative techniques: "Those techniques used to regulate behavior, which include physical punishment, isolation, and withdrawal of love" (Coopersmith, 1967, p. 190).
- (8) Democratic childrearing policies: "Clearly established policies that permit the greatest possible latitude in individual behavior, within which discussion, disagreement, and deviation are permitted without punishment or coercion. Policies must be justified, and members must be given voice and choice on issues that affect their welfare and privileges. Freedom within the established limits and the right to participate in ongoing dialogue within those limits and without penalty is the benchmark of the democratic family" (Coopersmith, 1967, pp. 202-203).
- (9) Independence: "Freedom from influence or control of others for judgments of esteem. This definition implies psychological differentiation from others, not lack of awareness, concern, or interest in other individuals" (Coopersmith, 1967, p. 217).
- (10) Preschool children: Children between the ages of three and five.
- (11) Behavior Academic Self-Esteem: Defined as a global measure of self-esteem that is reflected by those subjective and behavioral traits identified by Coopersmith (1967, 1982) as being displayed by children with high levels of self-esteem. (Refer to Appendix B for a listing of these traits.)

CHAPTER 2

REVIEW OF LITERATURE

A literature review was conducted to provide insight into three basic questions:

- (1) Is positive self-esteem important to the effective functioning of the individual?
- (2) Is there a relationship between the early years of the individual's life and the formation of positive self-esteem?
- (3) Is there a relationship between parental childrearing attitudes and behaviors and the formation of positive self-esteem in children, and, in particular, preschool children between three and five years of age?

The Relationship Between Positive Self-Esteem
and Effective Functioning

A number of theorists and clinicians have long regarded the achievement of a favorable attitude toward oneself as being significantly related to personal satisfaction and effective functioning (Adler, 1927; Coopersmith, 1967; Erikson, 1963; Hartmann, 1958; Maslow, 1954; Rogers, 1954; Sullivan, 1953).

The attitude persons hold toward themselves is called self-esteem (Coopersmith, 1967). This attitude is a personal judgment of worthiness and indicates the extent to which individuals believe

themselves to be capable, significant, and worthy. Coopersmith assumed that self attitudes carry affective loadings and have motivational consequences in relation to achievement. Coopersmith also found that persons with high self-esteem appear to be personally effective, poised, and competent. These individuals are capable of creative action, experience less anxiety and demonstrate a greater ability to deal with anxiety, and are more able to move directly and realistically toward personal goals. High self-esteem has also been positively correlated with academic achievement (McCandles, 1967; Ozehasky, 1967; Purkey, 1970). In addition, children with positive self-images show more direction, have a clearer idea of their goals and how to achieve them, and can more easily modify methods of achieving their goals if success is not initially achieved (Hawkes, 1968).

Perhaps Brandon (1969) best summarized the importance of positive self-esteem to the effective functioning of the individual:

There is no value judgment more important to man, no factor more decisive to his psychological development and motivation, than the estimate he passes on himself. The nature of this self-evaluation has a profound effect on man's thinking processes, desires, values and goals. It is the single most significant key to his behavior. (p. 104)

Conversely, the consequences of low self-esteem are less desirable. Persons with low self-esteem are less likely to resist pressures to conform, whereas persons with high self-esteem maintain a fairly constant image of their capabilities and distinctness as a person (Janis, 1954). Children and adults with poor self-esteem are more anxious, less well adjusted, less popular, less effective in groups, less honest with themselves, less curious and more defensive

(McCandles, 1967). Feelings of helplessness and powerlessness to improve their situation; inability to give and receive love; low resistance to pressures to conform; emotional states characterized by self-doubt; and ambivalences in moving toward personal goals are all additional consequences of low self-esteem (Wylie, 1961, 1974). Wylie also found that the majority of persons who seek psychological help acknowledge they suffer from feelings of inadequacy and unworthiness.

The Relationship Between the Early Years of Life and the Formation of Positive Self-Esteem

Many child development specialists agree that the early childhood years are a vitally important period for the formation of the child's self-concept and the evaluative aspect of self-concept, which is self-esteem (Bloom, 1964; McCandles, 1967; McNelly, 1972; Wylie, 1961; Yamamoto, 1972). In fact, Kohut (1972) has postulated that a sensitive period exists for the development of healthy self-esteem regulation. He speculated that the particular circumstances which surround the early formation of the self may influence healthy or pathological self-esteem regulation in later years. He stated that the structure of the self-esteem regulation system is set down early during the initial period of intrapsychic development.

Additional support for the importance of the early years, more specifically the first five to seven years in a child's life, to the formation of self-esteem has been found by several researchers. Schwartz (1966) concluded that individual basic personality attributes and self-concept are established by age five. She also suggested that

the nature of the parent-child interaction, with both parent and child as contributing partners, is the key to the development of the child's self-concept. Butler (1969) hypothesized that by three years of age children are beginning to view themselves as separate and distinct from others. He felt that acceptance of the child at this crucial stage of development was vital to the development of a positive image of self-worth, and was the core precipitator of future behavior. Burns et al. (1987) concluded that the crystallization of self-concept appears to occur in the early school years between kindergarten and second grade. Monte (1987), addressing the ordering of events in self-concept/self-esteem development, suggested that between the ages of four and six, children consolidate and refine the perceptions of bodily self and self-identity. Monte also suggested it was during this time that children begin the consideration of self-valuation and/or self-esteem.

Theoretical support attesting to the importance of the early years as being highly influential in the formation of self-esteem has been found by Blazer (1981) in the writings of Adler (1927), Erickson (1950), and Rogers (1959). Blazer (1981) cited these authors as being in agreement with the premise that parent-child interactions during infancy and early childhood are of crucial importance to the child's developing view of self. Coopersmith (1967) also concluded that sometime preceding middle childhood, individuals arrive at appraisals of their self-worth and this appraisal remains fairly stable and enduring over several years.

The stability of the self-concept from early childhood to adulthood has also been studied. Samuels (1977) found moderate

stability of the self-concept from early childhood to young adulthood. Gordon (1968) suggested that the self-concept formulated during the early years in a child's life is not static, but does have considerable resistance to change. Rubin (1978), using a sample of 380 children 9 through 15 years of age, found that self-esteem measures became more stable as the children grew older. He concluded that children's self-perceptions appear less firmly established and may be more responsive to intervention at earlier ages in development.

The relationship between self-concept, self-esteem and academic readiness and achievement has also received considerable study. A positive correlation between positive self-esteem and academic achievement was found by McCandles (1967), Ozehasky (1967), and Purkey (1970). A positive relationship between self-concept measures and measures of kindergarten readiness was also found by Mills (1984). Based on his findings, he concluded that: (a) the task of developing positive self-concepts during the earlier formative years should not be left to chance and incidental teaching, (b) self-concepts are formed during the early years of children's lives and are determined to a large extent by their parents, (c) parents should be made aware of their important role in the development of their children's self concepts, (d) programs for young children should include the development of positive self-concepts as a major goal, and (e) there should be a harmonious relationship between home and school in order to provide consistent reinforcement of the methods and procedures which help young children acquire positive self-concepts. Gordon (1968)

suggested that what children learn about themselves and their world prior to first grade will largely determine their success in school.

Thus, it appears that (a) the foundations for the development of self-esteem are being laid during the early years of a child's life, (b) the experiences that occur during this period may have a significant effect on the formation of self-esteem, (c) efforts to facilitate the development of positive self-esteem may have a greater impact during the earlier years in a child's life, and (d) efforts to facilitate the development of positive self-esteem should not be left to chance and incidental teaching.

The Relationship Between Parental Attitudes Toward Childrearing and the Formation of Positive Self-Esteem in Children

Many experts agree that parents play a significant role in the formation of a child's self-esteem (Clarke-Stewart, 1977; Samuels, 1977). Some child development authorities have generally accepted the premise that parents exert the original and perhaps most significant influence on the child's present and future emotional health (Champion, 1973). Gordon (1968) concluded that the family is the primary influence for maintaining or changing children's behaviors and attitudes toward themselves and their environment. He felt the family affects children's feelings of personal adequacy and provides the first models for behavior. Hansen and Maynard (1973) hypothesized that parents are the most significant others in the child's environment and, because of this, the child sees the parents as being capable of promoting or diminishing self-worth. Clarke-Stewart (1977) conducted a

thorough review of longitudinal and cross-sectional research on the influence of the family on children's development from birth through nine years of age. She concluded that parents are vital in laying the foundation for children's feelings of competence and self-worth. Similar conclusions were drawn by Purkey (1970) and Thomas (1973) in their attempts to identify parental and home factors which enhanced children's self-concept and positively affected their school achievement. Piers and Harris (1964) suggested that parental attitudes may be the most significant influence in the development of the child's self-concept.

More specifically, the relationship between parental attitudes, personality adjustment, self-concept and self-esteem of children has been studied by several researchers. Quadri and Kaleem (1973) found that those parents who scored higher on measures of acceptance had children who exhibited better adjustment and greater self-esteem in comparison to rejecting and overprotective parents. Sewell, Mussen and Harris (1955) and Zemlich and Watson (1953) all found positive relationships between parental acceptance and self-esteem in children. Atlas (1972) studied the relationship between maternal childrearing practices and self-concept in 96 sixth grade children. He utilized both a questionnaire and interview format to determine maternal and paternal childrearing practices and a questionnaire format to determine self-concept scores in the children. Based on the analysis of his data, Atlas found that high self-esteem scores in the sixth grade population were positively correlated with the following parental childrearing practices: (a) parental warmth; (b) clearly defined

limits of acceptable and unacceptable behavior; (c) a positive approach to discipline, which utilized praise and reward; and (d) consistency in their behaviors and childrearing practices. Schwartz (1966) compared mothers' attitudes toward childrearing, using the Interview Schedule devised by Sears, Maccoby and Levin (1957) and her own self-concept measure, the Behavioral Rating Scale. Subjects included 40 preschool and kindergarten children and their mothers. She found the following maternal characteristics had positive correlations with high self-esteem in preschool aged children: (a) perceiving the child as an individual, (b) high self-esteem, (c) acceptance toward the child, (d) affection and warmth, (e) satisfaction with her current role, (f) an appropriate intensity of interaction with the child, and (g) an adequate family emotional climate. Schwartz concluded that the nature of the parent-child interaction was the key to self-concept and the development of self-esteem in children. Wylie (1961), following a thorough review of the self-concept literature, identified several parental behaviors that were related to the formation of a positive self-concept in children. Parents: (a) provided reinforcement of acceptable behaviors, (b) provided standards of conduct, (c) provided realistic views of the child's abilities and limitations, and (d) provided feedback regarding behaviors. Olowu (1983) also found a positive correlation between parenting attitudes and childrearing practices and self-concept in adolescents. Olowu (1983) had over 686 adolescents complete a tool designed to rate their parents' childrearing techniques and attitude towards them. In addition, he had the adolescents complete a culture-fair self-concept scale. Olowu

found that self-concept ratings correlated at the .001 level with childrearing technique ratings. Olowu concluded that childrearing practices are very highly related and crucial to the child's self-concept. He felt that the child's self-concept is learned and most of what is learned comes from the parents. Because a child has such a physical, emotional, and social dependence on the parents, the parents are extremely influential in the child's learning about self.

Following an extensive review of the literature on self-esteem, Blazer (1981) and Blanton (1985) found Coopersmith's (1967) study regarding the antecedents of self-esteem to be one of the most definitive. Coopersmith attempted to assess the effects of selected parental characteristics and specific parental childrearing attitudes and behaviors on the formation of self-esteem in children. He attempted to determine the antecedent conditions that were significantly associated with the formation of self-esteem in children. His findings were based on a series of assessments and interviews of 85 white, middle-class, 10 to 12 year old boys and their mothers. He utilized the following tools to obtain information on mother-child interactions and parental attitudes: (a) Parent Attitude Research Instrument (Schaefer & Bell, 1957), (b) Mother's Questionnaire (Coopersmith, 1967), (c) Self-Esteem Inventory (Coopersmith, 1967), (d) Behavior Rating Form (Coopersmith, 1967), and (e) Subject's Questionnaire (Coopersmith, 1967). Table 1 summarizes Coopersmith's findings regarding specific parental attitudes and behaviors and other antecedent conditions that he found to be associated with the formation of high, medium, and low self-esteem in preadolescent boys. Even

though there were certain antecedent conditions that were identified as being significantly associated with the formation of high self-esteem, Coopersmith (1967) was quick to point out that "there are virtually no patterns of behavior or attitudes that are common to all children with high self-esteem" (p. 237). Coopersmith suggested that perhaps a combination of the conditions listed are required for the development of high self-esteem. In particular, the two possible combinations that should result in the highest and most stable levels of self-esteem are: (a) a high self-esteem model, and (b) respectful and accepting pattern of treatment.

Corroboration for Coopersmith's (1967) findings, regarding the value of parental warmth and acceptance, especially during early and middle childhood, was found by Sears (1970). Sears found both parental warmth and acceptance to be significantly correlated with the formation of positive self-esteem for both boys and girls. Other factors that Sears identified as being significantly associated with high self-esteem for both sexes include: (a) small family size, (b) early ordinal position in the family, and (c) high reading and math achievement. For boys only, high self-concept was associated with low father dominance in husband-wife relations. In both sexes, femininity was associated with poor self-concept. Sears utilized information obtained from both parents through interviews, which were coded and gave measures of parents' childrearing attitudes and practices, obtained when the children studied were age five (Sears, Maccoby & Levin, 1957). In 1970, Sears again studied these same children, now

Table 1. Summary of parental attitudes and behaviors and other antecedent conditions that are significantly associated with the formation of high, medium, and low self-esteem in preadolescent boys.

High Self-Esteem Group	Medium Self-Esteem Group	Low Self-Esteem Group
<p><i>Parental Attitudes and Behaviors:</i></p> <ol style="list-style-type: none"> 1) Acceptance 2) Strictness in training 3) High standards for conduct 4) Consistent enforcement of rules 5) Use of reward vs. punishment as the preferred method of controlling behavior 6) Use of management techniques such as isolation, denial, and restraint vs. harsh physical punishment or withdrawal of love as a means of enforcing rule infractions 	<ol style="list-style-type: none"> 1) Acceptance 	<ol style="list-style-type: none"> 1) Rejection 2) Permissiveness 3) Lack of standards for conduct 4) Lack of and inconsistent enforcement of rules 5) More frequent use of punishment as a method of controlling behavior 6) Use of harsh physical punishment and withdrawal of love as a means of enforcing rule infractions

Table 1--Continued.

High Self-Esteem Group	Medium Self-Esteem Group	Low Self-Esteem Group
<p>7) Democratic childrearing practices which include:</p> <ul style="list-style-type: none"> a) Closely defined rules that are strictly enforced b) Parental respect and treatment that recognizes the rights and opinions of the child and is noncoercive c) Allowing child a certain degree of behavioral latitude within the established limits <p>8) Training to be independent, recognizing rights to physical and psychological privacy and separateness as a person</p> <p><i>Other Antecedent Conditions:</i></p> <ul style="list-style-type: none"> 1) Parents have high self-esteem 2) Parents had stable marital relationships w/clear lines of authority and responsibility 3) Fathers had a high degree of involvement w/their sons 4) First and only child 5) Higher scores in measures of academic achievement 	<p>8) Tendency to foster dependency by not recognizing rights to physical and psychological privacy and separateness as a person</p>	<p>7) Harsh autocratic childrearing practices which include:</p> <ul style="list-style-type: none"> a) Poorly defined limits b) Lack of respectful treatment, lack of recognition for rights and opinions of child c) Does not allow child to be part of decision making <p>8) Training for independence, recognizing rights to physical and psychological privacy and separateness as a person</p>

age 12, and based his findings on the analyses of these data. He suggested that the mechanism responsible for the child's positive evaluative attitudes is social reinforcement from loved ones who serve not only as reinforcers, but as models. Thus, children adopt the same attitudes toward themselves that they have had demonstrated to them.

The work done by Kawash, Kerr, and Clewes (1984) and Flynn (1979) offers further support to Coopersmith's (1967) findings. Kawash et al. (1984) studied fifth and sixth grade boys and girls. They found that (a) boys who perceived their parents as accepting had significantly higher self-esteem scores, and (b) girls who perceived their parents as granting psychological autonomy had significantly higher self-esteem scores. Flynn (1979) found that mothers who advocate more control had sons with positive self-concepts. Flynn's sample consisted of three and one-half year olds through five year olds and their mothers.

Graybill's (1978) findings lend support to both Coopersmith's (1967) and Sears' (1970) findings. Graybill's sample included 7-15 year old boys and girls. He found: (a) there was a positive relationship between maternal childrearing behaviors and the child's self-esteem; (b) children with high self-esteem viewed their mothers as accepting, understanding, and liking them; and (c) children whose mothers used more drastic forms of punishment, for example, withdrawal of love or guilt, had lower self-esteem.

Still other researchers who have studied the relationship between parental attitudes and behaviors and the self-esteem level of children have identified some conflicting and confounding results. Elrod and Crase (1980), in their study regarding the correlates of self-esteem

between four and five year old children and parental behaviors, found that: (a) boys had higher self-esteem scores than girls, (b) mothers' behaviors were significantly related to their daughters' self-esteem and not to their sons' self-esteem, and (c) fathers' behaviors were not related to either their daughters' or their sons' self-esteem. They also found that the behaviors of the mother that were related to high self-esteem in daughters included: (a) active involvement with the child, (b) giving immediate assistance when needed, and (c) imposing limits. These authors concluded that the sex of the child must be taken into account when looking at specific maternal and paternal behaviors that relate to positive self-esteem in children. Growe (1980) found that maternal control was negatively related to self-esteem in fifth and sixth grade girls and not boys. Protective behavior by both parents was negatively related to self-esteem of boys and not to girls. Greater support and milder punishment from mothers positively correlated with the self-esteem of both sexes. In general, Growe (1980) found fewer positive correlations between parental behaviors and girls' self-esteem than for boys' self-esteem levels. He concluded that except for supportive parental behavior, there appears to be a variability among samples regarding the types of parental behaviors which engender positive self-esteem in children.

Blanton (1985), using the Maryland Parent Attitude Survey (MPAS), found only a few significant relationships between the variables of self-esteem and parent attitudes in his four through six year old preschool population. Rejecting parenting attitudes were negatively correlated with boys' self-esteem. Protective parenting attitudes were

positively related to boys' and girls' self-esteem, but were qualified due to the low reliability of the MPAS Protective subscale. Engel (1987) investigated the correlations of 8 to 11 year old children's self-esteem, parental childrearing practices (warmth and control), and the children's perception of parental support. Both parents and 30 children, 14 boys and 16 girls, participated in the study. Some interesting results emerged regarding differences between the families of boys and girls. There were no differences in parental warmth and two aspects of parental control (authoritarianism and rational guidance) between mothers and fathers of either sex. The childrearing practices of girls' mothers and girls' fathers were very similar. However, boys' mothers scored significantly higher in warmth than boys' fathers. Boys' mothers also scored higher than boys' fathers in use of rational guidance (reasoning). Engel found an unusual result in that girls' self-esteem was negatively correlated with maternal warmth and maternal authoritarian control. There were no significant correlations between boys' self-esteem and maternal warmth and authoritarian control. The relationships between fathers' use of rational guidance was negatively correlated with boys' self-esteem, but positively correlated with girls' self-esteem. Engel suggested the need for further study to gain insight into the relationship between maternal and paternal roles and sex of the child. Thus it appears several researchers have found some variability among samples regarding the types of parental attitudes and behaviors which engender the development of positive self-esteem in children.

The relationship between parental beliefs and behaviors and children's academic achievement and self-esteem has also been studied.

Kinney (1988) found significant relationships between parental beliefs and behaviors, and academic achievement and self-esteem among fifth grade students and their mothers. The higher the degree of democracy in maternal behavior, the greater likelihood of higher achievement, academic self-esteem, and general self-esteem in the children; and the higher the degree of autocracy or anarchy in maternal behaviors perceived by the children, the greater the likelihood the children would score low in achievement, academic self-esteem, and general self-esteem. Kinney determined that demographic variables were found to influence academic achievement, but were not significantly related to children's self-esteem.

The functions of parental attitudes [using the Revised Parent Attitude Research Instrument (Schludermann & Schludermann, 1977)] and behavior antecedents in the development of child personality were studied by Stevens (1982). His sample consisted of 44 college freshmen. He found that the maternal antecedents of trust, acceptance, firm control, family harmony, and moderate authoritarianism were significantly related to all of the positive child personality traits except self-control. The paternal antecedents he found most significantly related to all of the positive child personality traits were trust, acceptance, and democratic attitudes.

Based on the studies reviewed that cited relationships between parental characteristics and self-esteem in children, only a few studies (Blanton, 1985; Elrod & Crase, 1980; Flynn, 1979; Schwartz, 1966; Sears, 1970) involved children under six years of age. Thus, there appears to be a paucity of research that deals with parental

correlates of self-esteem in preschool children. This is unusual in view of the research that supports the importance of this time period in the formation of self-esteem.

A rationale to explain the paucity of research relating parental correlates of self-esteem in preschool aged children has been offered by both Blanton (1987) and Hughes (1984). Both authors cited similar reasons for lack of research in this area: (a) primarily, the lack of psychometrically sound research instruments, and (b) confusion and lack of differentiation among researchers regarding the concepts and constructs of self-esteem and self-concept. Hughes reviewed 19 measures of self-concept and self-esteem for their psychometric adequacy and their age appropriateness for use with children 3 to 12 years of age. Based on her review, she did not recommend that self-report measures of self-esteem in preschool children ages three to six be used. In general, she felt the self-report scales may actually be measuring preschoolers' cognitive skills, such as attentiveness, test-taking skills, and receptive vocabulary, not measures of self-concept or self-esteem. Hughes concluded that adult (parent or teacher) report measures of self-esteem in preschool aged children may, at this point in the development of self-esteem assessment scales, be the most adequate. Of the instruments based on teacher observation, she found the Behavioral Academic Self-Esteem Scale (Coopersmith & Gilberts, 1982) to be the measure of choice for children preschool through sixth grade. She contends that it is the most adequate instrument available at the present time.

Cohen's (1984) research also lends support to Hughes' (1984) findings. In Cohen's study, which correlated elementary student self-ratings of self-esteem and teacher-ratings of self-esteem, using Coopersmith and Gilbert's (1982) Behavioral Academic Self-Esteem Rating Scale, he found that measures completed by teachers more accurately assessed the children's level of self-esteem.

Summary

In summary, evidence has been presented to support the following assumptions:

- (1) Positive self-esteem is an important determinant to the effective functioning of the individual in our society.
- (2) The foundations for the child's self-concept and self-esteem appear to be established in the early years of a child's life.
- (3) The experiences children encounter during the early years of their life appear to have a significant influence on the formation of their self-esteem.
- (4) Parents play a critical role in the formation of a child's self-esteem.
- (5) Efforts to facilitate the development of a positive self-esteem may have a greater impact during the early years of a child's life.
- (6) Efforts to facilitate the development of a positive self-esteem should not be left to chance.
- (7) Parents and teachers need to be aware of factors, methods, and procedures that influence the development of positive self-esteem.

- (8) Specific parental attitudes have been found to be positively correlated with the development of positive self-esteem in school aged children, 6 to 15.
- (9) There appears to be a paucity of research involving parental attitudes as correlates of self-esteem in preschool aged children.
- (10) There appear to be some conflicting data regarding the maternal and paternal correlates of high self-esteem in male and female children.

Objectives

Based on the research findings presented, the objectives of this study were as follows:

- (1) Ascertain and describe prevailing maternal attitudes toward childrearing with a defined population of mothers of preschool children four to five years of age, utilizing those questions taken from the Parent Attitude Research Instrument (Schaefer & Bell, 1958) that Coopersmith (1967) found to be positively related to high self-esteem in 10-12 year old children.
- (2) Ascertain and describe prevailing levels of self-esteem within this same defined preschool population of four and five year old children, utilizing teacher ratings of self-esteem based on total scores obtained from the Behavioral Academic Self-Esteem rating scale (Coopersmith & Gilberts, 1982).
- (3) Ascertain what correlations may exist between maternal attitude measures and the measures of self-esteem within this population

of four to five year old preschool aged children and their mothers; in addition, compare and contrast mother-son and mother-daughter outcomes.

Research Hypotheses

Based on the preceding review of literature, the following hypotheses were investigated in this study:

- (1) Mothers who score high on maternal childrearing attitude subscale measures of acceptance, strictness versus permissiveness, democratic practices, and training for independence will have sons and daughters with higher self-esteem scores as measured by the teacher completed BASE rating scale.
- (2) Mothers who agree that rewarding children for doing well is more effective than punishing children for not doing well will have sons and daughters with higher self-esteem scores as measured by the teacher completed BASE rating scale.
- (3) Mothers who use methods of control (isolation techniques, physical restraint and denial of privileges versus physical punishment and withdrawal of love) will have sons and daughters with higher self-esteem scores as measured by the teacher completed BASE rating scale.

CHAPTER 3

METHODS AND PROCEDURES

Sample Population

The population in this study was comprised of 65 mothers and their four and five year old male and female children. All of the children attended either Montana State University's Child Development Center or the Associated Students of Montana State University (ASMSU) Day Care Center, during both fall and winter quarters of the 1989-1990 academic year. The self-selected sample consisted of 51 respondents who completed both the General Information Questionnaire and the Mother's Questionnaire (N=51), and the 51 four to five year old children of these respondents (N=51).

Maternal ages ranged from 22 to 43 years of age. Married respondents comprised 86.3% of the sample (N=44), divorced respondents comprised 9.8% of the sample (N=5), widowed respondents comprised 2% of the sample (N=1), and separated respondents comprised 2% of the sample (N=1).

Maternal educational attainment ranged from high school degree to doctoral level of education. High school educated respondents comprised 7.8% of the sample (N=4), college educated respondents comprised 68.6% of the sample (N=35), college plus one to four years of

graduate school comprised 21.6% of the sample (N=11), and other respondents included one doctoral level of education.

Reported maternal occupations were varied. Reported maternal occupations were grouped according to Hollingshead's (1975) index of social status. Full time mothers/homemakers comprised 29.4% of the sample (N=15); professionals, business owners, and managerial occupations comprised 19.6% of the sample (N=10); technicians, semi-professionals, small business owners, and clerical workers comprised 17.6% of the sample (N=9); skilled workers, semi-skilled workers, and manual laborers comprised 4% of the sample (N=2); full-time university students comprised 19.6% of the sample (N=10); and university students that were also employed part-time comprised 9.8% of the sample (N=5).

Combined family income ranged from less than \$20,000 per year to over \$40,000 per year. Respondents with annual incomes less than \$20,000 comprised 30.4% of the sample (N=14), respondents with combined annual incomes ranging from \$20,000 to \$30,000 comprised 26.1% of the sample (N=12), respondents with combined annual incomes ranging from \$31,000 to \$40,000 comprised 26.1% of the sample (N=12), and respondents with combined annual incomes over \$40,000 comprised 17.8% of the sample (N=8).

Ages of the respondents' 51 children ranged from four to five years of age (N=51). Four year old children comprised 52.9% of the sample (N=27) and five year old children comprised 47.1% of the sample (N=24). Female children comprised 56.9% of the sample (N=29) and male children comprised 43.1% of the sample (N=22). Children attending Montana State University's Child Development Center comprised 62.7% of

the sample (N=32), and children attending the ASMSU Day Care Center comprised 37.3% of the sample (N=19). For the purposes of this study, children from both Montana State University's Child Development Center and ASMSU Day Care Center will be viewed as one group, making a total sample size of 51.

Only mothers were used in this study for several reasons. The first reason is that several researchers generally considered that mothers exerted the primary influence on the child under the age of six (Schaefer & Bell, 1958; Sears, 1970). Second, Coopersmith (1967), in his original study regarding the parental correlates of self-esteem in children, only surveyed maternal attitudes toward childrearing. Since this study attempts to correlate only those maternal attitudes that Coopersmith found positively associated with self-esteem, only mothers were used.

Measures

Tool: Parent Attitude Research Instrument

The Parent Attitude Research Instrument (PARI) was originally developed by Schaefer and Bell (1958) and consisted of 115 items. It contained 23 five-item scales and was designed to measure attitudes that were theoretically relevant to personality development in children. It was designed to be a supplement to interview and observation as methods for studying maternal behavior. Schaefer and Bell's decision to measure maternal attitudes was based on their belief that the most extensive and intensive social interactions of the child occurred within the context of the family and especially with the

mother. Schaefer and Bell cited both Bettelheim (1952) and Bronfenbrenner (1953) as supporting this hypothesis.

Subsequent studies on the PARI as a research instrument revealed a number of drawbacks (Schludermann & Schludermann, 1974). The most serious of these were acquiescence response set biases noted by Becker and Krug (1965) and Zuckerman, Norton and Sprague (1958). Becker and Krug also suggested that PARI measures of authoritarian attitudes were strongly influenced by the educational level of the respondent, and suggested the PARI be used with only homogeneous upper-middle class families, or at least control for the educational level or occupation and income of the father. However, Yater, Olivier and Barclay (1968) found that the factorial structure of the PARI over a relatively homogeneous group of mothers from culturally impoverished neighborhoods appeared to be substantially the same as other studies using different populations of mothers. Yater et al. (1968) acknowledged problems with acquiescence response sets, yet suggested that the PARI may have considerable heuristic value in terms of formulating various hypotheses relating to childrearing practices among different groups of parents.

Construct Validity

In 1965, Becker and Krug conducted a research review of the Parent Attitude Research Instrument developed by Schaefer and Bell (1958). Becker and Krug (1965) found evidence of some construct validity based on the work of Zuckerman and Oltean (1959). Zuckerman and Oltean correlated the PARI scales with the Edwards Personal Preference Schedule (EPPS), the Minnesota Multiphasic Personality Inventory

(MMPI), the "F" Scale, and a test of self-acceptance based on discrepancy between self and ideal concepts.

When the PARI was correlated with the EPPS, a number of EPPS variables showed significant correlation to the hostility-rejection factor from the PARI for mothers of students but not for student nurses.

When the PARI was correlated with the MMPI, the authoritarian control factor was found to relate to the MMPI Masculinity-Femininity Scale ($r = .56$). The hostility-rejection factor was found to highly correlate to pathological tendencies on the MMPI.

The "F" Scale was found to correlate .51 with the PARI authoritarian control factor in a psychiatric patient group, and .61 in a student nurse group. However, it was found that this correlation reduced to .44 when the effects of the acquiescence response sets were partialled out (Zuckerman et al., 1958).

The test of self-acceptance was found to have a $-.37$ correlation with the PARI hostility-rejection factor, but did not relate to authoritarian control.

Becker and Krug (1965) found further evidence that suggested some construct validity for the PARI by correlating two main factors derived from Sears-type interviews with parents and the hostility-rejection and authoritarian-control factors of the PARI. The researchers strongly suggested further study be directed toward correlating the PARI with other parent assessment tools. To this author's knowledge, correlational studies comparing the PARI to other parent assessment tools have not been performed.

In summary, Becker and Krug (1965) contended that there is some support for the construct validity of the PARI, but cautioned future users to be aware of the contaminating influences of acquiescent response sets.

Predictive Validity

According to Becker and Krug (1965), the PARI has little predictive ability. Becker and Krug found that in all the studies which tried to correlate PARI scores with child behaviors, there were either negative results or equivocal results because of a failure to control for parent educational level. Becker and Krug did feel studies that controlled for education and occupational levels had produced the most interpretable findings.

Reliability

Schaefer and Bell (1958), using the Kuder-Richardson formula 20 on 60 multiparae and 60 primiparae, found internal consistency reliability coefficients exceeded .50 in all but one of the original 23 five-item scales (rapport scale). Becker and Krug (1965) found test-retest reliabilities that were calculated after three months on 60 subjects to be generally good. However, the actual reliability of coefficients was not reported.

Critique Summary

Becker and Krug (1965), acknowledging problems with acquiescent response set bias, suggested that the PARI could be used as an economical first approach to the assessment of parental attitudes.

However, they cautioned that it should not be used for making clinical decisions nor for predicting actual parental behavior.

Coopersmith (1967) acknowledged Becker and Krug's (1965) critique, but defended the usage of the PARI (Schaefer & Bell, 1958) in his study, since it was one of several instruments used to study maternal characteristics and maternal-child interaction. He claimed that the maternal attitudes being scrutinized in the PARI questionnaire were also being scrutinized by more intensive interviews and child reports of past and present maternal behaviors. In this way, he felt the responses to the PARI could be appraised in a broader, more varied context.

Schludermann and Schludermann (1974) attempted to minimize the acquiescence and opposition set response biases reported in the original PARI (Schaefer & Bell, 1958). However, the factorial structure of the PARI was changed. While acknowledging the importance of minimizing acquiescence, opposition, and extreme set biases, these authors suggested that future users may wish to combine scales from Schaefer and Bell's (1958) original PARI or from Zuckerman's (1959) reversed scale (designed to control acquiescence response sets) in ways that best suit their research objectives.

Coopersmith (1967), in his study regarding the antecedents of self-esteem, modified Schaefer and Bell's (1958) original scale by selecting 80 of the original 115 items that best reflected the parental childrearing attitudes that appeared to be most relevant to the formation of positive self-esteem in children. Coopersmith's modified questionnaire was designed to measure maternal attitudes and actions.

Certain styles of parent-child interaction were assumed based on maternal responses to these various questionnaire items. Coopersmith chose to focus on parental attitudes even though he acknowledged that children influence parental action. However, Coopersmith felt that parents exert a much greater influence on the parent-child relationship when the child is so young and vulnerable and dependent on the parents.

In his original study, Coopersmith (1967) used his modified questionnaire (PARI) only on mothers. He did not directly include fathers, citing problems with logistics, time, and money.

For the purposes of this study, only the questionnaire items [taken from Coopersmith's (1967) modified Parent Attitude Research Instrument] that Coopersmith found to be particularly representative of the maternal attitudes positively associated with high self-esteem in 10-12 year old boys were used. (Refer to the operational definitions section of this chapter for a description of the maternal responses that Coopersmith found related to high self-esteem in 10-12 year old boys.)

Tool: Behavioral Academic
Self-Esteem Rating Scale

The Behavioral Academic Self-Esteem (BASE) rating scale was chosen as the tool to measure the self-esteem level of the preschool children in this study (Coopersmith & Gilberts, 1982). The BASE was the result of revisions and factor analysis of Coopersmith's (1967) Behavior Rating Form (BRF). The BRF was originally constructed to measure global self-esteem and was designed to be rated by clinical psychologists. The behaviors listed on the BRF were assumed to be

external manifestations of an individual's prevailing self-appraisal. The behaviors were selected based on observations of children's behaviors and interviews with teachers, principals, psychologists, and the research committee members. Since there was a need for a tool that could be utilized by teachers and professionals other than clinical psychologists, new items were added to describe the behaviors specific to the academic environment and to effective school performance. The behaviors listed on the BRF were factor analyzed, and those achieving the highest weightings on the five resulting factors were included in the BASE.

The primary function of the BASE scores is to discriminate between children at high and low levels of academic self-esteem (Coopersmith & Gilberts, 1982). The principle score in making this discrimination is the BASE total score; however, Coopersmith and Gilberts (1982) suggested that both total and factor scores may be used in various ways. For example, it may help determine individual student strengths and weaknesses in relation to academic self-esteem, and also help determine interventions designed to increase a student's academic self-esteem. In general, Coopersmith and Gilberts suggested the following uses as being appropriate applications of the BASE results: (a) identification of high and low self-esteem students using the total BASE score; (b) planning instruction based on factor scores, which suggest strengths and needs; (c) facilitation of discussion and joint efforts between parents and teachers to enhance the student's self esteem; (d) research, since the BASE is a useful affective measure for older and younger children; (e) testing preschool age children, since

academic self-esteem can be more effectively measured with the BASE than with self-report measures; and (f) diagnostic and prescriptive programs may be founded on the BASE and its counterpart, Building Self-Esteem by Reasoner (1982).

Factor Structure

The factors emerging from the factor analysis of the items reflected Coopersmith's (1967) theory of self-esteem and emphasized traits pertinent to children's self-esteem as revealed in their academic performance. This is the source of the term "academic self-esteem." The specific factors measured in the BASE are described in Appendix A. The specific questions, designed to reflect the behavioral expressions of these factors, can be found in the BASE manual (Coopersmith & Gilberts, 1982).

Administration

Coopersmith and Gilberts (1982) suggested that the observer be familiar with the child in a variety of situations in order to recognize and reliably report the child's typical responses. They suggested the person who is to rate the child have a minimum of five to six weeks' experience with the child on a daily basis in a setting associated with learning. They emphasized the importance of the rater knowing the child well. Preferably the rater should be the child's educator versus the parent. Coopersmith and Gilberts found weak interrater reliability when parents and teachers were compared.

Coopersmith and Gilberts (1982), based on the work of Anastasi (1976), identified some of the general problems associated with the use

of rating scales: (a) the descriptions of behaviors to be rated may be ambiguous; (b) problems with accuracy (raters must observe the child to be rated on several occasions over a period of time); (c) problems with the halo effect, in which a few behaviors influence the rater's rating of other behaviors; (d) problems with leniency error, in which the rater is hesitant to assign low ratings to persons observed; and (e) problems with the error of central tendency, in which raters tend to assign middle-of-the-road ratings. Coopersmith and Gilberts made systematic attempts to minimize the influence of such sources of error, but suggested that users be forewarned of these errors, which may help eliminate their occurrence.

BASE items are rated according to the frequencies of behaviors (Coopersmith & Gilberts, 1982). An item that describe the way a child "never" acts is rated 1; if the child "seldom" acts in the way described, the item is rated 2; "sometimes" is rated 3, "usually" is rated 4; and "always" is rated 5. If the observer is uncertain about a rating, it is suggested that a rating of 3 be given, for "sometimes." (Coopersmith and Gilberts provide specific instructions on rating each BASE item on page IV-2.)

Scoring

The BASE is scored simply by adding the item ratings for each factor. The factor scores are then summed to obtain the total BASE score. For each total BASE score there is an appropriate classification, such as high self-esteem, moderate self-esteem, and low self-esteem (see Table 2).

Table 2. Classifications of academic self-esteem and their respective ranges for male and female four year old preschool children (limited sample N=150).*

Levels of Academic Self-Esteem	Student Initiative	Social Attention	Success/Failure	Social Attraction	Self-Confidence	BASE Total
High self-esteem	23-30	12-15	8-10	12-15	9-10	62-80
Moderate self-esteem	15-22	8-11	4-7	8-11	5-8	42-61
Low self-esteem	6-14	3-7	2-3	3-7	2-4	16-41

*Coopersmith & Gilberts, © 1982, Behavioral Academic Self-Esteem (manual). Reproduced with special permission of the publisher, Consulting Psychologists Press, Inc., Palo Alto, California 94306. Further permission is prohibited without the publisher's consent.

BASE Classifications

The BASE classifications, which describe the levels (high, moderate, low) of academic self-esteem, were based on a statistical procedure that divides the scores in the norm sample into three groups. For each factor and total score, the three groups are composed of a set of percentages of the total sample. The moderate classification is 68 percent of the scores, and high and low classifications each have 16 percent of the scores. The range of scores in each group depends on how closely the scores are clustered. These classifications were based on statistics derived from the original BASE norming sample of 4,000 cases.

Normative Data

The original norming sample consisted of over 4,000 children with families ranging from the lower-middle to upper-middle socioeconomic classes. The original data were collected between 1974 and 1978, with additional data being collected from 1974 and 1979. The original data

included children in the grade range of kindergarten through eighth grade. The majority of the children were regular-education students, but educationally handicapped and mentally gifted students were also included. Later data collection included preschool four year old children. Coopersmith and Gilberts (1982) observed three important characteristics in the original data: (a) female students generally rated higher than males, (b) preschoolers were rated higher than kindergarten and primary school students, and (c) gifted students were rated higher than regular classroom students.

Reliability

Estimates of internal consistency were based on correlations of individual items with the total score. All correlations of single items with the total score were significant to the .001 level and ranged from a low of .37 to a high of .76 with a mean z transformation of the correlation coefficients of .61. This level of relationship suggested that the items and total score were measuring common elements. The size of these correlations indicated a degree of redundancy that is necessary in factor clustering (Coopersmith & Gilberts, 1982).

Another estimate of internal consistency was based on intercorrelations of factor scores with the total BASE scores. The intercorrelation matrices do not show substantial differences in the level of inter-factor relationships across sexes. With Fisher's z coefficients, the correlations were converted to average internal

consistency relationships, and the resulting reliabilities of the BASE ratings were .83 for boys and .84 for girls.

Interrater reliabilities among different teachers for the same children showed a strong positive correlation of .71. However, when ratings of teachers and parents were correlated, a weak correlation of .36 was found. Based on these findings, Coopersmith and Gilberts (1982) suggested caution in using parents or non-teachers to rate BASE items.

Validity

The validity of the BASE was judged on its predictiveness, that is, its relationship to a significant social criterion. One criterion used for evaluating the BASE was the student's level of achievement on the Comprehensive Test of Basic Skills (CTBS), Form S, a comprehensive norm-referenced academic achievement test. Total CTBS scores correlated with total BASE scores at the .50 level among sixth grade students. At the kindergarten level, the BASE had a weaker correlation with school achievement scores at the $r = .36$ level. The authors (Coopersmith & Gilberts, 1982) suggested more data are needed for more accurate estimates of the BASE's predictive validity with kindergarten children.

The BASE was also correlated with the CTBS for second through fifth grade students. The mean z -transformation correlation coefficient was .55 for total BASE-CTBS score correlations.

Construct validity was examined using the approach by Cronbach and Meehl (1955). These authors' hypothesis predicted that after the

first major revision of a scale, five major factors were likely to emerge as being significant. Following factor analysis, the BASE items factored into five components in the following order of descending power: (a) Student Initiative, (b) Social Attention, (c) Success/Failure, (d) Social Attraction, and (e) Self-Confidence. Thus, the construct validity of the BASE is supported by the general consistency of these results (Coopersmith & Gilberts, 1982).

Student Sex Comparisons

In the sample of school age children, teacher ratings for girls were significantly higher than boys. Variances for boys and girls were virtually even, with a slightly higher standard error of measurement occurring on boys' ratings. In the ratings of preschool children, differences between sexes were minimal.

Grade Level Differences

Correlations were computed between grade level and BASE scores. On one correlation sample, three BASE factor scores and the total BASE scores had a significant negative correlation with grade level. On another sample, near-zero correlations were found between grade level and BASE factor score and total scores.

Operational Definitions

- (1) Self-esteem: For the purposes of this study, self-esteem levels in preschool children will be measured by teacher response to the 16 items contained on the Behavioral Academic Self-Esteem rating scale.

High self-esteem levels will be measured by total BASE scores that fall within the 62-80 point range; medium self-esteem levels will be measured by total BASE scores that fall within the 42-61 point range; and low self-esteem levels will be measured by total BASE scores that fall within the 16-41 point range.

- (2) Maternal attitudes: For the purposes of this study, the maternal attitudes designed to reflect high acceptance of children will be measured by strongly agree or mildly agree responses to mother's questionnaire item numbers 1 and 4, and by strongly disagree or mildly agree to questionnaire item numbers 2 and 3.

Maternal attitudes designed to reflect strictness versus permissiveness will be measured by strongly agree or mildly agree responses to mother's questionnaire item numbers 5, 6 and 7.

Maternal attitudes designed to reflect attitudes towards positive methods of control will be measured by strongly disagree or mildly disagree responses to questionnaire item number 8. They will also be measured by the following responses to questionnaire item number 9: isolation techniques, denial of privileges, physical restraint versus physical punishment or withdrawal of love.

Maternal attitudes designed to reflect democratic childrearing practices will be measured by strongly agree or mildly agree responses to questionnaire item numbers 11, 12 and 13; and strongly disagree or mildly disagree responses to questionnaire item number 10.

Maternal attitudes designed to reflect training for independence will be measured by strongly agree or mildly agree responses to questionnaire item number 15, and strongly disagree or mildly disagree responses to questionnaire item numbers 14, 16 and 17.

Procedures

Permission to conduct this research study through Montana State University's Child Development Center and ASMSU Day Care Center was formally obtained in writing from each of centers' directors (see Appendix B). The head teachers of the four and five year old children attending each center were also contacted in person. The purpose of the study, the teacher rating tool to be used, and the estimated time requirements, were described and explained. The head teachers who agreed to participate in the study received a detailed inservice following the Behavior Academic Self-Esteem (Coopersmith & Gilberts, 1982) manual guidelines. The head teachers were then asked to rate each of the four and five year old children in their respective classes using the scoring system described in the rating tool manual. Total BASE scores were tabulated by this researcher, and each four-five year old child was assigned to a high, medium, or low self-esteem level category.

Mothers of the four and five year old children who attended Montana State University's Child Development Center and ASMSU Day Care Center were contacted in writing regarding the purpose of the research study, and were requested to participate in this study (see Appendix

C). One week after the cover letter was sent, a second cover letter and the general information mother's questionnaire (see Appendix d) were distributed to each mother. The mothers were asked to return their confidential responses to the questionnaire items by the date requested on the form. A follow-up letter was distributed to each of the mothers one week after the requested deadline for returning questionnaires; this letter thanked those mothers who participated in the research study and urged all mothers who had not yet returned their forms to do so (see Appendix E).

Data Reduction and Transformation

Following receipt of the completed mother's questionnaire items and the completed teacher rating scales, the data were tabulated and various scores were determined. The scores on the mother's questionnaire and the total BASE rating scale scores were coded and related using a variety of statistical techniques designed for use with the Statistical Analysis System (SAS Institute, Inc., 1985) computer software program.

Data Analysis

The data obtained from this study were subjected to three main methods of statistical analyses. Pearson product moment correlational analyses were used to determine whether a relationship existed between: (a) Mother's Questionnaire items (designed to measure various maternal childrearing attitudes) and total BASE score measures of self-esteem in the total sample of four to five year old preschool children, and (b)

total BASE scores and children's ages. A minimum significance level of $p \leq .05$ was used to determine significance levels in these analyses. The chi-square test for homogeneity was utilized to determine whether total BASE scores (measures of preschool self-esteem) were homogeneous with respect to: (a) maternal responses to Mother's Questionnaire items, and (b) the sex differences in the preschool sample. A one-way ANOVA was used to determine if there was a significant difference between the maternal response patterns of disagree and strongly disagree to Mother's Questionnaire item number 8 ("It is more effective to punish a child for not doing well than to reward him for succeeding").

CHAPTER 4

RESULTS

A variety of independent variables and how they related to self-esteem levels in four to five year old preschool children were examined in this study:

- (1) Maternal childrearing attitude subscale measures of acceptance, strictness, democratic practices, and training for independence.
- (2) Maternal childrearing attitude subscale measure of positive methods of control (use of rewards versus punishment).
- (3) Maternal childrearing attitude subscale measure of methods of control (isolation techniques, physical restraint, denial of privileges, physical punishment, and withdrawal of love).
- (4) Weighted maternal childrearing attitude subscale measures of methods of control (isolation techniques, physical restraints, denial of privileges, physical punishment, and withdrawal of love).
- (5) Sex of child.

Teacher completed total BASE rating scale scores of the four to five year old preschool children formed the dependent variable in the analyses that follow.

Main Analysis

Hypothesis 1

The first hypothesis stated that mothers who score high on maternal childrearing attitude subscale measures of acceptance, strictness, democratic practices, and training for independence will have sons or daughters with higher self-esteem scores as measured by the teacher completed BASE rating scale.

Correlational studies using the Pearson product-moment correlation coefficient revealed that only the maternal childrearing attitudinal subscale measure of acceptance was found to be positively correlated with the BASE measure of self-esteem in four to five year old preschool children ($r = .29, p \leq .05$). The maternal childrearing attitudinal subscale measures of strictness, democratic practices, and training for independence did not show a correlation with the BASE measure of self-esteem in four to five year old preschool children (refer to Table 3).

Table 3. Correlations between maternal childrearing attitude subscale measures and total (BASE) score.

Maternal Childrearing Attitude Subscale Measures	Correlation Coefficient (r)	p-Value (p)
(1) Acceptance	.290	.017*
(2) Strictness	-.160	.119
(3) Democratic practices	.060	.317
(4) Training for independence	-.089	.266

*Significant at the .05 level

Since there was only a significant positive relationship between the maternal childrearing attitude subscale of acceptance and the total BASE score measure of self-esteem in four to five year old preschool children, only this portion of Hypothesis 1 was retained.

Hypothesis 2

Hypothesis 2 stated that mothers who agree that rewarding children for doing well is more effective than punishing children for not doing well will have sons or daughters with higher self-esteem scores as measured by the teacher completed BASE rating scale.

Correlation studies using the Pearson product-moment correlation coefficient revealed that both the maternal disagree and strongly disagree responses to question 8 on the Mother's Questionnaire were positively correlated with high self-esteem scores as measured by the teacher completed BASE rating scale ($r = .26, p \leq .05$). A one-way ANOVA of differences between mother responses of disagree and strongly disagree revealed there was no significant difference between preschool children self-esteem scores ($F = 3.65, p = .0619$). Since there was a positive correlation between mothers who agree that rewarding a child for doing well is more effective than punishing a child for not doing well, and high self-esteem scores in preschool children, Hypothesis 2 was retained.

Hypothesis 3

Hypothesis 3 stated that mothers who use certain methods of control (isolation techniques, physical restraint, and denial of privileges versus physical punishment and withdrawal of love) will have sons or daughters with higher self-esteem scores as measured by the teacher completed BASE rating scale.

Correlational studies using the Pearson product-moment correlation coefficient revealed there was no correlation between any of the separately identified methods of parental control (isolation techniques, physical restraint, denial of privileges, physical punishment, and withdrawal of love) and total BASE score measures of preschool self-esteem (see Table 4).

Table 4. Correlations between maternal attitudes toward specific methods of control and total (BASE) score.

Maternal Childrearing Attitude Subscale Measures	Correlation Coefficient (r)	p-Value (p)
(1) Withdrawal of love	-.210	.207
(2) Physical restraint	.030	.425
(3) Denial of privileges	.018	.445
(4) Isolation techniques	.180	.107
(5) Physical punishment	.135	.202

*Significant at the .05 level

Each of the separately identified parental responses was weighted and transformed into a new variable entitled the control total.

Withdrawal of love responses were assigned a weight of 5; corporal

punishment responses were assigned a weight of 3; isolation techniques, physical restraint, and denial of privileges responses were each assigned a weight of 1. This new variable takes into account:

(a) the parental order of preference regarding methods of control, and
 (b) Coopersmith's (1967) theoretical best practice order of preference regarding methods of parental control. Correlational studies using the Pearson product-moment correlation coefficient revealed there was no correlation between the newly identified variable (control total) and total BASE score measures of self-esteem in four to five year old preschool children (see Table 5).

Table 5. Correlations between control total and total (BASE) score.

Weighted Methods of Parental Control (Control Total)	Weight Value	Correlation Coefficient (r)	p-Value (p)
(1) Withdrawal of love	5	0	0
(2) Physical restraint	1	-.226	.385
(3) Denial of privileges	1	-.007	.487
(4) Isolation techniques	1	.119	.342
(5) Physical punishment	3	-.174	.265

Since there was no relationship between the identified methods of parental control and total BASE score measures of self-esteem in four to five year old preschool children, Hypothesis 3 was rejected.

Further Analysis

Objective 1

Objective 1, outlined at the onset of this study, was to ascertain and describe prevailing maternal attitudes toward childrearing with a defined population of mothers of preschool children four to five years of age, utilizing those questions taken from the Parent Attitude Research Instrument (Schaefer & Bell, 1958) that Coopersmith (1967) found to be positively related to high self-esteem in 10 to 12 year old children. A frequency distribution of each mother's response to each Mother's Questionnaire item was tabulated (see Tables 6 and 7).

Table 6. Frequency distribution for Mother's Questionnaire item numbers 1-8 and 10-17.

Mother's Questionnaire Item	Maternal Response Pattern and Child's Level of Self-Esteem							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Med. (N)	High (N)	Med. (N)	High (N)	Med. (N)	High (N)	Med. (N)	High (N)
1) Children would be happier and better behaved if parents would show an interest in their affairs.	13	24	8	6	--	--	--	--
2) Children should not annoy their parents with unimportant problems.	--	--	--	--	7	5	14	24
3) The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	--	--	--	--	8	11	12	19
4) When you do things together, children feel close to you and can talk more easily.	17	28	4	2	--	--	--	--
5) Children are actually happier under strict training.	1	3	10	8	6	15	4	3
6) No child should ever set his will against his parents.	2	--	1	5	12	14	6	10
7) Discipline is very important in raising young children.	14	20	7	10	--	--	--	--
8) It is more effective to punish a child for not doing well than for doing well.	--	--	--	--	7	7	14	23
NOTE: Refer to Table 7 for responses to item number 9.								

Table 6--Continued.

Mother's Questionnaire Item	Maternal Response Pattern and Child's Level of Self-Esteem							
	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Med. (N)	High (N)	Med. (N)	High (N)	Med. (N)	High (N)	Med. (N)	High (N)
10) The child should not question the thinking of the parents.	--	--	2	1	10	18	9	11
11) A child has a right to his own point of view and should be allowed to express it.	11	18	10	12	--	--	--	--
12) There is no reason parents should have their own way all of the time, anymore than the child should have his way all of the time.	3	3	11	16	5	6	--	1
13) Children should have a say in the making of family plans.	9	10	12	20	--	--	--	--
14) A child should be protected from jobs which might be too tiring or hard for him.	1	--	8	10	9	19	3	1
15) Some children don't realize how lucky they are to have parents setting high goals for them.	1	--	4	8	12	16	3	3
16) A child should have little or no rights to privacy in his room.	1	1	--	2	11	10	9	17
17) An alert parent should try and learn all of her child's thoughts.	1	1	5	9	12	14	3	5

Table 7. Frequency distribution for Mother's Questionnaire item number 9.

Mother's Questionnaire Item	Maternal Methods of Control Order of Preference and Child's Self-Esteem Level									
	1st		2nd		3rd		4th		5th	
	Medium	High	Medium	High	Medium	High	Medium	High	Medium	High
9) Please list, in your order of preference, which method(s) of control you use when rules are violated:										
▶ withdrawal of love	--	--	--	--	--	3	1	2	4	7
▶ physical restraint	--	1	1	2	10	7	10	7	--	--
▶ denial of privilege	9	17	10	10	2	--	--	--	--	1
▶ isolation techniques	11	10	9	14	--	3	--	2	--	--
▶ physical punishment	--	1	1	2	8	10	9	5	--	4

Objective 2

Objective 2 was to ascertain and describe prevailing levels of self-esteem within the same defined preschool population of four to five year old children, utilizing teacher ratings of self-esteem based on total scores obtained from the Behavioral Academic Self-Esteem (BASE) scale. Descriptive statistics were computed on all total BASE scores according to age and sex. Tables 8 and 9 summarize these results.

Table 8. Summary of four year old preschool children total (BASE) scores.

Sex	N	Mean	Std. Dev.	Minimum Value	Maximum Value	High Self-Esteem		Medium Self-Esteem		Low Self-Esteem	
						%	N	%	N	%	N
Female	18	64.94	7.68	44	77	48.15	13	18.52	5	0	0
Male	9	67.44	8.90	56	80	22.22	6	11.11	3	0	0

Table 9. Summary of five year old preschool children total (BASE) scores.

Sex	N	Mean	Std. Dev.	Minimum Value	Maximum Value	High Self-Esteem		Medium Self-Esteem		Low Self-Esteem	
						%	N	%	N	%	N
Female	11	59.72	8.21	46	70	20.83	5	25.06	6	0	0
Male	13	61.84	8.90	48	78	25.00	6	29.17	7	0	0

Objective 3

Objective 3 was to ascertain what correlations might exist between maternal attitude measures and the measures of self-esteem within this population of four to five year old children and their mothers, and to compare and contrast mother-son and mother-daughter outcomes.

Each Mother's Questionnaire item was related separately to total BASE score measures of preschool self-esteem. Correlational studies using the Pearson product-moment correlation coefficient revealed positive correlations between agree and strongly agree responses to Mother's Questionnaire item number 1 and disagree and strongly disagree responses to Mother's Questionnaire item number 8 and the preschool total self-esteem scores (see Table 10).

Table 10. Correlations between each Mother's Questionnaire item and total (BASE) score.

Mother's Questionnaire Item	Correlation Coefficient (r)	Probability (p)
(1) Children would be happier and better behaved if parents would show an interest in their affairs.	.24	.04*
(8) It is more effective to punish a child for not doing well than to reward him for succeeding.	.26	.03*

*Significant at the .05 level

Mother's Questionnaire items were also grouped by maternal childrearing attitudinal subscale measures of acceptance, strictness, democratic practices, and training for independence, and related to

total BASE score measures of self-esteem in this four to five year old preschool sample. The results of the correlational studies describing this relationship were outlined in the results cited under Hypothesis 1.

The total BASE score measures of preschool self-esteem were tested for homogeneity with respect to Mother's Questionnaire item numbers 1-8 and 10-17. The chi-square test of homogeneity revealed preschool self-esteem scores were homogeneous with respect to Mother's Questionnaire item numbers 1-8 and 10-17.

Mother's Questionnaire items were tested for homogeneity with respect to sex differences. The chi-square test of homogeneity by sex revealed that only Mother's Questionnaire item number 4 showed a non-homogeneous pattern ($\chi^2 = 5.476$, $p = .0193$) at the .05 level of significance.

Male and female total BASE score measures of preschool self-esteem were also related for homogeneity of responses. The chi-square test of homogeneity revealed no significant difference between male and female self-esteem scores.

Since the chi-square tests of homogeneity revealed only one non-homogeneous pattern of response to Mother's Questionnaire items based on the sex of the child, there appears to be only one major difference between mother-son, mother-daughter responses to the Mother's Questionnaire. This difference occurred in response to Mother's Questionnaire item number 4 ("When you do things together, children feel close to you and can talk more easily").

Summary of Findings

Analyses of the variables: (a) maternal childrearing attitude subscale measures of acceptance, strictness, democratic practices, training for independence, positive methods of control, and specific methods of control; (b) child's age; (c) child's sex; and (d) mother-son and mother-daughter response patterns, in conjunction with the dependent variable of total BASE score measures of self-esteem in four to five year old preschool children, revealed the following findings:

- (1) Maternal attitude subscale measures of acceptance and positive methods of control were positively related to total BASE score measures of self-esteem in four to five year old preschool children.
- (2) There were no sex based differences in the total BASE score measures of self-esteem in this four to five year old preschool sample.
- (3) Mother-son, mother-daughter response patterns to each of the Mother's Questionnaire items differed in relationship to only one questionnaire item (Mother's Questionnaire item number 4, "When you do things together, children feel close to you and can talk more easily"). This questionnaire item was designed to reflect maternal attitudes towards acceptance.

CHAPTER 5

DISCUSSION

The results of this study indicated that there is a positive relationship between the maternal childrearing attitude subscale measures of acceptance, positive methods of control, and total BASE score measures of self-esteem in four to five year old preschool children. The results of this study also indicated that there was no difference in the self-esteem scores of male and female four to five year old children. In addition, mother-son and mother-daughter response patterns to each of the Mother's Questionnaire items differed only in relationship to one questionnaire item (Mother's Questionnaire item number 4, "When you do things together, children feel close to you and can talk more easily").

Findings

This study examined the relationship among a variety of factors as they related to measures of self-esteem in four to five year old preschool children. Preschool self-esteem was determined by the teacher completed Behavioral Academic Self-Esteem (BASE) rating scale total score. A discussion of how each identified factor related to the total BASE score measure of self-esteem follows.

Maternal Childrearing Attitude Subscale
Measure of Acceptance and Preschool
Self-Esteem

The maternal childrearing attitude subscale measure of acceptance was found to be significantly related to total BASE score measures of self-esteem in four to five year old preschool children. This finding suggests that when significant individuals in the child's life convey their acceptance, support, interest and affection to the child, it may provide the basis for a favorable self-attitude. This finding supported previous research which associated parental attitudes of acceptance with high levels of self-esteem in preschool children (Blanton, 1985) and school aged children (Coopersmith, 1967; Graybill, 1970; Kawash, Kerr & Clewes, 1984; Quadri & Kaleem, 1973; Schwartz, 1966; Sears, 1970; Sewell, Mussen & Harris, 1955; Zemlich & Watson, 1953).

Maternal Childrearing Attitude Subscale
Measure of Strictness and Preschool
Self-Esteem

The maternal childrearing attitude subscale measure of strictness was not found to be related to total BASE score measures of self-esteem in four to five year old preschool children. This finding does not support previous research which associated maternal childrearing attitudes of strictness with high self-esteem in school age children (Coopersmith, 1967) and preschool children (Flynn, 1979). This finding suggests that perhaps the subscale measure of strictness used in this study does not accurately reflect parental attitudes of strictness

toward preschool children; or, perhaps attitudes of strictness are not related to the self-esteem levels of this specific sample of four to five year old preschool children.

Maternal Childrearing Attitude Subscale
Measure of Democratic Practices and
Preschool Self-Esteem

The maternal childrearing attitude subscale measure of democratic practices was not found to be related to total BASE score measures of self-esteem in four to five year old preschool children. This finding does not support previous research which associated maternal childrearing attitude towards democratic practices with high self-esteem levels in school age children (Atlas, 1972; Coopersmith, 1967; Kinney, 1988). This finding suggests that perhaps the subscale measure of democratic practices used in this study does not accurately reflect parental attitudes toward democratic practices toward preschool children; or, perhaps attitudes toward democratic practices are not related to preschool children in general or to this preschool sample specifically.

Maternal Childrearing Attitude Subscale
Measure of Training for Independence
and Preschool Self-Esteem

The maternal childrearing attitude subscale measure of training for independence was not found to be related to total BASE score measures of self-esteem in four to five year old preschool children. This finding does not support previous research which associated maternal childrearing attitudes toward independence with high

self-esteem levels in 10 to 12 year old boys (Coopersmith, 1967). However, this finding does support previous research which associated protective parenting attitudes with high levels of self-esteem in four to six year old preschool children (Blanton, 1985). Three possible explanations for this finding might include: (a) that the maternal attitude measure toward training for independence that was used in this study does not accurately reflect parental attitudes towards independence training in preschool children, (b) that parental attitudes toward training for independence are not related to measures of self-esteem in four to five year old children, and (c) that protective parental attitudes may be more appropriate to the development of high self-esteem in preschool children.

Maternal Childrearing Attitude Subscale
Measure of Positive Methods of Control
and Preschool Self-Esteem

The maternal childrearing attitude subscale measure of positive methods of control was found to be positively related to total BASE score measures of self-esteem in four to five year old preschool children. This finding does support previous research which associated positive approaches to discipline (which emphasized praise and reward versus punishment) with high levels of self-esteem in school aged children (Atlas, 1972; Coopersmith, 1967). This finding may suggest that by conveying attentive and respectful treatment to the child, significant individuals in the child's life provide the basis for a favorable self-attitude.

Maternal Childrearing Attitude Subscale
Measures Towards Specific Methods of
Control and Preschool Self-Esteem

None of the maternal childrearing attitude subscale measures towards specific methods of control (isolation techniques, physical restraint, denial of privileges, physical punishment, and withdrawal of love) were found to be related to total BASE score measures of self-esteem in four to five year old preschool children. This finding does not support previous research that associated isolation techniques, physical restraint, denial of privileges versus physical punishment, and withdrawal of love with high levels of self-esteem in school age children (Coopersmith, 1967). Nor does it support previous research which associated withdrawal of love with low levels of self-esteem in school aged children (Graybill, 1978). Possible explanations for this finding include: (a) that the maternal attitude measures of methods of control used in this study do not accurately reflect the actual methods of control mothers utilize, and (b) that the maternal attitude measures of methods of control utilized in this study are not related to measures of preschool self-esteem in general, or perhaps are not related to this specific sample of four to five year old preschool children.

Child's Sex and Preschool Self-Esteem

The sex of the child was not found to be related to the total BASE score measures of self-esteem in this sample of four to five year old preschool children. This finding does support previous research done

by Coopersmith and Gilberts (1985). Coopersmith and Gilberts did not find significant differences in preschool self-esteem scores based on the sex of the child. However, this finding does not support the research of Elrod and Crase (1980), who found that males had higher self-esteem scores than females in their four to five year old preschool sample. These findings suggest that the relationship between the sex of the child and measures of self-esteem in preschool children is not clearly defined, or that there is a wide variability among samples.

Comparison of Mother-Son and Mother-Daughter
Responses to the Mother's Questionnaire

Only one maternal response pattern was found to be related to the sex difference in this sample of four to five year old preschool children. This difference occurred in response to Mother's Questionnaire item number 4 ("When you do things together, children feel close to you and can talk more easily"). Item 4 was designed to reflect maternal attitudes toward acceptance. This finding supports previous research which suggested that sex of the child must be considered when looking at specific maternal or paternal response patterns that relate to self-esteem in children (Elrod & Crase, 1980). This finding suggests that perhaps female children respond differently than male children to the same patterns of maternal behavior; or, perhaps mothers (parents) actually respond to their female children differently than to their male children.

Limitations

This sample is not necessarily representative of all populations of four to five year old preschool children and their mothers, and therefore cannot be generalized for five basic reasons:

- (1) This sample was a self-selected sample, not a randomly assigned sample.
- (2) This sample was comprised of 15 mothers (29.4%) who were students, and 28.6% of these mothers reported the children's fathers (N=14) were also students, all of whom attended Montana State University. In addition, inclusion of many of these students as members of the low income population was perhaps due to temporary family circumstances.
- (3) All of the children sampled had either medium (58.8%, N=21) or high (41.2%, N=30) self-esteem scores. This lack of low self-esteem scores is not reflective of a normative sample.
- (4) This study was restricted to female parents. Information from the male parent would have contributed to the total parental response pattern as it relates to self-esteem in preschool children.
- (5) Due to possible problems with maternal acquiescent response patterns, mother respondents may have chosen the more socially desirable responses versus the responses that actually reflected their attitudes towards childrearing.

In addition, a major weakness in this study was the use of only select portions of the modified PARI that Coopersmith (1967) found to be related to self-esteem in 10 to 12 year old boys. The modified PARI

was able only to sample maternal attitudes with one to four questions. Perhaps a larger sample size and a tool that utilized four to five questions to sample each maternal attitude would have provided a more representative sampling of maternal attitudes, and more meaningful results.

Implications for Further Research

Several possibilities for research are suggested by this study. Further investigations would be of interest to preschool and primary school educators, parents, school psychologists and counselors, and university departments of child development, family relations, and child psychology.

Additional analyses of Coopersmith's (1967) modified Parent Attitude Research Instrument (Schaeffer & Bell, 1958) in relation to other parental childrearing attitude measures should be performed. There is a need to develop parent attitude research instruments that have improved validity and reliability in general as well as in relation to specific age levels of children. There is also a need to develop a parent attitude research instrument that better reflects Coopersmith's theoretical constructs in relation to the formation of self-esteem.

Further research is needed to improve the validity and reliability of the BASE rating tool with preschool age populations. Longitudinal studies are also needed to determine if preschool measures of self-esteem change with age or remain consistent over time.

Further research is needed to clarify the relationship of parental childrearing attitude measures to measures of self-esteem in children at different stages and ages of development. There is a need to understand how parent attitudes may differ at each stage in a child's development and how these attitudes may influence the formation of self-esteem.

Further research is also needed to clarify the differences between maternal and paternal childrearing attitudes and how each relates to measures of self-esteem in male and female children at each age level. There is a need to understand how sex-related differences between parents and children influence and interact with one another. More specifically, there is a need to address the more global issue of the father's role in relation to all aspects of children's development. Perhaps it is time to rethink all of the theoretical models regarding how children develop, and more clearly delineate the father's role in this development.

Replications of Coopersmith's (1967) original study are also needed to validate or refute his theoretical framework. Finally, replications of this study are needed in other preschool/daycare settings located in both urban and rural areas in order to contrast findings. Without further substantiation, attempts to generalize any findings would not be recommended.

Implications for Parents and Educators

Since the maternal childrearing attitudes of acceptance and positive methods of control appeared to be related to positive self

esteem in preschool children, the implications for parents and educators are extremely pertinent.

Parents need to be informed and educated regarding the significance of their role to the development of positive self-esteem in their children. Parents need to be made aware of the importance of conveying attitudes of concern, interest, and acceptance to their children. In addition, parents need to be made aware of the importance of utilizing positive methods of control which emphasize reward and praise versus punishment. Finally, parents need to be educated regarding practical methods of implementing and applying this information in a functional manner during day-to-day encounters with their children.

Information and courses dealing with self-esteem, and factors that influence its development, should be an integral part of required or continuing education curriculums for all teachers, preschool through secondary level. Teachers need to be provided with: (a) theoretical information regarding the development of positive self-esteem, (b) practical information on how to assess levels of self-esteem and factors that influence its development, and (c) training in how to interpret this information for parents.

Since preschool teachers are a logical source of information and support to parents of preschool children, it is important for preschool teachers to be able to: (a) educate and inform parents regarding practical methods of promoting positive self-esteem in children; (b) ascertain children's levels of self-esteem; (c) evaluate factors that may be influencing self-esteem; (d) develop an appropriate.

curriculum or intervention plan that promotes the development of positive self-esteem; and (e) encourage discussions regarding self-esteem and the factors that influence its development, during parent-teacher conferences, in school newsletters, through parenting classes, etc.

Summary

This study provided evidence of a relationship between maternal childrearing attitude subscale measures of acceptance and positive methods of control, and measures of self-esteem in four to five year old preschool children. It also provided evidence that mothers of daughters did respond differently than mothers of sons to 1 out of 17 items on a Mother's Questionnaire tool. In addition, this study provided evidence that there were no sex-based differences in the self-esteem scores of this sample of four to five year old preschool children.

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APPENDICES

APPENDIX A:
FACTORS MEASURED BY THE
BEHAVIORAL ACADEMIC SELF-ESTEEM RATING SCALE

**FACTORS MEASURED BY THE
BEHAVIORAL ACADEMIC SELF-ESTEEM RATING SCALE**

- (1) Student Initiative
- (2) Social Attention
- (3) Success/Failure
- (4) Social Attraction
- (5) Self-Confidence

APPENDIX B:
LETTERS TO DIRECTORS OF PRESCHOOL
AND DAY CARE CENTER



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

January 8, 1990

Jeanne Eggert, Director
ASMSU Day Care Center
Montana State University
Bozeman, Montana 59715

Dear Jeanne:

The purpose of this letter is to formally request permission to utilize the ASMSU Day Care Center and staff in a master's research project. With your approval, I will be contacting the head teachers of the four and five year old groups and the parents of these children, requesting that they participate in this study.

Thank you for your time and consideration.

Sincerely,

Ruth C. McGann
Graduate Student in Child Development



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

January 8, 1990

Dede Baker, Acting Director
Montana State University Child
Development Center
Bozeman, Montana 59715

Dear Dede:

The purpose of this letter is to formally request permission to utilize the Child Development Center and staff in a master's research project. With your approval, I will be contacting the head teachers of the four and five year old groups and the parents of these children, requesting that they participate in this study.

Thank you for your time and consideration.

Sincerely,

Ruth C. McGann
Graduate Student in Child Development

APPENDIX C:

FIRST COVER LETTER TO MOTHERS



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

January 15, 1990

Dear Child Development Center Mother:

I am writing to request that you participate in a study that will be conducted in the MSU Child Development Center. The purpose of this study is to identify mothers' attitudes toward various aspects of childrearing.

This study will involve two procedures. The first part will consist of a parent attitude survey asking you to indicate your opinion regarding specific childrearing attitudes. The survey will be given out the fourth week in January 1990. Your responses will remain absolutely confidential and used for research purposes only. The second part of the study will involve teacher based ratings of self-esteem in children.

Your participation in this study is very important. My goal is to have 100 percent of the mothers with four and five year old children attending the Child Development Center participate.

It should take about 10 minutes to complete the requested survey. Please note you will not be asked to put your name on the survey. This and other measures have been designed to ensure confidentiality.

If you are willing to participate in this study, please complete the forms that will be placed in your child's locker next week. Please return them to me in the stamped, self-addressed envelope that will be provided, by Friday, February 2, 1990.

The results of the study will be made available to any parent who has an expressed interest.

Thank you so much for your assistance in this research study. If you have any questions, please give me a call at 586-6608.

Sincerely,

Ruth McGann
Graduate Student in Child Development



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

January 29, 1990

Dear ASMSU Day Care Center Mother:

I am writing to request that you and your child participate in a study that will be conducted in the ASMSU Day Care Center. The purpose of this study is to identify mothers' attitudes toward various aspects of childrearing.

This study will involve two procedures. The first part will consist of a parent attitude survey asking you to indicate your opinion regarding specific childrearing attitudes. The survey will be given out the fourth week in January 1990. Your responses will remain absolutely confidential and used for research purposes only. The second part of the study will involve teacher based ratings of self-esteem in children.

Your participation in this study is very important. My goal is to have 100 percent of the mothers with four and five year old children attending the ASMSU Day Care Center participate. I regret that only mothers' responses can be used, but the research tool was designed only to elicit mothers' responses.

It should take about 10 minutes to complete the requested survey. Please note you will not be asked to put your name on the survey. This and other measures have been designed to ensure confidentiality.

If you are willing to participate in this study, please complete the forms that will be placed on the sign-in desk next week. Please return them to me in the stamped, self-addressed envelope that will be provided, by Friday, February 16, 1990.

The results of the study will be made available to any parent who has an expressed interest.

Thank you so much for your assistance in this research study. If you have any questions, please give me a call at 586-6608.

Sincerely,

Ruth McGann
Graduate Student in Child Development

APPENDIX D:
SECOND COVER LETTER TO MOTHERS,
GENERAL INFORMATION QUESTIONNAIRE,
AND MOTHER'S QUESTIONNAIRE



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

January 22, 1990

Dear Child Development Center Mother:

Enclosed is a general information sheet and a Mother's Questionnaire. As discussed in the cover letter sent to you last week, the purpose of this study is to identify mothers' attitudes towards various aspects of childrearing and to compare them with teacher ratings of children's self-esteem. Your participation in this study is very important.

I am requesting that you participate in this study, complete the attached forms, and return them to me in the stamped, self-addressed envelope provided by February 2, 1990. Please do not put your name on the form. This and other measures have been designed to ensure confidentiality.

The results of this study will be made available to any parent who has an expressed interest. Please feel free to call me at 586-6608 if you have any questions or comments.

Thank you so much for your assistance in this research study.

Sincerely,

Ruth McGann
Graduate Student in Child Development



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

January 29, 1990

Dear ASMSU Day Care Center Mother:

Enclosed is a general information sheet and a Mother's Questionnaire. As discussed in the cover letter sent to you last week, the purpose of this study is to identify mothers' attitudes towards various aspects of childrearing and to compare them with teacher ratings of children's self-esteem. Your participation in this study is very important.

I am requesting that you participate in this study, complete the attached forms, and return them to me in the stamped, self-addressed envelope provided by February 16, 1990. Please do not put your name on the form. This and other measures have been designed to ensure confidentiality.

The results of this study will be made available to any parent who has an expressed interest. Please feel free to call me at 586-6608 if you have any questions or comments.

Thank you so much for your assistance in this research study.

Sincerely,

Ruth McGann
Graduate Student in Child Development

MOTHER'S QUESTIONNAIRE

Instructions: Please indicate your opinion by drawing a circle around the number "1" if you strongly agree, "2" if you mildly agree, "3" if you mildly disagree, or "4" if you strongly disagree. If you feel you have any ideas which should be included, please write them down next to the question. Please give your first reaction to the question. If you read and reread 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 statements will seem alike, but all are necessary to show slight differences in opinion.

A few questions will ask you to make short descriptive statements. Once again, please answer according to your own opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
(1) Children would be happier and better behaved if parents would show an interest in their affairs.	1	2	3	4
(2) Children should not annoy their parents with their unimportant problems.	1	2	3	4
(3) The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	1	2	3	4
(4) When you do things together, children feel close to you and can talk more easily.	1	2	3	4
(5) Children are actually happier under strict training.	1	2	3	4
(6) No child should ever set his will against his parents.	1	2	3	4
(7) Discipline is very important in raising young children.	1	2	3	4

- | | Strongly
Agree | Agree | Disagree | Strongly
Disagree |
|---|-------------------|-------|----------|----------------------|
| | 1 | 2 | 3 | 4 |
| (8) It is more effective to punish a child for not doing well than to reward him for succeeding. | | | | |
| (9) Please list, in your order of preference, which method(s) of control you use when rules are violated. | | | | |
| ▶ withdrawal of love | 1) | _____ | | |
| ▶ physical restraint | 2) | _____ | | |
| ▶ denial of privileges | 3) | _____ | | |
| ▶ isolation techniques | 4) | _____ | | |
| ▶ physical punishment | 5) | _____ | | |
| | | | | |
| | Strongly
Agree | Agree | Disagree | Strongly
Disagree |
| | 1 | 2 | 3 | 4 |
| (10) The child should not question the thinking of the parents. | | | | |
| (11) A child has a right to his own point of view and should be allowed to express it. | | | | |
| (12) There is no reason parents should have their own way all of the time, any more than the child should have his way all of the time. | | | | |
| (13) Children should have a say in the making of family plans. | | | | |
| (14) A child should be protected from jobs which might be too tiring or hard for him. | | | | |
| (15) Some children don't realize how lucky they are to have parents setting high goals for them. | | | | |
| (16) A child should have little or no rights to privacy in his own room. | | | | |
| (17) An alert parent should try to learn all of her child's thoughts. | | | | |

APPENDIX E:

FOLLOW-UP LETTERS TO MOTHERS



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

February 5, 1990

Dear Child Development Center Mother:

The purpose of this letter is to thank all of you who have participated in the research study comparing maternal attitudes to various aspects of self-esteem in children. For those of you who may not have returned your questionnaire forms, please do so by February 24, 1990. It is essential that I get as many of your responses as possible.

I would also like to thank all the fathers who have expressed an interest in this study. I regret that fathers' responses could not be included due to the nature of the study.

Thank you once again for your time and consideration.

Sincerely,

Ruth McGann
Graduate Student in Child Development



Montana State University
Bozeman, Montana 59717

Unit of Human Development and Counseling

Department of Health and Human Development
Herrick Hall

Telephone (406) 994-3240

February 19, 1990

Dear ASMSU Day Care Center Mother:

The purpose of this letter is to thank all of you who have participated in the research study comparing maternal attitudes to various aspects of self-esteem in children. For those of you who may not have returned your questionnaire forms, please do so by February 24, 1990. It is essential that I get as many of your responses as possible.

I would also like to thank all the fathers who have expressed an interest in this study. I regret that fathers' responses could not be included due to the nature of the study.

Thank you once again for your time and consideration.

Sincerely,

Ruth McGann
Graduate Student in Child Development

APPENDIX F:
PERMISSION LETTERS FROM
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By Melanie Khosroshahi
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Melanie Khosroshahi

Date 12/26/89

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By Melanie Khosroshahi Date 12/26/89

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Melanie Khosroshahi

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use an additional 33 copies of item numbers 5,33,35,44,46,47,50,51,53,57, 69,73, and 75, from pages 270-273 from "Antecedants of Self-Esteem; and the question from page 184, table 10.1 from Antecedants of Self-Esteem for your research thesis "Maternal Childrearing Attitudes and Behavioral Academic Self-Esteem in Preschool Children".

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