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Date August 7, 1978

PARENTAL EMPLOYMENT AND STUDENT ATTITUDES TOWARD SCHOOL

by

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A professional paper submitted in partial fulfillment of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Secondary Education

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MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1978

ACKNOWLEDGMENTS

I wish especially to thank Dr. Henry N. Worrest, chairman of my master's degree committee, for his encouragement and professional assistance from the beginning of my graduate studies through this final project. I also wish to thank Dr. Harold Anderson and Dr. Robert Thibeault, the other members of my committee. A special thanks must also go to Dr. Eric Strohmeyer, who gave generously of his time in helping me with this project, particularly the statistical analysis portion.

Thanks go also to my parents and to my husband's parents, Mr. and Mrs. A. C. Baack, for their concern and encouragement.

Most especially I am grateful to my husband and to my son for their help and understanding.

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ABSTRACT

The problem of this study was to determine if there were differences among children in their attitudes toward the educative process correlated with the employment status of their parents. Comparisons between males and females, eighth and eleventh graders, and among children whose mothers were employed full time for varying lengths were also made. A review of the literature indicated a need for this sort of study and led the investigator to an appropriate questionnaire.

The Semantic Distance Questionnaire by Carl H. Weaver was selected as the surveying instrument. It was used to survey attitudes toward classroom, school rules, teachers, high school, study, study hall, and the educative process as a whole. This questionnaire was given to six eleventh-grade and four eighth-grade English classes. Excluded from the study were students who lived with one parent only, who did not live with their parents, and/or whose parents were unemployed. About sixty eighth graders and sixty eleventh graders were involved in the study.

The results of the study were analyzed at the .05 level of significance using one-way analysis of variance when more than two categories were being compared and the t-test, two-tailed, when two categories were being compared. The results indicated there were significant differences among eleventh graders whose mothers were employed full time, employed part-time, or unemployed in their attitudes toward school, between eighth-grade males and females whose mothers were employed full time in their attitudes toward school (the females scored higher), between eighth-grade males and females whose mothers were unemployed in their attitudes toward teachers and study (the males scored higher), between eighth graders and eleventh graders whose mothers were employed full time in their attitudes toward school rules (the eighth graders scored higher), among eleventh graders whose mothers were employed full time but for varying lengths in their attitudes toward study, study hall, and the educative process as a whole.

The investigator concluded that enough significant differences occurred to warrant further research in this area.

CHAPTER I

INTRODUCTION

In 1960 nearly sixteen million children had mothers who were working. By 1970 this number had climbed to twenty-six million (Waldman and Gover, 1971:19). In 1972 this number remained the same as in 1970 while the number of children under eighteen declined (Young, 1973:37). From these statistics one can see that a change has taken place in the life-style of the American family. Eli Ginzberg of Columbia University refers to the movement of women into the work force as ". . .the major phenomenon of the century. . . a millennial type of change" that goes to the "guts" of society (Briggs, 1977:177-178).

This study addressed the children's attitudes toward school to find out whether there were differences among children as a result of parent employment status. In this paper there is a presentation of the problem, related research, procedures, data analysis and resulting conclusions.

Statement of the Problem

The problem of this study was to determine if there were differences among children in their attitudes toward the educative process correlated with the employment status of their parents. Comparisons between males and females and

between eighth and eleventh graders were also made within the context of parental employment status. Comparisons were also made among children of parents both employed full time correlated with the mother's length of employment.

Application to Educational Theory

"The importance of investigating the relationship between maternal employment and the roles, activities, and attitudes of adolescent children is manifest in light of the increasing numbers of women moving into paid employment." (Propper, 1972:417) The previous statement lends support to this researcher's belief that there is a need for more study concerning the effects of employed parents on children. This investigator feels the results of a study looking at children at various age levels could be very helpful to educators and parents in determining whether changes need to be made at school and/or at home.

General Questions Answered

1. Are there differences among children in these situations--

    a. both parents employed full time,

    b. one parent employed full time, the other part-time,

c. one parent employed full time and one unemployed--

in their attitudes toward the educative process?

2. Are there differences in attitudes toward the educative process within these three situations between males and females?

3. Are there differences in attitudes toward the educative process within these three situations between eighth graders and eleventh graders?

4. Are there differences in attitudes toward the educative process among children of parents both employed full time correlated with the mother's length of employment?

General Procedure

The following general procedures were used in the solution of this problem. First, the investigator reviewed literature relating to the attitudes, achievement, and activity of children as correlated with the employment status of their parents. Secondly, questionnaires were administered in April, 1978, to an approximately equal number of eighth graders and eleventh graders from selected public schools in Great Falls, Montana. The students were separated into three groups on the basis of data collected from the

questionnaires regarding their parents' employment--one group having parents employed full time, another having one parent employed full time and one employed part-time, and the other having one parent employed full time and one unemployed. Additional divisions were made on the basis of grade level, sex, and length of mother's employment. The final procedure was an analysis of the data. The three groups were compared using the results of the questionnaires to determine if there were differences in their attitudes toward the educative process.

Delimitations

1. The use of approximately sixty eighth graders and sixty eleventh graders from specific public schools in Great Falls, Montana, and present on the day the questionnaire was given.

2. The exclusion of children living with one parent only.

3. The exclusion of children of unemployed parents.

4. The exclusion of children not living with their parents.

Definition of Terms

The following definitions were developed by the investigator as being appropriate for this study.

Educative process--The environment, people, policies, and activities involved in formal schooling.

Secondary school (level)--Grades seven through twelve.

High school--Grades seven through twelve.

Junior high school--Grades seven through nine.

Senior high school--Grades ten through twelve.

Out-of-school activity--Nonclassroom activity.

Adolescents--People twelve through eighteen years old.

Parents--The biological or adoptive guardians of children.

Intact families--Both parents present in the home.

Employment status--Full-time employment or part-time employment or lack of employment.

Summary

The investigator believed there was a need for further research regarding the effects of parent employment on children. It might prove helpful to parents and educators to determine the attitudes of children toward school as related to parental employment. Research was limited to children of intact families in an effort to eliminate the variation in results that might occur because of a broken home.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A number of studies have been done which relate to the problem concerning effects on children as a result of the employment status of their parents. Those studies relating specifically to the problem of this investigation are limited. However, a number of studies dealing with attitudes of children toward various aspects of their environment and sometimes correlated with other aspects of their environment are available. This chapter includes reviews of literature concerned with adolescent attitudes toward the educative process, methods of determining attitudes, adolescent attitudes toward their parents, adolescent attitudes in general, as well as a summary of other findings related to the topic of this investigation.

Attitudes Toward the Educative Process

The literature reviewed generally seems to agree that the attitudes of students toward the educative process is important in the students' achievements. Jan Perney (1976: 55) says:

> Facilities, staff, and programs may be perfect in terms of matching with the objectives of the school, yet if the attitudes of students are unfavorable, the maximum educational benefits may not be

> realized. Therefore, in addition to judging the merit of overt indicators of school quality, it is also necessary to determine the attitudes of students toward their schools.

None of the literature reviewed specifically correlated attitudes toward the educative process and parental employment. However, some student and parent responses hinted that parental employment might be a factor in student attitudes. Catherine M. Shane reported on an attitude survey that involved interviewing ninety-five junior and senior high school students in the United States and Great Britain in 1975. In addition to the questions in the survey, the students were asked to identify the most important of the seven cardinal principles identified in 1918 by a National Education Association commission as educational goals (Shane, 1976:119). (Those principles are Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure and Ethical Character.) The students chose Worthy Home Membership as the third most important cardinal principle (Shane, 1976:119). Especially interesting was the response of a Chicago senior:

> When I was a little kid, when I had trouble spelling a word, my mother would sit down with me and we'd go over the stuff together. Now today, the mothers, because of their work, they don't have time to help the kids. They figure that's what teachers get paid for--so let them teach the kids. So the kids come home

> and they're having problems and the mothers say, "Oh, go play outside and get off my back" (Shane, 1976:120).

Attitudes children have toward school might be influenced by parental attitudes and behavior. One study which opens up interesting possibilities in this area compared the responses of employed mothers to unemployed mothers in terms of their children's symptoms (Slome et. al., 1977).

A random sample consisting of 802 first and third grade pupils from twenty-five schools considered representative of all Delaware schools was used for this study. The parents of these children were sent questionnaires requesting information indicating what symptoms would prompt the mother to keep the child home. Then the parents were interviewed. There was an 89.5 percent response. This study dealt with black mothers compared to white mothers as well as unemployed mothers compared to employed mothers. The results indicated that unemployed mothers were more likely to keep their children home for some symptoms than were employed mothers (Slome et. al., 1977:108, Table 2). It seemed to this investigator that this result pointed to the possibility of surveying children in terms of attitudes toward school as a possible result of parental handling of symptoms and school attendance.

Attitude Questionnaires

One of the better questionnaires for investigating attitudes toward school that this investigator found was one developed by the National Foundation for Educational Research (Majoribanks, 1976). Even though Mr. Majoribanks did not correlate the attitudes with the variables involved in this researcher's study, the type of survey Majoribanks used was of interest to this investigation. In fact, Majoribanks (1970:659) stated that studies are needed to "investigate relationships between attitudes and achievement at different levels of variables such as family. . ."

Following are some descriptions of attitude areas and possible responses as listed by Majoribanks (1976:659):

1. attitude to school, which is concerned with general rather than specific aspects of school (I would leave school tomorrow if I could, school is boring);

2. interest in schoolwork, is concerned both with schoolwork in general and with particular lessons (we spend too much time doing arithmetic, I enjoy most schoolwork);

3. importance of doing well at school, stresses achievement orientation (I work and try very hard in school, doing well at school is most important to me);

4. academic self-image, reflects self-image in terms of schoolwork (I'm useless at schoolwork, I'm very good at mathematics);

5. relationship with teacher, emphasizes the teacher's degree of concern for the child, as perceived by the child, rather than the child's liking for the teacher (the teacher is interested in me, the teacher thinks that I am a trouble-maker);

6. an anxiety scale, which indicates anxieties, fears or worries in the classroom (I'm scared to ask the teacher for help, I would feel afraid if I got my work wrong).

Another attitude scale that appeared to have possibilities is one developed by a team under the direction of the National Study of School Evaluation and reported in the NASSP Bulletin (Perney, 1976). The instrument is "designed to assess student attitudes toward their teachers, counselors, school administration, curriculum and instruction, co-curricular activities, and school facilities and school in general" (Perney, 1976:56). The questionnaire consists of thirty-four items with the addition of open ended items at the examiner's discretion. Twelve open ended items were designed, an example of which follows: "If you think you need more help at school, what kind of help do you need that you are not getting?" (Perney, 1976:56) An example of a closed item--one relating to the student's attitude toward teachers--follows:

How often do your teachers clearly explain how assignments are to be done?

A. Always
B. Usually
C. About half the time
D. Seldom
E. Never

This item has a reliability of .82 based on an n of 7. Three pilot studies had been done at the time the NASSP Bulletin article was written resulting in acceptable validity and reliability ratings according to Perney (1976:56).

A third attitude survey instrument of value is the Semantic Distance Questionnaire developed by Carl H. Weaver. The questionnaire (see Appendix A) consists of thirty-six statements the answers to which deal with attitudes toward teachers, classroom, study hall, study, high school, and school rules. The subjects are asked to respond to each statement by writing a number from 1--7 corresponding to strongly disagree (1)--neutral (4)--strongly agree (7). No labels are given the numbers 2, 3, 5, and 6.

Weaver developed the questionnaire by asking 147 twelfth grade students from one high school to write statements anonymously of

> attitudes, standards, rules of conduct, fashions, fads, taboos, etc. which they believed their groups (cliques, gangs, close friends) held toward 12 aspects of the educative process, viz., teachers, high school, classroom, study hall, school spirit, textbook, sports, work, leisure time, and principal (Weaver, 1959:274).

About 2300 statements were obtained from these 147 twelfth grade students. These statements, with the exception of those related to the school principal (the students reacted

to the individual, not the concept), were given to ten teachers who each rated about half of the statements as representing a bad or a good attitude on a scale from 1--7 according to how bad or good the attitude was considered to be. As the result of this scaling procedure only the attitude-objects--teachers, classroom, study hall, study, high school, and school rules--were kept. Weaver (1959:275) felt the data on the other five indicated problems with ambivalence and significant differences.

The statements related to the six remaining attitude-objects were given back to the twelfth grade students who had written them to be rated 1--7 according to their individual attitudes. Then 141 of the statements showing the greatest differences between students and teachers were given to 290 twelfth grade students and six teachers at a different high school. As a result of this procedure a sixty item questionnaire was constructed based on ten statements for each attitude-object which showed the biggest differences between students and teachers. Weaver (1959:276) was not satisfied with the standard error of measurement (.33) so he cut the test down to thirty-six items (six for each of the six attitude-objects).

In scoring the test Weaver determined a subject's score by figuring the mean of the numbers given each statement by the subject after reversing the weights for negative statements. Shaw and Wright (1967:502) believe a Likert scale would be appropriate for this questionnaire, since the scale value of all items fell between 2.6 and 6.0 on the 7 point scale, with a subject's score being the sum of his responses, again reversing the weights for negative items.

The reliability of the final 36 item questionnaire was determined by the split-half method and resulted in a coefficient of .92 with a standard error of .06 of one scale interval (Weaver, 1959:276).

In terms of validity Shaw and Wright (1967:502-503) feel the questionnaire has good content validity. They based this judgement on the fact that the source of the statements was twelfth grade students and that a large number of statements were obtained. The fact that Weaver (1959:279) found that the attitudes toward school according to the questionnaire correlated positively with achievement also enhances the validity since, as Shaw and Wright (1956:503) point out, "more positive attitudes toward education should reflect better motivation and would, therefore, be expected to be related to academic achievement."

Attitudes Toward Parents

In looking at the attitudes of children as correlated with their parents' employment this investigator found the report by Bahr, Bowerman, and Gecas (1974) of importance. In 1960 Bowerman (1974) administered a questionnaire to 18,664 North Carolina and Ohio seventh to twelfth graders from unbroken homes to determine which parent was regarded as more powerful in the conjugal relationship. Following are the key questions (Bahr, Bowerman, and Gecas, 1974:385-359).

1. When important family problems come up, which parent usually has the most influence in making the decision?

2. When your parents disagree about something that should be done, which one usually gets his (or her) way about it?

3. When your parents disagree with each other about what you should be allowed to do, which parent usually makes the final decision or has the greatest influence in making the decision?

4. When your parents disagree about your punishment, which parent usually makes the final decision?

The results of Bowerman's study indicated that employed mothers are regarded by their children as having more power than unemployed mothers (Bahr, Bowerman, Gecas, 1974:362, Table 4).

A second study along similar lines was done by Gecas in 1970 using 597 sophomores and juniors in five suburban Minneapolis high schools (Bahr, Bowerman, and Gecas, 1974). However, Gecas did not include a question regarding maternal employment.

Included in a study by Alice Propper were the following questions related to children's attitudes toward their parents. Also listed are the responses considered by Propper (1972:420) to show a positive attitude toward the mother.

How do you feel toward you mother? very close, close

How often is your mother interested in what you are doing? always, usually

With whom do you spend most of your spare time? mother

Whom do you ask for help with a school assignment? mother

Whom do you go to for help with personal problems? mother

What woman that you know do you admire most? mother

The questions and responses were the same for determining attitudes toward fathers except, of course, for replacing "mother" with "father" and in the last question "woman" with "man" (Propper, 1972:420).

Propper (1972:421) found no significant differences in children's attitudes as a result of maternal employment status but did note that the sons of nonworking mothers were more likely to name their fathers as the man they most admired than were sons of working mothers--38 percent to 18 percent.

Douvan (in Nye, 1963:163) examined another variable and concluded that sons of mothers who work out of necessity choose their father as an adult ideal significantly less frequently than do other boys. However, if the mother works out of personal choice, there is no consistent pattern. For the girls Douvan (in Nye, 1963:152) states that those "who have working mothers choose the mother /as an adult ideal/ more often than do daughters of non-working women." She feels that a working mother is more likely to affect her daughter's attitude than her son's attitude (Douvan in Nye, 1963:163).

On the other hand, sons are influenced more than daughters by their mothers' activities and the daughters are influenced more than sons by their fathers' activities according to King, McIntyre, and Axelson (1968:637). This conclusion was reached as a result of a study concerning the adolescent's view of the mother's employment as it affects

the marital relationship. A total of 1,055 questionnaires relating to this topic were gathered from the ninth grade students in a city in Florida (King, McIntyre, and Axelson, 1968:634). The data from this study supported the view that "adolescent children of employed mothers would perceive the wife's employment as less of a threat to the husband-wife relationship than those youngsters whose mothers did not work. . ." The difference in the level of acceptance was greater for the boys than the girls (King, McIntyre, and Axelson, 1968:635, Table 1). When the variable of the father's participation in household tasks was added the results showed that the more he participated the more accepting the children were of the wife's employment but the daughters were the most influenced by this variation (King, McIntyre, and Axelson, 1968:636).

Attitudes in General

There are other attitudes discussed in the literature that it appeared could indirectly influence the attitudes of adolescents toward school. For example, R. E. Hartley (in Hoffman, 1974:129-130) discovered in her research that daughters of working mothers vary from their female classmates whose mothers do not work:

> . . .elementary school daughters of working mothers compared with daughters of nonworking mothers, were more likely to say that both men and women typically engage in a wide variety of specified adult activities, ranging from using a sewing machine to using a gun and from selecting home furnishings to climbing mountains. They saw women as less restricted to their homes and more active in the world.

This difference in attitudes toward men and women was seen as possibly carrying over into attitudes toward school.

> The idea that daughters of working mothers are more independent because they model their more independent mothers finds some support. Evidence also suggests that daughters of working mothers have higher achievement aspirations, but it has not yet been demonstrated that the abilities of the child are affected by the different role model provided by the working mother (Hoffman, 1974:136).

Other Findings

This investigator also looked at studies done regarding scholastic achievement and out-of-school activity correlated with parental employment. The research generally indicated that there are no significant differences between children whose mothers do not work and children whose mothers do work (Query and Kuruvilla, 1975, Keidel, 1976, and Cherry and Eaton, 1977). However, there is some evidence to indicate that girls who have employed mothers achieve better scholastically than girls of unemployed mothers (Query and Kuruvilla, 1975).

The research done so far is inconclusive concerning the amounts and kinds of out-of-school activity in which adolescents indulge correlated with parental employment. Some studies seem to indicate that children of working mothers have slightly more responsibility at home than do the children of nonworking mothers but probably indulge in as much social activity.

Summary

Attitudes toward the educative process seemed to be considered important by most investigators but there is a lack of research relating parental employment to student attitudes. A number of attitude questionnaires were found to be available--one of the best being Carl H. Weaver's Semantic Distance Questionnaire.

Attitudes children have toward their parents and toward men and women in general may be influenced by their parents' employment status. Small differences if any appeared to occur in the areas of scholastic achievement and out-of-school activity based on parental employment.

CHAPTER III

PROCEDURES

Introduction

This investigator was interested in whether there are differences among children in their attitudes toward school which correlate with the employment status of their parents. This chapter is a discussion of the research design in terms of population, investigatory categories, data collection process, data organization, hypotheses, data analysis and accuracy.

Population

The population of this study consisted of the students in four eighth-grade English classes at Paris Gibson Junior High School and the students in six eleventh-grade English classes at Great Falls High School. These schools are public schools in Great Falls, Montana. They were chosen for the study because each draws from various socio-economic areas of the city. Since English is a required subject, it was felt that various socio-economic levels would be present in all the classes selected. Classes were selected on the basis of their academic level, department-head recommendations, teacher convenience and investigator convenience. Eighth graders were not separated according to academic

level but the eleventh graders were, so an approximately equal number of students from the upper and lower levels academically speaking were chosen in the eleventh grade. Permission to survey the students was granted by the assistant superintendent for secondary education, the building principals and the four teachers involved. An attempt was made to involve as few teachers as possible in order to keep personnel disruption to a minimum. The entire population was sampled with the exception of those students absent when the data was collected.

Categories

The categories of this investigation involved basically three. They were children of parents employed full time (those who work at least thirty hours a week for at least nine months of the year); children of one parent employed full time and one employed part-time (one who works, but less than thirty hours a week nine months of the year); and children of one unemployed parent and one parent employed full time. These categories were analyzed with regard to attitudes toward school. Comparisons were also made on the basis of sex, grade level, and length of maternal employment. Excluded from the study were children of foster

parents, children of unemployed parents, and children not from intact homes.

Method of Data Collection

The data was collected from the population in April, 1978. The Semantic Distance Questionnaire, a copy of which is included in the Appendix, was used to determine the attitudes toward school of the eighth and eleventh graders included in the population. A split-half reliability coefficient of .92 was obtained for the Semantic Distance Questionnaire (Shaw and Wright, 1967:502). In addition, according to Shaw and Wright, "The items have good content validity for the six attitudinal referents /teachers, classroom, study hall, study, high school, and school rules/ toward which they are directed." (1967:502) It was also reported that the attitudes as measured by the Questionnaire related to the academic achievement of the students (Weaver, 1959:279). "This finding may be taken as further evidence of the validity of the scale. . ." (Shaw and Wright, 1967:503)

Due to the nature of the questionnaires, they were administered by the investigator but during class time. Biographical and employment data were collected at the time the questionnaires were administered. A copy of the form used for that purpose along with the response sheet for the

Semantic Distance Questionnaire is also included in the Appendix. The comments and directions given orally to each class surveyed are in the Appendix as well.

All of the students in the classes selected who were present on the day of the survey were questioned. The investigator then eliminated those students who were children of foster parents, children of unemployed parents, and children not from intact homes, before analyzing the data. Also excluded were any twelfth-grade students in the eleventh-grade English classes.

The Questionnaires were scored simply by adding the numbers the student gave to each statement for each subtest and for the Questionnaire as a whole after reversing the weights for the negative items. Numbers 1, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 21, 23, 24, 25, 26, 27, 30, 31, 33, 34, 35, and 36 are negative items. Statements 1 through 6 deal with the student's attitude toward the classroom; 7 through 12, the student's attitude toward school rules; 13 through 18, the student's attitude toward teachers; 19 through 24, the student's attitude toward school; 25 through 30, the student's attitude toward study; 31 through 36, the student's attitude toward study hall.

Organization of Data

The data results are presented by hypothesis in table form with at least one table for each hypothesis. The tables are essentially of two types, those involving the comparison of more than two groups and those involving the comparison of two groups. Comparisons were made on the basis of parental employment status, sex, grade level, and length of maternal employment.

Statistical Hypotheses

Following are the hypotheses which were tested. In each hypothesis, numbers are used to identify the groups being compared as follows:

Group No. 1 = children whose parents are both employed full time.

Group No. 2 = children who have one parent employed part-time and one employed full time.

Group No. 3 = children of one unemployed parent and one parent employed full time.

Hypothesis One:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic

Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eighth graders in Group No. 1, Group No. 2, Group No. 3.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eighth graders in Group No. 1, Group No. 2, Group No. 3.

Hypothesis Two:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire and toward the educative process as measured by the entire Semantic Distance Questionnaire among eleventh graders in Group No. 1, Group No. 2, Group No. 3.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward

teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eleventh graders in Group No. 1, Group No. 2, Group No. 3.

Hypothesis Three:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls in Group No. 1.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls in Group No. 1.

Hypothesis Four:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls in Group No. 2.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls in Group No. 2.

Hypothesis Five:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative

process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls in Group No. 3.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls in Group No. 3.

Hypothesis Six:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls in Group No. 1.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward

study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls in Group No. 1.

Hypothesis Seven:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls in Group No. 2.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls in Group No. 2.

Hypothesis Eight:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls in Group No. 3.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls in Group No. 3.

Hypothesis Nine:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative

process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders in Group No. 1.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders in Group No. 1.

Hypothesis Ten:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders in Group No. 2.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward

study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders in Group No. 2.

Hypothesis Eleven:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders in Group No. 3.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders in Group No. 3.

Hypothesis Twelve:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eighth graders in Group No. 1 whose mothers have been employed for less than one year, one to two years, two to five years, five to ten years, more than ten years.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eighth graders in Group No. 1 whose mothers have been employed for less than one year, one to two years, two to five years, five to ten years, more than ten years.

Hypothesis Thirteen:

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers,

toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eleventh graders in Group No. 1 whose mothers have been employed for less than one year, one to two years, two to five years, five to ten years, more than ten years.

Alternative: There will be differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eleventh graders in Group No. 1 whose mothers have been employed for less than one year, one to two years, two to five years, five to ten years, more than ten years.

Analysis of Data

Hypotheses One, Two, Twelve, and Thirteen were tested at the .05 level of significance using the one-way analysis of variance. Hypotheses Three through Eleven were tested using the t-test, two tailed at the .05 level of significance.

Precautions Taken for Accuracy

The investigator used a hand calculator for the initial scoring of the questionnaires. The data analysis was done by computer and the interpretation of that analysis was made with the help of an expert in the field of statistics.

Summary

This investigation involved the entire defined population of eighth and eleventh graders in three basic categories determined by the employment status of the children's parents. Each category was statistically analyzed in terms of attitudes toward school. Comparisons were also made on the basis of sex, grade level, and length of maternal employment. The Semantic Distance Questionnaire was used to determine attitudes toward school. The resulting data is presented in table form.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The problem of this study was to determine if there were differences among children in their attitudes toward the educative process correlated with the employment status of their parents. The questions to be answered were as follows:

1. Are there any differences among children in these situations--
    a. both parents employed full time,
    b. one parent employed full time, the other part-time,
    c. one parent employed full time and one unemployed--

in their attitudes toward the educative process?

2. Are there differences in attitudes toward the educative process within these three situations between males and females?

3. Are there differences in attitudes toward the educative process within these three situations between eighth graders and eleventh graders?

4. Are there differences in attitudes toward the educative process among children of parents both employed full time correlated with the mother's length of employment?

In order to answer these questions, the Semantic Distance Questionnaire (see Appendix) was administered to eighth and eleventh graders. The Questionnaires were scored and the mean scores for each category were determined. Analysis was made using the one-way analysis of variance for those comparisons involving more than two categories and using the t-test, two-tailed, for the comparisons involving two categories. All data were tested at the .05 level of significance. The statistical results of the scored Questionnaires are included in this chapter by hypothesis. Hypotheses One and Two relate to Question 1; Hypotheses Three through Eight relate to Question 2; Hypotheses Nine through Eleven relate to Question 3; and Hypotheses Twelve and Thirteen relate to Question 4. In order to illustrate the results of the study, one table is used for each hypothesis.

Hypothesis One

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eighth

graders whose mothers are employed full time, employed part-time, or unemployed.

Alternative: There will be differences in these attitudes among these groups.

Table 1

Employment Status of Mother and Attitudes of Eighth Graders

SDQ[1] Subtest	N=22 Means Full Time	N=10 Means Part-Time	N=25 Means Unemployed	F*
Classroom	21.09	22.30	22.00	.217
School Rules	22.54	20.40	20.83	.629
Teachers	16.36	16.60	18.47	1.043
School	26.60	24.90	26.52	.156
Study	17.32	14.40	17.36	1.095
Study Hall	23.20	23.09	21.40	.235
Total	128.36	120.00	127.32	.437

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical F = 3.17.

Of those eighth graders living with both parents, 22 had mothers as well as fathers employed full time; 10 had their mothers employed part-time; and 25 had unemployed mothers. Table 1 gives the mean score of each group on

each subtest, measuring attitudes toward the classroom, school rules, teachers, school, study, and study hall and on the entire Questionnaire, measuring the attitude toward the educative process as a whole. As Table 1 indicates, no significant differences were found among eighth graders in these three categories on any of the subtests or on the total Questionnaire using one-way analysis of variance with the significance level at .05. Therefore, the null hypothesis was accepted and the alternate hypothesis rejected.

Hypothesis Two

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eleventh graders whose mothers are employed full time, employed part-time, or unemployed.

Alternative: There will be differences in these attitudes among these groups.

There were 23 eleventh graders with mothers employed full time; 13 with mothers employed part-time; and 27 with mothers unemployed. Table 2 gives the mean scores for each

of these groups on each of the subtests and on the Questionnaire as a whole. This hypothesis was also tested at the .05 level of significance using one-way analysis of variance. It was found that among eleventh graders in these three groups, there was a significant difference in their attitudes toward school. No other significant differences were found, however. Therefore, the portion of the null hypothesis dealing with attitude toward school was rejected.

Table 2

Employment Status of Mother and Attitudes of Eleventh Graders

SDQ[1] Subtest	N=23 Means Full Time	N=13 Means Part-Time	N=27 Means Unemployed	F*
Classroom	21.26	20.26	23.63	1.548
School Rules	18.78	16.46	19.19	.832
Teachers	14.39	13.54	15.41	.571
School	24.52	26.70	29.81	4.004*
Study	17.80	20.62	19.60	.633
Study Hall	22.40	25.00	22.89	.612
Total	118.48	123.23	130.52	1.400

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical F = 3.15.

Hypothesis Three

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls whose mothers are employed full time.

Alternative: There will be differences in these attitudes between these groups.

Ten males and twelve females of the eighth graders surveyed and living with both parents had mothers as well as fathers employed full time. Table 3 lists the mean scores for both males and females on each subtest and on the entire Questionnaire. Analysis was made using the t-test, two tailed at the .05 level of significance. A significant difference was found in the mean scores on the subtest dealing with attitude toward school. The females scored higher than the males. That portion of the null hypothesis involving attitude toward school was, therefore, rejected.

Hypothesis Four

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers,

Table 3

Attitudes of Eighth-Grade Males and Females Whose Mothers Are Employed Full Time

SDQ[1] Subtest	N=10 Means M	N=12 Means F	T-Test*
Classroom	21.00	21.17	.07915
School Rules	22.40	22.67	.11017
Teachers	15.10	17.42	.97348
School	23.20	29.42	2.11050*
Study	16.10	18.33	.91244
Study Hall	23.10	23.08	.00533
Total	123.90	132.08	.77087

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.086.

toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls whose mothers are employed part-time.

Alternative: There will be differences in these attitudes between these groups.

Table 4

Attitudes of Eighth-Grade Males and Females Whose Mothers Are Employed Part-Time

SDQ[1] Subtest	N=5 Means M	N=5 Means F	T-Test*
Classroom	21.20	23.40	1.07348
School Rules	19.80	21.00	.29963
Teachers	15.60	17.60	.80845
School	22.20	27.60	1.03161
Study	12.20	16.60	.92760
Study Hall	18.40	24.40	1.26435
Total	109.40	130.60	1.62586

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.306.

Five eighth-grade males and five eighth-grade females had mothers employed part-time. Table 4 lists the mean scores of these students on each subtest and on the entire Questionnaire. With the hypothesis being tested at the .05 level of significance using the t-test, two-tailed, no significant differences in the mean scores were found, so the null hypothesis was accepted and the alternative hypothesis was rejected.

Hypothesis Five

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth-grade boys and girls whose mothers are unemployed.

Alternative: There will be differences in these attitudes between these groups.

Eleven males and fourteen females had unemployed mothers. Table 5 lists the mean scores of these eighth graders on the subtests and on the entire Questionnaire. These scores, analyzed using the t-test, two-tailed at the .05 level of significance, indicate two significant differences. The males scored higher on the subtests dealing with attitudes toward teachers and study. Thus the portions of the null hypothesis dealing with teachers and study were rejected.

Hypothesis Six

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as

Table 5

Attitudes of Eighth-Grade Males and Females Whose Mothers Are Unemployed

SDQ[1] Subtest	N=11 Means M	N=14 Means F	T-Test*
Classroom	20.45	23.21	.98371
School Rules	20.36	21.21	.31444
Teachers	21.10	16.43	2.24264*
School	26.10	26.21	.17931
Study	20.82	14.64	3.95818*
Study Hall	24.73	20.07	1.92230
Total	134.36	121.79	1.27933

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.069.

measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls whose mothers are employed full time.

Alternative: There will be differences in these attitudes between these groups.

Table 6

Attitudes of Eleventh-Grade Males and Females Whose Mothers Are Employed Full Time

SDQ[1] Subtest	N=8 Means M	N=15 Means F	T-Test*
Classroom	21.25	21.26	.00757
School Rules	20.25	18.00	.78094
Teachers	15.75	13.67	.84447
School	25.25	24.13	.39419
Study	18.50	17.40	.42686
Study Hall	22.25	22.47	.08613
Total	121.38	116.93	.43809

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.08.

Eight males and fifteen females in the eleventh-grade population had both parents living at home and employed full time. The hypothesis was tested using the t-test, two-tailed at the .05 level of significance. No significant differences were found in the mean scores on the subtests of the Semantic Distance Questionnaire or on the entire Questionnaire as indicated in Table 6. The null hypothesis was accepted; the alternative, rejected.

Hypothesis Seven

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls whose mothers are employed part-time.

Alternative: There will be differences in these attitudes between these groups.

Table 7 lists the mean scores on each subtest and on the Questionnaire as a whole for the five males and eight females in the eleventh grade whose mothers were employed part-time. Again, the hypothesis was tested using the t-test, two-tailed at the .05 level of significance. No significant differences were found. The null hypothesis was accepted and the alternative hypothesis was rejected.

Hypothesis Eight

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance

Table 7

Attitudes of Eleventh-Grade Males and Females Whose Mothers Are Employed Part-Time

SDQ[1] Subtest	N=5 Means M	N=8 Means F	T-Test*
Classroom	21.60	20.38	.44798
School Rules	19.20	14.75	1.17398
Teachers	13.80	13.37	.15433
School	28.20	25.75	.45948
Study	20.60	20.63	.00348
Study Hall	25.40	24.75	.10413
Total	131.00	118.38	.59157

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.201.

Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eleventh-grade boys and girls whose mothers are unemployed.

Alternative: There will be differences in these attitudes between these groups.

Twelve eleventh-grade males and fifteen eleventh-grade females had mothers who were unemployed. Having tested the hypothesis at the .05 level of significance

Table 8

Attitudes of Eleventh-Grade Males and Females Whose Mothers Are Unemployed

SDQ[1] Subtest	N=12 Means M	N=15 Means F	T-Test*
Classroom	23.00	24.13	.43569
School Rules	19.08	19.27	.07530
Teachers	15.75	15.13	.28361
School	30.08	29.60	.22306
Study	19.50	19.67	.06383
Study Hall	20.58	24.73	1.90633
Total	128.00	132.53	.53745

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.06.

using the t-test, two-tailed, no significant differences were found. Table 8 indicates the mean scores on the various subtests of as well as the total score on the Semantic Distance Questionnaire for the eleventh-grade males and females whose mothers were unemployed. The null hypothesis was accepted and the alternative rejected.

Hypothesis Nine

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders whose mothers are employed full time.

Alternative: There will be differences in these attitudes between these groups.

Twenty-two eighth graders and twenty-three eleventh graders had mothers employed full time. Their mean scores are listed in Table 9. The scores were analyzed at the .05 level of significance using the t-test, two-tailed. One significant difference was found and that was in the attitude toward school rules with the eighth graders scoring higher than the eleventh graders. Therefore, the portion of the null hypothesis related to school rules was rejected.

Hypothesis Ten

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as

Table 9

Attitudes of Eighth Graders and Eleventh Graders Whose Mothers Are Employed Full Time

SDQ[1] Subtest	N=22 Means 8th	N=23 Means 11th	T-Test*
Classroom	21.09	21.26	.11735
School Rules	22.55	18.78	2.08462*
Teachers	16.36	14.40	1.18628
School	26.60	24.52	1.00660
Study	17.32	17.78	.27152
Study Hall	23.09	22.39	.36676
Total	128.36	118.48	1.40238

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.021.

measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders whose mothers are employed part-time.

Alternative: There will be differences in these attitudes between these groups.

Table 10

Attitudes of Eighth Graders and Eleventh Graders Whose Mothers Are Employed Part-Time

SDQ[1] Subtest	N=10 Means 8th	N=13 Means 11th	T-Test*
Classroom	22.30	20.85	.84208
School Rules	20.40	16.46	1.45337
Teachers	16.60	13.54	1.68977
School	24.90	26.70	.48791
Study	14.40	20.62	1.43027
Study Hall	21.40	25.00	.90932
Total	120.00	123.23	.24625

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.08.

Table 10 shows the same kind of analysis as Table 9 only done for the ten eighth graders and thirteen eleventh graders whose mothers work part-time. No significant differences were found. Therefore, the null hypothesis was accepted while the alternative hypothesis was rejected.

Hypothesis Eleven

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers,

toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders and eleventh graders whose mothers are unemployed.

Alternative: There will be differences in these attitudes between these groups.

Table 11

Attitudes of Eighth Graders and Eleventh Graders Whose Mothers Are Unemployed

SDQ[1] Subtest	N=25 Means 8th	N=27 Means 11th	T-Test*
Classroom	22.00	23.63	.86600
School Rules	20.84	19.19	.93583
Teachers	18.48	15.41	1.99681
School	26.52	29.81	1.55488
Study	17.36	19.60	1.37294
Study Hall	22.12	22.89	.45306
Total	127.32	130.52	.49902

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical value = 2.021.

Table 11 deals with twenty-five eighth graders and twenty-seven eleventh graders whose mothers were unemployed. No significant differences were found in the mean scores of this group. The analysis used was the t-test, two-tailed at the .05 level of significance. The null hypothesis was accepted and the alternative hypothesis was rejected.

Hypothesis Twelve

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire between eighth graders whose mothers are employed full time but for varying lengths--less than one year, one to two years, two to five years, five to ten years, more than ten years.

Alternative: There will be differences in these attitudes among these groups.

The numbers of eighth graders in each category were as follows: two, less than one year; six, one to two years; seven, two to five years; eight, five to ten years; nine, more than ten years. This particular hypothesis was tested at the .05 level of significance using one-way analysis of

Table 12

Years of Mother's Full-Time Employment and Attitudes of Eighth Graders

	N=2	N=6	N=7	N=8	N=9	
	Means					
SDQ[1] Subtest	Less Than 1	1 - 2	2 - 5	5 - 10	More Than 10	F*
Classroom	19.01	22.83	22.71	20.12	21.33	.609
School Rules	22.50	23.67	18.71	20.50	24.22	1.242
Teachers	14.00	13.50	16.28	19.63	16.22	1.548
School	27.50	30.33	19.29	26.50	27.78	2.342
Study	12.50	20.16	13.57	15.12	18.11	1.386
Study Hall	12.50	23.50	24.71	21.87	23.11	1.207
Total	108.00	134.00	115.29	127.50	130.78	.890

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical F = 2.57.

variance. Table 12 lists the mean scores on each subtest of the Semantic Distance Questionnaire as well as on the Questionnaire as a whole. No significant differences were found so the null hypothesis was accepted and the alternative hypothesis was rejected.

Hypothesis Thirteen

Null: There will be no differences in the attitudes toward the classroom, toward school rules, toward teachers, toward high school, toward study, toward study hall as measured by the six subtests in the Semantic Distance Questionnaire, and toward the educative process as measured by the entire Semantic Distance Questionnaire among eleventh graders whose mothers are employed full time but for varying lengths--less than one year, one to two years, two to five years, five to ten years, more than 10 years.

Alternative: There will be differences in these attitudes among these groups.

Three eleventh graders had mothers who had been employed full time for less than a year; six, mothers employed full time for one to two years; seven, mothers employed full time for two to five years; four, mothers employed full time for five to ten years; and sixteen, mothers employed full time for more than ten years. Table 13 gives the mean scores for the eleventh graders in each of these categories on the subtests of the Semantic Distance Questionnaire and on the Questionnaire as a whole. Tested at the .05 level of significance using one-way analysis of variance, significant differences were found among the

Years of Mother's Full-Time Employment and Attitudes of Eleventh Graders

	N=3	N=6	N=7	N=4	N=16	
	Means					
SDQ[1] Subtest	Less Than 1	1 - 2	2 - 5	5 - 10	More Than 10	F*
Classroom	25.67	19.33	24.00	21.25	19.63	2.208
School Rules	25.00	15.50	16.43	21.25	17.38	1.517
Teachers	12.67	16.17	15.57	11.50	13.56	.697
School	35.67	22.83	27.43	25.75	23.25	2.457
Study	32.00	13.50	20.29	16.25	18.31	3.159*
Study Hall	37.33	20.67	22.71	21.50	22.44	3.625*
Total	168.33	108.00	125.00	117.50	114.31	3.527*

[1]Semantic Distance Questionnaire.

*Significant at the .05 level--critical F = 2.53.

categories on the subtests dealing with attitudes toward study and study hall and on the Questionnaire as a whole dealing with the educative process in its entirety. Thus the null hypothesis was rejected in these areas.

Summary

The questions posed by the investigator appear to have been answered as follows. Only one significant difference

was found among the attitudes of children whose mothers were employed full time, part-time, or unemployed and that was among eleventh graders in their attitudes toward school.

In comparing males and females, no significant differences were found among eleventh graders in each category of parental employment while three were found between eighth-grade boys and girls. Eighth-grade females whose mothers were employed full time scored significantly higher than their male counterparts in the subtest dealing with attitudes toward school. However, the eighth-grade males whose mothers were unemployed scored higher than the females on the subtests concerning attitudes toward teachers and study.

One significant difference was found between eighth graders and eleventh graders whose mothers were employed full time. The eighth graders scored higher in their attitudes toward school rules.

And finally no significant differences were found among eighth graders whose mothers were employed full time but for different lengths of time. However, among eleventh graders in the same situation, significant differences were found in attitudes toward study, study hall, and the educative process as a whole.

Thus Null Hypotheses One, Four, Six through Eight, and Ten through Twelve were all accepted while portions of Null Hypotheses Two, Three, Five, Nine, and Thirteen were rejected because of significant differences in some areas of attitudes as measured by the Semantic Distance Questionnaire.

CHAPTER V

SUMMARY

As a result of the increasing numbers of families with both parents working and of the scarcity of research correlating this phenomenon with student attitudes, the investigator felt there was a need for research regarding the attitudes of children toward school as related to parental employment status. It was decided in attempting to determine whether differences existed in attitudes toward school among children whose mothers were employed full time, employed part-time, or unemployed that only those children of intact families would be included.

Before collecting data, a review of the related literature was made. It was discovered that there was a lack of research relating parental employment to student attitudes.

The investigation was then conducted using a population of eighth and eleventh graders from two schools in the Great Falls Public School system, Great Falls, Montana. The Semantic Distance Questionnaire was the instrument used to determine attitudes toward the educative process. The population was analyzed statistically in terms of the results on the Questionnaire and parental employment status, sex, grade level, and length of maternal employment.

Analysis of the data was made testing at the .05 level of significance and using one-way analysis of variance for those comparisons involving more than two categories and the t-test, two-tailed, for comparisons involving two categories. Some significant differences were found necessitating the rejection of portions of Null Hypotheses Two, Three, Five, Nine, and Thirteen.

Conclusions

The following specific conclusions were found.

Null Hypothesis One--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire among eighth graders whose mothers were employed full time, employed part-time, or unemployed--was accepted. No significant differences were found in any of the attitudes (toward classroom, school rules, teachers, high school, study, study hall, or the educative process as a whole).

Null Hypothesis Two--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire among eleventh graders whose mothers were employed full time, employed part-time, or unemployed--was rejected in part. Tested at the .05 level of significance, a significant difference was found in

these eleventh graders' attitudes toward high school. No significant differences were found, however, in their attitudes toward classroom, school rules, teachers, study, study hall, or the educative process as a whole.

Null Hypothesis Three--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eighth-grade boys and girls whose mothers were employed full time--was also rejected in part. Again at the .05 level of significance, it was found that the females scored significantly higher than the males in attitudes toward school. No other significant differences were found.

Null Hypothesis Four--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eighth-grade boys and girls whose mothers were employed part-time--was accepted. No significant differences were found on any of the six subtests or on the Questionnaires as a whole using the .05 level of significance.

Null Hypothesis Five--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eighth-grade boys and girls whose mothers were employed--was

rejected in part. On two of the subtests, attitudes toward teachers and attitudes toward study, the eighth-grade males scored significantly higher than the eighth-grade females when their scores were tested at the .05 level of significance.

Null Hypothesis Six--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eleventh-grade boys and girls whose mothers were employed full time--was accepted. Using the .05 level of significance, no significant differences were found on any of the subtests on the Questionnaire nor on the Questionnaire as a whole.

Null Hypothesis Seven--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eleventh-grade boys and girls whose mothers were employed part-time--was accepted. No significant differences were found at the .05 level.

Null Hypothesis Eight--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eleventh-grade boys and girls whose mothers were unemployed--was accepted since no significant differences were found, again, at the .05 level.

Null Hypothesis Nine--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eighth graders and eleventh graders whose mothers were employed full time--was rejected in part. It was found that the eighth graders in this category scored significantly higher than their eleventh-grade counterparts in attitudes toward school rules. The level of significance used was .05 and no other significant differences were found.

Null Hypothesis Ten--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eighth graders and eleventh graders whose mothers were employed part-time--was accepted, as no significant differences at the .05 level were found.

Null Hypothesis Eleven--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire between eighth graders and eleventh graders whose mothers were unemployed--was also accepted as no significant differences at the .05 level were found.

Null Hypothesis Twelve--that there would be no differences in attitudes toward the educative process as measured

by the Semantic Distance Questionnaire among eighth graders whose mothers were employed full time but for varying lengths--was accepted. At the .05 level, no significant differences in attitudes were found whether the mother had been employed full time for less than one year, one to two years, two to five years, five to ten years, or more than ten years.

Null Hypothesis Thirteen--that there would be no differences in attitudes toward the educative process as measured by the Semantic Distance Questionnaire among eleventh graders--was rejected in part. Significant differences at the .05 level were found among the eleventh graders in their attitudes toward study, study hall, and the educative process as a whole. No significant differences were found in their attitudes toward classroom, school rules, teachers, or school.

Thus out of a possible 91, 8 significant differences were found. Of the 8 significant differences, there was 1 significant difference associated with employment status alone and that was among eleventh graders (see Hypothesis Two); there were 3 significant differences associated with sex and employment status, all involving eighth graders (Hypotheses Three and Five); there was one significant

difference associated with grade level and employment status (Hypothesis Nine), and there were 3 significant differences associated with the length of the mother's full-time employment among eleventh graders (Hypothesis Thirteen). Two of the 8 significant differences involved attitudes toward school; 1 involved attitudes toward teachers; 2 involved study; 1 involved school rules; and 1 involved study hall.

The data does produce some thought-provoking results; for example, it is interesting that the eighth-grade daughters of mothers employed full time scored significantly higher than their male counterparts in attitudes toward school while the eighth-grade sons of unemployed mothers scored significantly higher than their female counterparts in attitudes toward teachers and study. However, the investigator cautions against concluding that the image of a working mother tended to make her daughter more interested or her son less interested in school than if that mother were unemployed.

In addition the significant differences that were found cannot be assumed to apply to the general population--only to the population observed. And all that can be stated about those significant differences in the population studied is that they are significant. The investigator does not presume to know why.

Recommendations

The investigator offers the following recommendations upon the basis of this study and the literature reviewed.

1. Further research comparing attitudes of students toward school and toward their parents' employment status is recommended.
2. It would also be of interest to compare these attitudes toward school and parental employment status to academic achievement.
3. Future research should utilize a larger sample than this study used.
4. In the categories using the one-way analysis of variance statistic, it would be helpful to analyze within the category the data that were significantly different.
5. Research comparing academic achievement, attitudes toward school, and attitudes toward parents to parental employment status on the basis of sex would be of interest particularly at the junior high school level.
6. Research comparing senior high school students' academic achievement, attitudes toward school and attitudes toward parental employment status

to length of full-time maternal employment could be of value in view of the results of this study.

APPENDIX

DATA COLLECTION MATERIALS

Oral Comments and Directions

I am collecting data on the attitudes toward various aspects of school of junior and senior high school students. This data is a part of my work toward my master's degree, so I will appreciate your honest answers. I am asking for some data regarding the employment status of your parents since I want to make comparisons on that basis. However, I am not asking for your names, so all your responses will be anonymous even to me.

Hand out answer sheet first.

Please fill out the first portion of the answer sheet which I am handing out. You may use either pen or pencil. Is there anyone who needs a pencil?

Wait.

The sections where you are asked to check the correct employment description for each parent and the length of employment refer to those parents with whom you live. If you live with your father and stepmother, for example, it is their employment about which I am concerned, not the employment of your real mother.

Hand out the quesionnaire.

Please read the instructions on the questionnaire I am now handing out.

Wait.

The answer sheet is at the bottom of the first sheet I handed out to you. Please do not write on the questionnaire but write the numbers in the blanks on the answer sheet. Keep in mind 1 means strongly disagree while 7 means strongly agree. Please do not discuss the items in the questionnaire while you are responding to them. When you are finished, you may turn your papers in to me.

Wait until all questionnaires are returned.

Thank you very much for your help.

Male_____ Female_____ (Check the appropriate one) Grade_____

Birthdate_____
Mo. Day Yr.

Living With (Check one) Both Parents_____ Father_____ Mother_____
Father and Stepmother_____ Mother and Stepfather_____ Alone_____
Other_____

Employment Status of Parents

"Employed" is used here to refer to a person who is in business and/or working as a professional and/or working as a salaried employee outside the home.

Check the correct employment description for each parent.

	Father	Mother
Employed full time (a minimum of 30 hours a week 9 months of the year)	_____	_____
Employed part-time (less than 30 hours a week 9 months of the year)	_____	_____
Unemployed	_____	_____

If the parent is presently employed check the length of time he/she has been employed.

	Father	Mother
Less than 1 year	_____	_____
1--2 years	_____	_____
2--5 years	_____	_____
5--10 years	_____	_____
Longer than 10 years	_____	_____

Answer Sheet for QUESTIONNAIRE

1. _____	7. _____	13. _____	19. _____	25. _____	31. _____
2. _____	8. _____	14. _____	20. _____	26. _____	32. _____
3. _____	9. _____	15. _____	21. _____	27. _____	33. _____
4. _____	10. _____	16. _____	22. _____	28. _____	34. _____
5. _____	11. _____	17. _____	23. _____	29. _____	35. _____
6. _____	12. _____	18. _____	24. _____	30. _____	36. _____

Semantic Distance Questionnaire by Carl H. Weaver

Directions

There are 36 statements in this questionnaire, all written by high school students. Please indicate your own personal opinion of each statement by writing a number from 1 to 7 in the blank on your answer sheet, as follows:

Strongly disagree						Strongly agree
			Neutral			
1	2	3	4	5	6	7

Thus, if you strongly agree with a statement write a number 7 in the blank; if you strongly disagree write a number 1 in the blank. If you don't care either way, write a number 4 in the blank. If you agree or disagree less strongly, use the numbers 2, 3, 5, or 6.

Please do not write what you ought to believe or what other people (teachers, parents, etc.) want you to believe. Try to indicate what you really think about these statements.

Work fast. Do not puzzle too long over any statement. Write your first impulse.

Do not leave any blanks empty. Write a number in every one.

REMEMBER: You need not fear that your opinions will be exposed. No one in this school will ever see your paper. Your teachers will be given only general summaries of group answers. When you finish, hand your paper to me.

Item

1. Classrooms are dull places.
2. I enjoy going to class.
3. A classroom is a place to put in your time.
4. When I am in class I think of what is going on tonight.
5. Classrooms are okay if you have friends there.
6. There is too much brownnosing in classrooms.
7. Rules make school seem like a prison.
8. We should always follow the rules with courtesy.
9. Some rules were practically made to be broken.
10. Some rules are stupid and unreasonable.
11. I don't think too highly of having so many rules.
12. We should help make others obey the rules.
13. Teachers think they're martyrs.
14. Teachers often favor.
15. Some teachers are lazy.

16. Sometimes teachers' rules are just a little strict and stupid
17. Some teachers are unreasonable.
18. Some teachers should be in the student's chair and the student should be teaching.
19. I enjoy school.
20. I think it's a privilege to attend high school.
21. I think high school is boring.
22. I study hard.
23. I think there are better things to do than going to school.
24. I like school closed.
25. I dislike studying.
26. Studying interferes with some of my other plans and activities.
27. There isn't any fun in studying.
28. I put study above most other things.
29. I think I should give up going places for studying.
30. Study is a bother.
31. Study hall is a place to see your friends.
32. I think I should be quiet in study hall so others can work.
33. Study hall is a place to talk over the happenings of the day.
34. There aren't enough privileges in study halls.
35. Study hall is our leisure time during the school day.
36. Study hall is boring most of the time.

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