

1-1-2003

Deterrents to participation in parenting education

Debra C. Johnson
Southeastern Louisiana University

Betty C. Harrison
Louisiana State University

Michael F. Burnett
Louisiana State University

Peter Emerson
Southeastern Louisiana University

Follow this and additional works at: https://digitalcommons.lsu.edu/aeee_pubs

Recommended Citation

Johnson, D., Harrison, B., Burnett, M., & Emerson, P. (2003). Deterrents to participation in parenting education. *Family and Consumer Sciences Research Journal*, 31 (4), 403-424. <https://doi.org/10.1177/1077727X03031004004>

This Article is brought to you for free and open access by the Department of Agricultural and Extension Education and Evaluation at LSU Digital Commons. It has been accepted for inclusion in Faculty Publications by an authorized administrator of LSU Digital Commons. For more information, please contact ir@lsu.edu.

1993

Deterrents to Participation in Parenting Education.

Debora Coats Johnson

Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation

Johnson, Debora Coats, "Deterrents to Participation in Parenting Education." (1993). *LSU Historical Dissertations and Theses*. 5645.
https://digitalcommons.lsu.edu/gradschool_disstheses/5645

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600

Order Number 9419899

Deterrents to participation in parenting education

Johnson, Debora Coats, Ph.D.

The Louisiana State University and Agricultural and Mechanical Col., 1993

U·M·I

300 N. Zeeb Rd.
Ann Arbor, MI 48106

DETERRENTS TO PARTICIPATION IN PARENTING EDUCATION

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Vocational Education

by

Debora Coats Johnson

B. S., Southeastern Louisiana University, 1981

M. S., Louisiana State University, 1983

December 1993

ACKNOWLEDGEMENTS

I would like to express my gratitude to my major professor, Dr. Betty C. Harrison. She has shown compassion, understanding, patience, and concern during my graduate studies. She has had the commitment to see me through both my Master's and Doctoral studies. She has spent many hours guiding me. To Dr. Harrison, I will always be indebted.

I would like to express my appreciation to my committee members Dr. Joe Kotrlik, Dr. Donna Redmann, and Dr. James Trott. My special thanks to Dr. Michael Burnett who can make statistics understandable.

Appreciation is expressed to my friends. To my study group at L.S.U., a special thanks for listening, caring and sharing. To my friends, thanks for your support and interest.

To my husband, Kenny, I say thank you for always being there. Your encouragement was invaluable and your love sustained me. Thanks for not allowing me to give up on myself. To my daughter, Elizabeth, (though I believe you are too young to fully understand what this has entailed), I express my love and appreciation for your patience while I strived to reach this goal. I hope you thirst for knowledge as you mature. To my family, I say thanks for helping when I needed you. Special thanks to my parents, Gene Allen and Audrey Coats, your excellent parenting skills have influenced me greatly in my quest to study parenting. To my sister, Cindy, thanks for being my best friend.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
ABSTRACT	viii
CHAPTER	
1 INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	3
Objectives of the Study	3
Limitations of the Study	4
Significance of the Study	4
Definition of Terms	6
2 REVIEW OF LITERATURE	
Parenting Education	8
Participation Deterrents	13
Child Care	19
Summary of the Literature	20
3 METHODOLOGY	21
Population	21
Sample	23
Instrumentation	23
Data Collection	25
Data Analysis	26
4 FINDINGS OF THE STUDY	28
Objective One: Sociodemographic Characteristics	28
Objective Two: Deterrents to Participation . .	32
Objective Three: Relation Between Demographics	
and Deterrents	40
Summary of Findings	56
5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	57
Objective One: Sociodemographic Characteristics	58
Objective Two: Deterrents to Participation .	59
Objective Three: Relation Between Demographics	
and Deterrents	60
REFERENCES	62

APPENDIXES

A	Request to Parents to Participate in the Study	66
B	Request and Approval to Use Instrument	68
C	Deterrent to Participation Scale (DPS-G) Instrument	70
VITA	75

LIST OF TABLES

1. Age of Respondents to Deterrent to Participation in Parenting Education Questionnaire	29
2. Highest Level of Education of Parents Who Responded to Deterrent to Participation Questionnaire . . .	29
3. Ethnicity of Parents who Responded to Deterrents to Participation Questionnaire	30
4. Age of Pre-School Children in the Home of Parents who Responded to Deterrents to Participation Questionnaire	31
5. Number of Adults Currently in the Home	31
6. Importance of <u>DPS-G</u> Items in Deterring Participation in Parent Education Programs	34
7. Factors Which Deter Participation and the Overall Mean of Each Factor	36
8. Variable Loadings and Item Means of Factor 1: Lack of Confidence	37
9. Variable Loadings and Item Means of Factor 2: Lack of Course Relevance	38
10. Variable Loadings and Item Means of C Factor 3: Personal Problems	39
11. Variable Loadings and Item Means of Factor 4: Situational Barriers	39
12. Variable Loadings and Item Means of Factor 5: Time	40
13. Correlation Coefficients Between Factor 1 (Lack of Confidence) and Sociodemographic Variables Measured on an Ordinal Scale Using Kendall's Correlation Coefficient	42
14. Correlation Coefficients Between Factor 1 (Lack of Confidence) and Sociodemographic Variables on an Interval Scale Using Pearson's Product Moment Correlation Coefficient	42

15. Mean Differences Between Factor 1 (Lack of Confidence) and Sociodemographic Variables on a Nominal Scale Using T-Test	43
16. Analysis of Variance of Factor 1 (Lack of Confidence) by Employment Status	44
17. Correlation Coefficients Between Factor 2 (Lack of Course Relevance) and Sociodemographic Variables on an Ordinal Scale Using Kendall's Correlation Coefficient	45
18. Correlation Coefficients Between Factor 2 (Lack of Course Relevance) and Sociodemographic Variables on an Interval Scale Using Pearson's Product Moment Correlation Coefficient	46
19. Mean Differences Between Factor 2 (Lack of Course Relevance) and Sociodemographic Variables on a Nominal Scale Using T-Test	46
20. Analysis of Variance of Factor 2 (Lack of Course Relevance) by Employment Status	47
21. Correlation Coefficients Between Factor 3 (Personal Problems) and Sociodemographic Variables on an Ordinal Scale Using Kendall's Correlation Coefficient	47
22. Correlation Coefficients Between Factor 3 (Personal Problems) and Sociodemographic Variables on an Interval Scale Using Pearson's Product Moment Correlation Coefficient	48
23. Mean Differences Between Factor 3 (Personal Problems) and Sociodemographic Variables on a Nominal Scale Using T-Test	49
24. Analysis of Variance of Factor 3 (Personal Problems) by Employment Status	50
25. Correlation Coefficients Between Factor 4 (Situational Barriers) and Sociodemographic Variables on an Ordinal Scale Using Kendall's Correlation Coefficient	51
26. Correlation Coefficients Between Factor 4 (Situational Barriers) and Sociodemographic Variables on an Interval Scale Using Pearson's Product Moment Correlation Coefficient	52

27. Mean Differences Between Factor 4 (Situational Barriers) and Sociodemographic Variables on a Nominal Scale Using T-Test	52
28. Analysis of Variance of Factor 4 (Situational Barriers) by Employment Status	53
29. Correlation Coefficients Between Factor 5 (Time) and Sociodemographic Variables on an Ordinal Scale Using Dendall's Correlation Coefficient . .	53
30. Correlation Coefficients Between Factor 5 (Time) and Sociodemographic Variables on an Interval Scale Using Pearson's Product Moment Correlation Coefficient	54
31. Mean Differences Between Factor 5 (Time) and Sociodemographic Variables on a Nominal Scale Using T-Test	55
32. Analysis of Variance of Factor 5 (Time) by Employment	56

ABSTRACT

The purpose of this study was to determine the deterrents to participation by adults in parenting education programs. The objectives were to: (1) describe parents with children in selected day care facilities by sociodemographic variables; (2) determine factors which deterred those parents from participating in parenting education, and (3) determine if a correlation existed between the sociodemographic variables and factors which deterred their participation.

The target population was parents with children enrolled in License Type A day care facilities. The accessible population was parents with children enrolled in selected License Type A day care facilities in Tangipahoa Parish, Louisiana. A simple random sample of parents was drawn from the accessible population. The minimum required sample size ($n=249$) was determined using Cochran's formula (Snedecor, et al, 1980).

The 34 item instrument, Deterrent to Participation Scale (DPS-G) (Valentine and Darkenwald, 1990), was used for the collection of data during a three month period in the Spring of 1993. An initial survey, a follow-up survey, and a reminder note were sent to parents through day care providers. Of the 249 surveyed, 112 responded, yielding a 45% return rate.

The typical respondent was a black or white 30 year old

female with no more than a high school diploma. The typical respondent lived in a home with two adults present. Low-income parents working full time used the day care facilities. & Factor analysis revealed five factors which deterred this population from participating in parenting education: (1) Lack of Confidence; (2) Lack of Course Relevance; (3) Personal Problem; (4) Situational Barriers; and (5) Time. Correlation coefficients and mean differences revealed a significant relationship between factors and specific sociodemographic variables.

CHAPTER 1

INTRODUCTION

Increasing adult participation in parenting education programs is one of the major challenges faced by parenting educators (Powell, 1986). In a report on child health services, Court (1976), stated that "Families could be better at bringing up their children if they were given the right information, support and relationships with the caring professions when it was needed and in a more acceptable way" (p.36). Based on research by Omizo, Williams, and Omizo (1986) and their review of other research studies, they reported indications in favor of parenting education. They state that ". . . changes in parental attitudes to child rearing and in parent-child relationships can lead to behavioral changes on the part of both the child and the parent, it is considered that, in the long term, parent education groups benefit all family members" (p. 135).

Parenting education programs have existed in this country since 1815 (Croak and Glover, 1977). In the early days, education for parenthood was often informal (Landerholm, 1984).

Historically, according to Roehl, Herr, and Applehaus (1985), the custom of most societies in regard to parenting education has been the diffusion of information from one ~~generation~~ generation to the next. America's involvement in parent education can be traced from early colonial times when

emphasis on moral and religious education yielded a focus on ". . . strict rules and obedience to God, community and parents" (Kypros, 1992, p. 159). Family structure has changed dramatically and rapidly during the past 50 years because of the phenomenal technological progress that our society has made over the last few decades (Fine, 1980). According to Roehl, Herr, and Applehaus (1985), the shift away from the extended family has caused an isolation from the primary source of parenting education: the family.

Pugh and De'Ath (1984) report that there are three issues which are particularly relevant to parent education and the relationship between family life and the wider society. The issues are: (1) the changing role of women; (2) patterns of work and unemployment; and, (3) the role of the welfare state. Fine (1980) states that "... parents commonly attend parent education programs out of a sense of need for new information or perhaps help with a particular problem at home" (p. 16).

Statement of the Problem

According to Knox (1987), "... one of the most widespread, enduring, and passionate commitments of continuing education practitioners is to reduce barriers and to encourage participation and persistence in our educational programs for adults" (p. 7). Factors which deter participation in parenting education need to be identified so that methods can be applied to increase participation.

Purpose of the Study

The purpose of this study was to determine the deterrents to participation by adults in parenting education programs as indicated by parents of children enrolled in selected Type A Licensed day care facilities in Tangipahoa Parish of the state of Louisiana.

Objectives of the Study

The objectives of the study were to:

1. Describe parents whose children were enrolled during Spring 1993 in selected License Type A day care facilities in Tangipahoa Parish using the following sociodemographic variables: sex, age, educational level, ethnic group, age of preschool children in the home, number of adults in the home, number of children in day care, employment status, and income level.
2. Identify the factors which served as deterrents for parental participation in parenting education program offerings using the Deterrent to Participation Scale (DPS-G) developed by Valentine and Darkenwald, 1990.
3. Determine the relationships, if any, between sociodemographic variables: educational level, income level, sex, age, number of adults in the home, employment status, number of children enrolled in day care, age of children, and the factors identified as deterring participation, using the Deterrent to Participation Scale (DPS-G). Significant correlations

and mean differences between factor scores and the sociodemographic data were calculated using correlation coefficients and t -test.

Limitations of the Study

The limitations of the study included:

1. The accessible population of parents was limited to those parents who had children enrolled in Type A day care facilities in Tangipahoa Parish. Though an intensive study was planned whereby significant new information about this problem could add to the knowledge base, generalizability was limited.
2. The author did not have direct access to the population of parents; therefore, assurance of delivery and follow-up of parental responses was dependent on the day care provider.

Significance of Study

Historically, the need for parenting education has been realized. According to Sidonie Mastner Gruenberg (1931),

The significance of parent education as a vital part of adult education lies not so much in our discovery that parents are people as in the recent general recognition of the fact that most people are parents. No plan of education for adults can be complete that does not take into account this important aspect of adult life and interest (p.456).

According to Lee and Brage (1989),

All parents have significant responsibilities throughout the years their children are growing up. Parents are usually the child's only continuous source of guidance throughout the child's developmental years. Thus, parents need a broad understanding of human growth and development from birth to late adolescence" (p. 357).

Parent education has strong positive short-term effects on children. Parents' program participation have been found to increase children's IQ (Powell, 1986). Parent programs have also been found to increase infant responsiveness to parent behavior (Dickie & Gerber, (1980) and to increase children's school performance (Cochran & Henderson, 1985). According to Schafer (1991), parents' knowledge and skills of 'rearing' and 'relationships' along with reading, writing and arithmetic contribute to academic competencies. According to Omizo, Williams, and Omizo (1986), research has indicated

... changes in parental attitudes to child rearing and in parent-child relationships can lead to behavioral changes on both the part of the parent and the child, it is considered that, in the long term, parent education groups would benefit all family members (p.135).

Valentine and Darkenwald (1985) found the following in regard to deterrents to participation:

... it is of the utmost importance in a learning society that as many adults as possible take advantage of opportunities to continue their education. That goal (and the self-interest of adult educators) cannot be achieved in the absence of a better understanding of deterrents to participation and the subsequent development of practical strategies to combat these deterrents and increase participation in organized educational activities for adults (p. 188).

According to Cervero and Kirkpatrick (1990), the major reason for this interest in why individuals do not participate is that most forms of adult education are voluntary. A secondary reason for this interest is that many adult education programs depend on a regular flow of participants for their survival.

The importance of studying deterrents is also found in the area of parenting education. It is significant to know why individuals do not participate in parenting education so that adjustments can be made to reduce barriers to participation. The more one knows about potential participants, the more readily one can address the needs of the individual. Identifying the reasons why parents are not participating in parenting education will help educators to offer programs which are more attuned to the needs of the parent. According to Knox (1987), trigger events and special assistance may be necessary to overcome major barriers.

A search of the ERIC, Psychological, Sociological and Dissertation Abstract databases revealed that no studies have been reported in the area of deterrents to participation in parenting education programs; therefore, identifying and responding to the deterrents to participation can not be achieved without research.

Definition of Terms

Parenting education: In this study, parenting education was defined as any educational provision for adults organized by schools, community groups and/or club, employers, universities, technical institutes, churches, associations, hospitals, health centers, mental health agencies, libraries, etc. in regard to parenting skills and/or practices. It included all study formats, except self-study. For example, classes, discussion groups, and training workshops are

formats which are included in parenting education. It included all parenting subjects, such as child development, building self esteem, parent-child communication, nutrition, safety, etc. (Adapted from Valentine & Darkenwald, 1990).

Deterrents to participation: Factors which prevent adults from participating in parenting education programs. One or more forces which affects the individuals decision to participate. (Valentine & Darkenwald, 1990).

Louisiana Type A Licensed Day Care: Day care centers in the State of Louisiana which can be federally funded and corporal punishment is not allowed. (Louisiana Office of Social Services, 1993).

Louisiana Type B Licensed Day Care: Day care centers in the State of Louisiana which cannot be federally funded and corporal punishment is allowed. (Louisiana Office of Social Services, 1993).

CHAPTER 2

REVIEW OF LITERATURE

Parenting Education

Parenting education has been defined in many ways over the years. Cataldo (1987) characterizes general parent education as "...efforts to advise, teach, inform and otherwise educate mothers and fathers" (p. 9). Fine (1980) sees parent education as "...a systematic and conceptually based program, intended to impart information, awareness, or skills to the participants on aspects of parenting" (p. 5). Croake and Glover (1977) state that the purpose of parent education is to assist "...parents who are attempting to change their method of interaction with their children for the purpose of encouraging positive behavior in their children" (p. 151).

In the United States, parenting education programs have been in existence since 1815 (Croak & Glover, 1977). Education for parenthood in these early days, was often informal in nature (Landerholm, 1984). Advice on parenting came from those individuals who demonstrated the ability to parent well. The diffusion of information from one generation to the next was the customary method of delivery (Roeho, Herr, & Applehaus, 1985). This method of delivery was acceptable because people grouped together and lived in extended families, sometimes for several generations. Clergy, their wives, and other church officials offered

education and support to parents to help them raise their children to be religious and moral citizens.

According to Seckinger and Day (1986), in the twenties, middle class fathers worked and supported their families, while mothers worked temporarily, between high school graduation and marriage if at all. Young women became teachers, nurses, or secretaries. Upon marrying, their full-time duty was to their families.

During the past fifty years, family structure has changed dramatically and rapidly. According to Fine (1980), this is perhaps true because of the technological progress that our society has made over the last few decades. Most parents are raising their children in conditions much different than what they experienced while growing into adulthood.

The family demographics of today have a much different appearance (Fine, 1980). According to Norton (1987), more than six in ten married women, with a husband and with children under eighteen years of age in the home, are in the paid labor force. The William T. Grant Foundation Commission (1988) reported that "...only when both partners work are most young families able to make financial ends meet, and in an increasing number of cases, both spouses do work" (p. 18).

The decline in marriage rates has also changed considerably in the recent past. Between 1970 and 1989, the proportion of never married individuals at ages 20-24

increased by 75 percent for women and 41 percent for men. The proportion of never married individuals at ages 25-29 tripled for women and more than doubled for men. For individuals in the 30-34 age group, the never-married proportions tripled for both men and women (McCarthy, 1992).

Close to one quarter of the nations children live with only one parent (Norton, 1987). Between the year 1965 and 1980, the divorce rate doubled, reaching a point where one of every two marriages could be expected to end in divorce. From 1979 to 1990, the number of women raising children without a father increased by thirty-nine percent (United States Census Bureau, 1990). In 1990, only twenty-six percent of the United States families consisted of a married couple with children under age eighteen. In 1980, that figure was thirty-one percent, and in 1970, the figure was forty percent (United States Census Bureau, 1990).

An important change in the American family is that parents must raise their children essentially in isolation (Roehl, Herr, & Applehaus, 1985). This shift away from the extended family has caused an isolation from the primary source of parenting education: the family. According to Nocholi (1991), parents in the United States spend less time with their children than parents in any other country in the world. In 1965, the average parent spent approximately 30 hours a week in direct or indirect contact with their

children. By 1985, direct or indirect interaction had declined to seventeen hours per week.

According to Bronfenbrenner (1970), there are other forces which have contributed to this isolation: (a) the breakdown of the "neighborhood", (b) occupational mobility, (c) consolidation of school districts, (d) delegation of child care to outside institutions, and (e) age groups segregating into different social patterns. Between the years 1948 to 1971, the incidence of working mothers rose from eighteen to forty-three percent.

The dual roles of worker and mother has placed women in a challenging position. The debate of whether mothers should stay at home is a complex one and largely unanswered by current research. For many mothers in today's society, not working outside the home is not an option.

Powell (1986) states that an increased interest in parent education and support programs can come from several forces. First, the heightened concern about the pressures on today's families is due to greater participation in the work force among mothers, geographic mobility that disrupts extended family ties, divorce rates, and economic uncertainty. Second, reports about the effects of early intervention programs emphasized the importance of parents in facilitating their children's development. Third, there has been research interest in family influences on child development. In addition, studies about the contribution of

social conditions and support systems to the quality of family childrearing, including the prevention of child abuse and neglect, have increased.

According to Fine (1980) ". . . parents commonly attend parent education programs out of a sense of need for new information or perhaps help with a particular problem at home" (p. 5). Parents have an emotional investment in their children and in sensing themselves to be "good" parents.

The effects of parenting education on parents have been researched. According to Powell (1986), there is evidence of immediate positive effects on maternal behavior, parental competencies in the ability to read infant cues, the use of positive and facilitative language interactions with children, open flexible childrearing attitudes, and the awareness of roles of parents as educators. In a study by Kanigsberg and Levant (1988), it was found that, after parent training, the parents perceived their children as less withdrawn/hostile. The parents perceived themselves as playing a greater role in the causation of their children's behavior.

Pehrson and Robinson (1990) studied two groups of parents: an experimental group of thirty-eight parents who completed an eclectic parenting course and a control group of thirty-eight parents who did not participate in a parenting course. The experimental group showed significant increases in confidence and causation attitudes following the parenting

course. The experimental group viewed themselves as behaving significantly closer to their perception of the ideal parent.

In making recommendation for stronger families and closer adult-youth relationships, the William T. Grant Foundation reports that "young people want and need the support and guidance of caring adults, especially their parents" (p.47). It was strongly recommended that individuals participate in parenthood education, both before and after people begin to form a family.

The two major models of parenting education, based on orientation, include Rogerian and Adlerian. (Resnick, 1981). Parent Effectiveness Training (PET) is the most popular Rogerian-based approach. PET emphasizes the importance of communication skills. Listening skills are emphasized with this program (Resnick, 1981). The Adlerian model of parenting education emphasizes the cooperation of family members as a goal, with natural and logical consequences of behavior used to prevent power struggles (Resnick, 1981).

Participation Deterrents

A number of studies on participation in adult education have been done, with the work of Houle (1961) being one of the most influential. He determined that participation in learning activities by adults was either goal oriented, activity oriented, or learning oriented. He felt that individuals participated according to one or more of these orientations or motivations. Knowing why adults participate

in adult education does not answer the question of why many do not (Merriam & Caffarella, 1991). Professional literature in adult education, in general, has focused considerably on deterrents to participation (Valentine & Darkenwald, 1990; Beder, 1990; Blais, Duquette, & Painchaud, 1989; Darkenwald & Valentine, 1985; Scanlan, 1984; Darkenwald & Merriam, 1982; Cross, 1981; Johnstone & Rivera, 1965). According to Merriam and Carrarella (1991), "one of adult education's biggest mysteries is why more adults - especially those who might benefit the most - are not involved in adult education" (p. 87).

Johnstone and Rivera (1965) determined that barriers to participation could be classified as either situational (external to the individuals control) or dispositional (based on personal attitude). Cross (1981), using data from the Commission on Nontraditional Studies, concluded that institutional (based on the environment) should be added as barriers to participation.

Scanlan and Darkenwald (1984), studied 479 allied health professionals, of which 24% were considered adult education nonparticipant. They found that there were six categories of deterrents that emerge in most settings and with most populations: (a) disengagement; (b) lack of quality of course offerings; (c) family constraints; (d) cost; (e) lack of benefit; and, (f) work constraints.

Darkenwald and Valentine (1985), studied 215 members of the general public, using the Deterrents to Participation Scale (DPS-G). Using the thirty-four Likert-type items, six deterrents to participation were identified. They were (a) lack of confidence; (b) lack of course relevance; (c) time constraints; (d) low personal priority; (e) cost; and (f) personal problems.

Noel (1988) conducted a study to (1) identify participation in retraining and job search assistance by displaced workers from Tennessee Chemical Company; (2) identify factors which may have deterred participation in retraining; and, (3) determine the relationships between sociodemographic variables and the factors identified as deterring participation. The population studied was 460 hourly workers who were terminated in 1987 from the Tennessee Chemical Company. There were 63 participant workers and 139 non-participant workers. The DPS was administered to the non-participants. Factor analysis found five deterrents to participation. They were: (1) economic consequences of job loss; (2) program benefits not linked to reemployment; (3) lack of self-confidence; (4) concerns with program scheduling; and, (5) personal priorities. Correlations between factor scores and sociodemographic data were calculated using the Spearman's Rank Order Coefficient. It was found that older, less educated workers, who earned less

in their last job title, were less likely to participate in retraining.

Blais, Duquette, and Painchaud (1989) found in a study of 1,651 nurses using a revised version of the Deterrents to Participation Scale (DPS) that were five deterrents to participation identified. They were: (a) incidental costs; (b) low priority for work-related activities; (c) absence of external incentives; (d) irrelevance of additional formal education for professional practice; and (e) lack of information of affective support.

Valentine and Darkenwald (1990) took their research a step further using DPS-G. They performed cluster analysis to segment their sample into distinct subgroups based upon patterns of similarities and dissimilarities with respect to deterrent factors. Darkenwald and Valentine found that fifty-nine percent of the sample of potential learners, could be classified as "externally deterred" (deterrents which are external in nature such as childcare, cost, etc), with forty-one percent of the sample of potential learners, classified as "internally deterred" (deterrents which are internal in nature such as indifference).

Valentine and Darkenwald (1990) identified five types of adults based on self-reported deterrents to participation. Type I are individuals deterred by personal problems. The dominant profile of this cluster are women who tend not to

work outside the home and who are deterred primarily by family considerations.

Type II's are people deterred by a lack of confidence. The dominant profile of Type II adults is one of a mature person who lacks the self confidence to participate in adult education but who is otherwise in a position to attend.

Type III are people deterred by educational costs. The profile of this cluster is one of young women of moderate education with moderate means who have the confidence to participate in adult education but cannot afford the direct and indirect cost of adult education.

Type IV are people who are not interested in organized education. The profile of Type IV is a well-educated, affluent, working individual (more likely male than female) who places a relatively low value on participating in organized adult education.

Type V are people who are not interested in the courses available. The profile for Type V is a highly educated, middle-income, working individual (more likely male than female) who places considerable value on adult education but finds the existing programs irrelevant to his or her needs.

The Deterrents to Participation Scale has also been used with low-literate adults (Hayes & Darkenwald, 1988). In a study by Hayes and Darkenwald (1988), using 160 adult basic education (ABE) students, in seven urban programs, with a specially designed version of the DPS, five factors were

found to describe the sample's reasons for nonparticipation. They were: low self-confidence, social disapproval, situational barriers, negative attitude to classes, a low personal priority. Using individuals' scores, a typology of Adult Basic Education students was built.

Martindale and Drake (1989), used the DPS-G with a sample of 966 Air Force enlisted personnel. Eight factors were found to describe the deterrents to participation for this group. They were: lack of course relevance, lack of confidence, problems and lack of encouragement, costs, time constraints, lack of convenience, lack of interests, and family problems.

Using a telephone interview of 129 adults in Iowa who were eligible for federal adult basic education, Valentine (1990) asked the respondents to rate the accuracy of 32 statements describing reasons for not taking classes to complete high school. The ratings were factor analyzed and four factors derived. They were: (1) low perception of need; (2) situational barriers; (3) perceived effort; and, (4) dislike for school. It was found that older adults were most likely to have low perceptions of need, while situational barriers most often prevented participation of young, married adults who were employed full time and had children.

According to Merriam and Caffarella (1991), viewing participation from the perspective of barriers lends another dimension to adult education's attempt to understand why some

adults participate in adult education and others do not. No research focusing on deterrents to participation by adults in parenting education was found in print. The question of what prevents parents from participating in parenting education programs, has not been addressed in the literature.

Child Care

Estimates from a 1987 Current Population Survey indicate that 51% of all women from 18 to 44 years of age who had given birth in the twelve month period prior to the survey were in the labor force (United States Bureau of Census, 1990). According to McCarthy (1992), in the fall of 1987, there were 1.5 million children under the age of one year whose mothers were employed in the labor force. Child care was provided for 70% of the infants in either the child's home or another home. An additional 12% were cared for in day/group centers, with another two percent being cared for in nursery/preschool. Among one and two year-old children, child care in the child's home or another home accounted for 74% of all arrangements, while an additional 18% were in organized child care facilities. For three and four year-old children, child care in the child's home or another home accounted for 56% percent of all arrangements, while an additional 34% were in organized child care facilities. Sixteen percent of children under the age of five, of employed mothers, were in child care centers. Three and four year old children made up the majority of preschoolers using

child care facilities at 60%; nine percent were under the age of one; and 31% were either one or two years of age.

McCarthy (1992) states that "economic status of the family is related to the use of organized child care facilities as the primary child care arrangement" (p.214). Children of employed mothers whose family income exceeded \$3,750 per month were twice as likely to be enrolled in organized child care facilities as were the children living in families with monthly incomes of less than \$1,250 per month.

Summary of the Literature

Deterrents to participation in adult education programs have been studied. Variables have been identified and determined to be participation deterrents. The effects of parenting education on both children and parents have been studied. However, no studies were found which addressed deterrents to participation in parenting education.

CHAPTER 3

METHODOLOGY

The primary purpose of this study was to : (a) describe parents participating in the study using selected sociodemographic variables, (b) identify factors which serve as deterrents for participation in parenting education programs, and, (c) determine relationships between the sociodemographic variables and the factors identified as deterring participation. Population, sample size, instrumentation, data collection and data analysis are discussed in the following pages.

Population

Tangipahoa Parish was chosen as the accessible target population for this study. The population of the parish of Tangipahoa is 85,709 (United States Census, 1990). There are 22,166 families with 54 percent of these having their own children under 18 years of age. There are 41,069 males and 44,640 females in Tangipahoa Parish. There are 16,739 males married with the spouse present in the home, with 821 males separated, 856 males widowed, 1,827 divorced and 542 with other marital status. There are 16,313 females married with a spouse present in the home, with 1,215 separated, with 4,892 widowed, 2,660 divorces and 571 with other marital status. There are 6,627 children (7.7% of the parish population) who are less than five years of age. The per capita income in Tangipahoa Parish in 1989 was \$8,150. There

were 25,950 individuals (30% of the parish population) in 1987 living below the poverty level with 2,798 children (42% of this age group) being under five years of age (United States Census, 1990). There are 35,558 individuals (41.4% of the parish population) who were employed in 1989, with 5,789 of these being females with children under 6 years of age (16.2% of the work force). There are 3,763 families with children under 6 years of age in families and subfamilies, with all parents in household in the labor force. In the age group 25 years of age and older, there are 8,592 individuals with less than a 9th grade education; 10,907 individuals with a 9th to 12 grade education with no diploma; 15,817 individual who are high school graduate or equivalent; 6,680 individuals with some college but no degree; 1,150 individuals with an associate's degree; 3,955 individuals with a bachelor's degree and 2,458 with a graduate or professional degree. Families with incomes less than \$15,000 are 8,233; incomes from \$15,000 to \$29,999 are 6184; incomes from \$30,000 to \$44,999 are 4145; and incomes from \$45,000 or more are 3604. There are 6,710 households comprised of one person households; 8,372 two person households; 5,459 three person households; 5,023 four person households; 2,568 five person households; 937 six person households; and 693 households with seven or more persons.

In Tangipahoa Parish, there are 19 Type A and 17 Type B facilities (Louisiana Office of Social Services, 1993). This

study will focus on the population of Tangipahoa's Type A facilities. The population (N=681) was based on the number of children enrolled in selected Licensed Type A day care facilities in Tangipahoa.

Sample

A simple random sample of parent participants was drawn from the accessible population of parents from Type A facilities in Tangipahoa Parish. The minimum required sample size 249 was determined using Cochran's sample size formula:

$$= n_o = \frac{(t^2) (p) (q)}{(d^2)} \quad n_o = \frac{(1.98^2) (.5) (.5)}{(.05^2)}$$

$$n_o = \frac{(3.92) (.25)}{(.0025)} = n_o = \frac{.9801}{.0025} = n_o = 392$$

$$n = \frac{n_o}{n_o} = n = \frac{392}{392} = n = \frac{392}{1.58} = n = 249$$

$$= 1 + \frac{\quad}{N} \quad 1 + \frac{\quad}{681}$$

(Snedecor, et al, 1980).

The sample size drawn was 249.

Instrumentation

The Deterrents to Participation Scale (DPS-G) has been used with the general public, allied health professionals, nurses, chemical workers, low-literate adults, military enlisted personnel and adult basic education participants (Blais, et., 1989; Valentine & Darkenwald, 1990; Darkenwald

& Valentine, 1985; Hayes & Darkenwald, 1988; Martindale & Drake, 1989; Noel, 1988; Scalan & Darkenwald, 1984; Valentine, 1990). The general composite of the targeted population in Tangipahoa Parish encompasses those specific components previously studied using the DPS-G.

The Deterrents to Participation Scale (DPS-G) was used in this study of deterrents to participation in parenting education (See Appendix A). The DPS-G, a form of the Deterrent to Participation Scale designed for the general public, contains 34 anchored scale items with which the respondents rate the importance of each item in their decision not to participate in an organized adult education activity. The only change made to the original DPS-G was the substitution of the word 'parent' for the word 'adult' in item number 12.

Darkenwald and Valentine (1985) developed the DPS-G by interviewing a diverse group of adults (N=72). A prototype DPS-G was developed by using a list of deterrents to participation identified through the interviews, an examination of the original DPS instrument, and an exhaustive search of the literature. Fifty-eight items were retained for pretesting purposes. Assessment of item clarity was determined using a sample of 117 socioeconomically diverse members of the adult public. Standard item analysis procedures was used on the scale. Darkenwald and Valentine felt that despite the high reliability ($\alpha = .91$),

analysis of respondent comments and item statistics revealed that the scale could be improved and shortened by revising or deleting certain items. The primary criteria for deleting items were "very low mean importance scores, low item-to-total scale correlations, and redundancy as manifested by extremely high inter-item correlations" (p. 180). Several items were revised and 24 of the original 58 items were deleted. The alpha scale reliability coefficient for the DPS-G is .86 (Valentine & Darkenwald, 1990). "Support for the scale's content validity is implicit in the elaborate procedures for items selection . . ." (p.180).

Data Collection

Data was collected from parents by distributing surveys to parents through selected Louisiana Licensed Type A day care facilities in Tangipahoa Parish, during a three-month period in the Spring of 1993. The day care facilities were selected so that a diverse representation of the parish was sampled. The locations for data collection include government sponsored, privately owned, and employer sponsored day care facilities. The coded survey, an accompanying letter, and a return envelope were delivered to the day care director. The day care center director assigned a number to each of the parents whose children were enrolled in the day care facility. A computer generated set of random numbers determined those parents who received a survey. The director distributed the surveys to the randomly selected parents.

The coded numbers were used to determine which respondents did not return the survey. As a survey was returned the number was marked. Also, through the director, a follow-up survey was distributed to those not returning the survey within a two week period. One week later for additional followup, a written reminder was given to the respondents. The surveys from parents were returned directly to this researcher using a pre-stamped, pre-addressed envelope.

Data Analysis

The sociodemographic variables were recorded as follows: sex, age, highest educational level of parents, ethnic group, age of each pre-school child currently in the home, number of adults currently in the home, number of children in the home who are now enrolled in day care, current employment status, and approximate family income before taxes.

The following statistics were used to analyze the objectives of the study:

Objective one: Describe parents whose children were enrolled during Spring 1993 in selected License Type A day care facilities in Tangipahoa Parish using the following sociodemographic variables: educational level, income level, sex, age marital status, employment status, number of children and age of children. Variables measured on a nominal scale (sex, and ethnic group) were summarized using frequencies and percentages. Variables measured on an ordinal scale (educational level, number of adults currently

in the home, number of children in the home who are now enrolled in day care, current employment status, and approximate family income before taxes) were summarized using frequencies, percentage, median, and mode. Variables measured on an interval scale (age and age of each pre-school child currently in the home) were summarized using means and standard deviations.

Objective two: Identify the factors which serve as deterrents for parental participation in parenting education program offerings using the Deterrent to Participation Scale (DPS-G) developed by Valentine and Darkenwald, 1990. Factor analysis for Likert-type scaled responses was used to identify factors from the DPS.

Objective three: Determine the relationships, if any, between sociodemographic variables: sex, age, educational level, ethnic group, age of preschool children in the home, number of adults in the home, number of children in day care, employment status, and income level and the factors identified as deterring participation, using the Deterrent to Participation Scale (DPS-G) developed by Valentine and Darkenwald, 1990. Significant correlations between factor scores and the sociodemographic data were calculated using the Spearman's Rank order Coefficient.

CHAPTER 4

FINDINGS OF THE STUDY

The results of this study are based on the objectives of the study. The objectives focused on: (a) sociodemographic characteristics, (b) factors which serve as deterrents for parental participation in parenting programs, and (c) the relationships between sociodemographic variables and the factors identified as deterring participation. The findings are presented by objective. The total number of parents who responded was 112, or 45%, of the 249 surveyed. One respondent did not answer the sociodemographic items and was classified as missing data in regard to the sociodemographic information only.

Objective One: Sociodemographic Characteristics

Objective one was to describe parents whose children were enrolled during Spring, 1993, in selected License Type A day care facilities in Tangipahoa Parish. The following sociodemographic variables were included: educational level, income level, sex, age, marital status, ethnicity, age of children enrolled in day care, current employment status and family income.

Gender

Of the total number ($n=112$) of parents who responded to the inquiry, 95.5% (106) were female and 4.5% (5) were male.

AGE

The age of the respondents ranged from 20 to 52 years (see Table 1). The mean age was 30.2 years. The most frequently occurring age was 28 years ($n=10$ or 9.0%).

Table 1

Age of respondents to deterrent to participation in parenting education questionnaire

Age of respondent	<u>n</u>	%
20 - 25	28	25.2
26 - 30	34	30.6
31 - 35	27	24.3
36 - 40	18	16.2
41 - 45	3	2.8
46 +	1	.9
Total	111	100.00

Note. Mean= 30.2, Mode=28

Educational Level

The educational level of the respondents ranged from less than a high school diploma to graduate degree (see Table 2). Slightly more than half ($n=56$) of the parents had a high school diploma.

Table 2

Highest level of education of parents who responded to deterrent to participation questionnaire

Education Level	<u>n</u>	%
Less than a high school diploma	26	23.4
High school diploma	56	50.5
Associate degree	8	7.2
Bachelor's degree	18	16.2
Graduate degree	3	2.7
Total	111	100.00

Ethnicity

Two ethnic groups comprised 94.6% of the total number of parents responding to the survey. There were 56 (50.5%) white, and 49 (44.1%) black respondents. The remaining groups of American Indian, Asian or Pacific Islander, and Hispanic accounted for six or 5.4% of the total sample (see Table 3).

Table 3
Ethnicity of parents who responded to deterrents to participation questionnaire

Ethnicity	<u>n</u>	%
White	56	50.5
Black	49	44.1
Hispanic	3	2.7
American Indian	2	1.8
Asian or Pacific Islander	1	.9
Total	112	100.00

Age of Pre-School Children in the Home

Respondents were asked to indicate for each pre-school age category, whether there was a child currently in the home who was within that age group (see Table 4). The preschool age category which was reported to be represented most often in the homes was four years of age (37.5% or n=42). In addition 30 (26.8%) of the respondents reported that there were three year olds in the home. The preschool age group which was reported by the fewest respondents was the under one year of age category (6.3% or n=7)

Table 4

Age of pre-school children in the home of parents who responded to deterrents to participation questionnaire

Age of pre-school children	<u>n</u> ^a	%
Under one year of age	7	4.26
One year of age	22	13.42
Two years of age	10	6.10
Three years of age	30	18.29
Four years of age	42	18.29
Five years of age	28	17.08
Over five years of age	25	15.24

^aNumber of respondents reporting that a child in this age category was currently in the home

Number of Adults Currently in the Home

In response to the item requesting the number of adults currently in the home, the respondents reported that in 78 (70.3%) of the homes represented in the study, there were two adults present. In 21.6% (n=24) of the homes, there was only one adult present. In 8.1% (n=9) of the homes, there were three or more adults present (see Table 5).

Table 5

Number of adults currently in the home

Number	<u>n</u>	%
One	24	21.6
Two	78	70.3
Three	5	4.5
More than three	4	3.6
Total	112	100.00

Number of Children in the Home Currently Enrolled in Day Care

Of the 111 homes represented in the study, 62 (67.4%) respondents indicated that they had only one child enrolled

in day care. Additionally 23 (25.0%) homes had two children each enrolled in day care. In five (5.4%) of the homes, three children were enrolled in day care. Two (2.2%) of the homes had more than three children enrolled in day care.

Employment Status

When respondents were asked to indicate their current employment status, 37 (33.6%) of the parents who responded indicated that they were unemployed. Seventeen (15.5%) parents were employed part-time. Fifty-six of the respondents (50.9%) were employed full-time.

Family Income Before Taxes

When respondents were asked to indicate their approximate family income, 57 (51.8%) reported income in the category less than \$15,000. Twenty-four respondents (21.8%) reported \$15,000 to \$29,000 of family income, before taxes, while 13 respondents (11.8%) reported \$30,000 to \$44,999. Sixteen respondents (14.5%) reported family income, before taxes, greater than \$45,000.

Objective Two: Deterrents to Participation

The second objective was to identify factors which serve as deterrents for parental participation in parenting education program offerings using the Deterrent to Participation Scale (DPS-G) developed by Valentine and Darkenwald, 1990.

The DPS-G had 34 items to which each respondent was asked to rate the importance of the item in deterring them

from participation in parenting education programs. The importance rating scale ranged from 1 to 5, with 1 = not important; 2 = slightly important; 3 = somewhat important; 4 = quite important; and 5 = very important. To facilitate the interpretation of this scale the researcher developed an interpretive scale as follows: 1-1.5 = not important, 1.51-2.5 = slightly important; 2.51-3.5 = somewhat important; 3.51-4.5 = quite important; and 4.5-5 = very important. The overall mean of importance for the 34 items was a rating of 2.37 or slightly important, in deterring parent participation in parenting education programs (see Table 6).

The item receiving the highest rating by the respondents was, "Because I had trouble arranging for childcare," (mean = 3.32 or somewhat important). The item, "Because I didn't know about the courses available for parents," received the second highest rating with a mean of 3.27. The item which was rated the lowest was, "Because of a personal health problem or handicap," (mean = 1.58). Twelve of the items were in the somewhat important category in deterring participation in parenting education. Twenty-two of the items were in the slightly important category in deterring participation in parenting education.

Calculation of correlations and differences between each of the items in the DPS-G would create a high level of inflation of experimentwise error (alpha level), therefore,

Table 6

Importance of DPS-G items in deterring participation in parent education programs

Variable	Mean ^a	Rank	Interpretive Category ^b
Because I had trouble arranging for childcare	3.32	1	somewhat important
Because I didn't know about the courses available for parents	3.27	2	somewhat important
Because the course was scheduled at an inconvenient time	3.23	3	somewhat important
Because the course was offered at an inconvenient location	3.05	4	somewhat important
Because I couldn't afford miscellaneous expenses like travel, books, etc	2.97	5	somewhat important
Because participation would take away from time with my family	2.95	6	somewhat important
Because I didn't think I could attend regularly	2.89	7	somewhat important
Because I couldn't afford the registration or courses fees	2.88	8	somewhat important
Because I didn't have time for the studying required	2.78	9	somewhat important
Because I didn't think I would be able to finish the course	2.68	10	somewhat important
Because of the amount of time required to finish the course	2.74	11	somewhat important
Because my employer would not provide financial assistance or reimbursement	2.59	12	somewhat important
Because of transportation problems	2.42	13	slightly important

(Table Continues)

Table 6 continued
Variable

Variable	Mean ^a	Rank	Interpretive Category ^b
Because the courses available did not seem interesting	2.38	14	slightly important
Because I don't enjoy studying	2.37	15	slightly important
Because I felt unprepared for the course	2.36	16	slightly important
Because I didn't think I would be able to finish the course	2.30	17	slightly important
Because the course was offered in an unsafe area	2.30	17	slightly important
Because of family problems	2.28	18	slightly important
Because the course was not on the right level for me	2.25	19	slightly important
Because education would not help me in my job	2.18	20	slightly important
Because I wanted to learn something specific, but the course was too general	2.18	20	slightly important
Because my family did not encourage participation	2.18	20	slightly important
Because I didn't meet the requirements for the course	2.18	20	slightly important
Because I wasn't willing to give up my leisure time	2.05	21	slightly important
Because I didn't think the course would meet my needs	2.01	22	slightly important
Because the courses available were of poor quality	2.01	22	slightly important
Because I was not confident in my learning ability	1.99	23	slightly important

(Table Continues)

Table 6 continued
Variable

Variable	Mean ^a	Rank	Interpretive Category ^b
Because I prefer to learn on my own	1.95	24	slightly important
Because I'm not that interested in taking courses	1.95	24	slightly important
Because I felt I couldn't compete with younger students	1.80	25	slightly important
Because I felt I was too old to take the course	1.69	26	slightly important

Note. Overall Mean of importance equals 2.37

^a Mean score based on importance rating scale

^b Importance rating based on interpretive scale

the scale was factor analyzed to determine if underlying factors could be identified. After inspection of the data, using a predetermined loading value of .40, a 5-factor solution was selected as the best representation of the data. The five factors were labeled lack of confidence, lack of course relevance, personal problems, situational barriers, and time (see Table 7).

Table 7

Factors which deter participation and the overall mean of each factor

Factor	Mean
Situational barriers	3.11
Time	2.82
Personal problems	2.61
Lack of course relevance	2.13
Lack of confidence	2.05

Factor one in deterring participation in parenting education was determined to be lack of confidence. The items which loaded in factor one represent a sense of low self-esteem, a need for encouragement, and low academic esteem. The overall mean rating for this factor was 2.05, indicating a slightly important effect in deterring parents from participating in parenting education (see Table 8).

Table 8
Variable loadings and item means for factor 1: lack of confidence

Variable	Loading value	Mean	Rank
Because I was not confident in	.76	1.99	23
Because I felt I couldn't compete with younger students	.74	1.80	25
Because I didn't meet the requirements for the course	.70	2.18	20
Because I didn't think I would be able to finish the course	.66	2.31	10
Because I felt I was too old to take the course	.61	1.69	26
Because I felt unprepared for the course	.60	2.36	16
Because I don't enjoy studying	.57	2.37	15
Because my family did not encourage participation	.49	2.17	20
Because I wanted to learn something specific, but the course was too general	.47	2.18	20
Because my friends did not encourage my participation	.47	1.62	27
Because of a personal health problem or handicap	.44	1.58	28
Because education would not help me in my job	.43	2.18	20

Factor two in deterring participation in parenting education was determined to be lack of course relevance. The items which loaded in factor two represent a sense of the course not meeting the need of the individual, and teaching style not appropriate to individual. Overall mean rating for this factor was 2.13, indicating a slightly important effect (see Table 9).

Table 9
Variable loadings and item means for factor 2: lack of course relevance

Variable	Loading value	Mean	Rank
Because the course was not on the right level for me	.76	2.25	19
Because I didn't think I would be able to finish the course	.72	2.30	17
Because I didn't think the course would meet my needs	.72	2.01	22
Because the courses available were of poor quality	.60	2.01	22
Because I prefer to learn on my own	.60	1.95	24
Because the course was offered in an unsafe area	.53	2.30	17
Because I'm not that interested in taking courses	.46	1.95	24
Because the courses available did not seem interesting	.44	2.38	14
Because I wasn't willing to give up my leisure time	.43	2.05	21

Factor three in deterring participation in parenting education was determined to be personal problems. The items which loaded in factor three represent financial, family and

transportation problems. The overall mean rating for this factor was 2.61, indicating a somewhat important effect (see Table 10).

Table 10

Variable loadings and item means of factor 3: personal problems

Variable	Loading value	Mean	Rank
Because of transportation problems	.67	2.42	13
Because I had trouble arranging for childcare	.65	3.32	1
Because of family problems	.55	2.28	18
Because I didn't think I could attend regularly	.55	2.59	7
Because I couldn't afford miscellaneous expenses like travel, books, etc	.54	2.97	5
Because my employer would not provide financial assistance or reimbursement	.53	2.59	12

Factor four in deterring participation to parenting education was determined to be situational barriers. The items which loaded in factor four represent cost, location,

Table 11

Variable loadings and item means of factor 4: situational barriers

Variable	Loading value	Mean	Rank
Because I couldn't afford the registration or courses fees	.66	2.88	8
Because the course was offered at an inconvenient location	.61	3.05	4
Because the course was scheduled at an inconvenient time	.48	3.23	3
Because I didn't know about the courses available for parents	.44	3.27	2

awareness, and expense. The overall mean rating for this factor was 3.11, indicating a somewhat important effect (see Table 11).

Factor five in deterring participation in parenting education was determined to be time. The items which loaded in factor five represent time to study and time away from family. The overall mean rating for this factor was 2.82, representing a somewhat important effect (see Table 12).

Table 12
Variable loadings and item means of factor 5: time

Variable	Loading value	Mean	Rank
Because I didn't have time for the studying required	.77	2.78	9
Because participation would take away from time with my family	.66	2.95	6
Because of the amount of time required to finish the course	.66	2.74	11

Objective Three: Relation between Demographics and Deterrents

Objective three was to determine the relationships, if any, between the factors identified as deterring participation in parenting education and the sociodemographic variables using the Deterrent to Participation Scale (DPS-G). The sociodemographic variables included: sex, age, educational level, ethnic group, age of preschool children in the home, number of adults in the home, number of children in day care, employment status, and income level.

The relationship between variables measured on an ordinal scale (educational level, number of adults currently

in the home, number of children in the home who are now enrolled in day care, and approximate family income before taxes) and the five factors determined to deter participation were obtained using Kendall's Correlation Coefficient. The relationships between variables measured on an interval scale (age of respondent and the age of each pre-school child currently in the home), and the five factors deterring participation in parenting education were obtained using Pearson Correlation Coefficients. The relationships between variables measured on a nominal scale (sex current employment status and ethnic group) and the five factors determined to deter participation were obtained using χ^2 -test.

Factor 1: Lack of Confidence

Kendall's Tau correlation coefficient was used to examine the relationships between sociodemographic variables which were measured on an ordinal scale and deterrent factor 1, lack of confidence. When these correlations were examined, two factors were found to be significantly related. These factors included: education level of respondent ($r = -.35$, $p < .05$) and approximate family income ($r = -.31$, $p < .05$). Both of these correlations were negative indicating that lower levels of education and lower levels of family income tended to be associated with higher perceived importance of the items in the lack of confidence factor as a deterrent to participation in parenting education programs (see Table 13).

When the relationship between age of respondent and deterrent factor 1 (lack of confidence) was examined using

Table 13

Correlation coefficients between factor 1 (lack of confidence) and sociodemographic variables measured on an ordinal scale using Kendall's correlation coefficient

Variable	r
Education level of respondent	-.35*
Number of adults currently in home	-.05
Number of children in home enrolled in day care	-.03
Approximate family income before taxes	-.31*

* $p < .05$

Pearson's correlation coefficient, the calculated coefficient $r = -.11$ ($p > .05$) was not significant (see Table 14)

Table 14

Correlation coefficients between factor 1 (lack of confidence) and sociodemographic variables on an interval scale using Pearson's product moment correlation coefficient

Variable	r
Age of respondent	-.11
Age of each pre-school child currently in home	
Under one year of age	-.05
One year of age	-.17
Two years of age	.07
Three years of age	-.07
Four years of age	-.05
Five years of age	.33*
Over five years of age	.10

* $p < .05$

In addition, the variables indicating whether children in each of the identified preschool age groups was present in the home were correlated with the factor, lack of confidence.

Findings from these relationships indicate that the presence of one age group of children in the home was significantly related to deterrent factor 1, lack of confidence. This child age group was five years of age ($r = .33$, $p < .05$). This relationship indicates that those respondents with five year olds in the home tended to perceive the lack of confidence was a greater deterrent to participation in parenting education programs.

Sociodemographic variables which were measured on a dichotomous nominal scale were examined for their influence on the lack of confidence deterrent factor by comparing their factor scores among the categories of the demographic variable (see Table 15). The ethnic groups black and white were compared. The other ethnic groups in the study were not present in sufficient numbers to allow for meaningful comparisons. Examination of the comparisons revealed that significant differences were present. Black respondents

Table 15

Mean differences between factor 1 (lack of confidence) and sociodemographic variables on a nominal scale using t-test

Variable	Mean	Standard Deviation	t-Value
Sex			
Male	1.90	.87	.39
Female	2.05	.83	
Ethnicity			
Black	2.28	.96	2.67*
White	1.84	.68	

* $p < .05$

(mean = 2.28) perceived significantly greater influence of the lack of confidence deterrent factor than did white respondents (mean = 1.85).

The analysis of variance statistical procedure was used to compare the mean perceived influence of each of the factors in the DPS-G by categories of the variable employment status (see Table 16). The comparison of factor One (Lack of Confidence) means revealed at least one significant difference ($F(2,105)=3.79$, $p=.02$) among the employment status groups.

Table 16

Analysis of variance of factor 1 (lack of confidence) by employment status

Source	df	SS	F	p
Between groups	2	4.94	3.79	.026*
Within groups	105	68.41		
Total	107	73.35		

* $p<.05$

Note. Means: Unemployed=1.87; Part-time=2.01; Full-time=2.35

^a Groups significantly different based on Tukey's Post Hoc Procedure: Full time and Unemployed

Tukey's post hoc multiple comparison procedure was used to determine where significant differences existed. This follow-up analysis showed that respondents that were employed (mean=2.35) perceived significantly greater influence of the items in the factor, lack of confidence, than did those that were employed full time (mean=1.88).

Factor 2 Lack of Course Relevance

In examining relation of variables measured on an ordinal scale and deterrent factor 2, lack of course

relevance, no factors were found to be significantly related (see Table 17).

Table 17

Correlation coefficients between factor 2 (lack of course relevance) and sociodemographic variables on an ordinal scale using Kendall's correlation coefficient

Variable	r
Education level of respondent	-.07
Number of adults currently in home	.05
Number of children in home enrolled in day care	.14
Approximate family income before taxes	-.05

* $p < .05$

When the relationship between age of respondent and deterrent factor 2 (lack of course relevance) was examined using Pearson's correlation coefficient, the calculated coefficient $r = -.03$ ($p > .05$) was not significant. (See Table 18)

When the variables indicating whether children in each of the identified preschool age groups was present in the home were correlated with the factor, lack of course relevance, findings from these relationships indicate that the presence of one age group of children in the home was significantly related to deterrent factor 2, lack of course relevance. This child age group was one year of age ($r = -.19$, $p < .05$). This relationship indicates that those respondents with one year olds in the home tended to perceive the lack of course relevance as less of a deterrent to participation in parenting education programs.

Table 18

Correlation coefficients between factor 2 (lack of course relevance) and sociodemographic variables on an interval scale using Pearson's product moment correlation coefficient

Variable	r
Age of respondent	-.03
Age of each pre-school child currently in home	
Under one year of age	.11
One year of age	-.19*
Two years of age	.11
Three years of age	-.11
Four years of age	-.08
Five years of age	.02
Over five years of age	.18

*p<.05

Sociodemographic variables which were measured on a dichotomous nominal scale were examined for their influence on factor 2, lack of course relevance, by comparing their factor scores among the categories of the demographic variable (see Table 19). Examination of the comparisons by sex revealed that no significant differences were present.

Table 19

Mean differences between factor 2 (lack of course relevance) and sociodemographic variables on a nominal scale using t-test

Variable	Mean	Standard Deviation	t-Value
Sex			
Male	1.84	.36	1.87
Female	2.18	.84	
Ethnic group			
Black	2.21	.90	.75
White	2.08	.76	

*p<.05

Analysis of variance was used to determine the correlation between Factor 2, lack of course relevance and employment status and no significant differences were found among the groups (see Table 20).

Table 20

Analysis of variance of factor 2 (lack of course relevance) by employment status

Source	df	SS	F	p
Between groups	2	.67	.49	.61
Within groups	105	71.68	.68	
Total	107	72.35		

* $p < .05$

Note. Group Means: Unemployed=2.15; Part-time=2.33; Full-time=2.11

Factor 3: Personal Problems

Kendall's tau correlation coefficient was used to examine the relationships between sociodemographic variables which were measured on an ordinal scale and deterrent factor 3, personal (see Table 21). When these correlations were examined, one variable was found to be significantly related. This variable was approximate family income ($r = -.24$, $p < .05$). This negative correlation indicates that lower levels

Table 21

Correlation coefficients between factor 3 (personal problems) and sociodemographic variables on an ordinal scale using Kendall's correlation coefficient

Variable	r
Education level of respondent	-.14
Number of adults currently in home	-.02
Number of children in home enrolled in day care	-.01
Approximate family income before taxes	-.24*

* $p < .05$

of family income tended to be associated with higher perceived importance of the item in the personal problem factor as a deterrent to participation in parenting education programs.

When the relationship between age of respondent and deterrent factor 3 (personal problems) was examined using Pearson's correlation coefficient, the correlation, $r = -.08$ ($p > .05$) was significant (see Table 22). This relationship indicates that those respondents which were younger tended to perceive the personal problems as a greater deterrent to participation in parenting education programs.

Table 22

Correlation coefficients between factor 3 (personal problems) and sociodemographic variables on an interval scale using Pearson's product moment correlation coefficient

Variable	r
Age of respondent	-.08
Age of each pre-school child currently in home	
Under one year of age	.07
One year of age	-.09
Two years of age	.02
Three years of age	.06
Four years of age	-.06
Five years of age	.18
Over five years of age	.23*

* $p < .05$

In addition, the variables indicating whether children in each of the identified preschool age groups were present in the home were correlated with the factor, personal

problems. Findings from these relationships indicate that the presence of one age group of children in the home was significantly related to deterrent factor 3, personal problem. This child age group was over five years of age ($r = .23$, $p < .05$). This relationship indicates that those respondents with children over five year olds in the home tended to perceive personal problems as a greater deterrent to participation in parenting education programs.

Sociodemographic variables which were measured on a dichotomous nominal scale were examined for their influence on the personal problems deterrent factor by comparing their factor scores among the categories of the demographic variable (see Table 23).

Examination of the comparisons revealed that four significant differences were present. Black respondents (mean = 3.01) perceived significantly greater influence of the personal problem deterrent factor than did white

Table 23

Mean differences between factor 3 (personal problems) and sociodemographic variables on a nominal scale using t-test

Variable	Mean	Standard Deviation	t-Value
Sex			
Male	2.11	.98	1.53
female	2.80	1.02	
Ethnic group			
Black	3.01	1.00	2.47*
White	2.53	1.02	

* $p < .05$

respondents (mean = 2.57). In addition, black respondents (mean = 3.02) perceived significantly greater influence of the personal problem deterrent factor than did white respondents (mean = 2.52) on their participation in parenting education programs.

Regarding comparisons by employment status variables, the comparison of means revealed at least one significant difference ($F_{2,106}=6.45$, $p=.01$) among the employment status groups (see Table 24). Tukey's post hoc multiple comparison procedure was used to determine specifically where significant differences existed. This follow-up analysis showed that respondents that were unemployed (mean=3.08) and those that were employed part-time (mean=3.18) perceived significantly greater influence of the items in the factor, personal problems, than those that were employed full-time.

Table 24

Analysis of variance of factor 3 (personal problems) by employment status

Source	df	SS	F	P
Between groups	2	12.45	6.44	.002*
Within groups	106	102.35		
Total	108	114.80		

* $p < .05$

Note. Group means: Unemployed=3.08; Part-time=3.18; Full-time=2.44

^a Groups significantly different based on Tukey's Post Hoc Procedure Unemployed and Full-time; Part-time and Full-time

Factor 4: Situational Barriers

Kendall's tau correlation coefficient was used to examine the relationships between sociodemographic variables

which were measured on an ordinal scale and deterrent factor 4, situational barriers. When these correlations were examined, no variable was found to be significantly related. (see Table 25)

Table 25

Correlation coefficients between factor 4 (situational barriers) and sociodemographic variables on an ordinal scale using Kendall's correlation coefficient

Variable	r
Education level of respondent	.11
Number of adults currently in home	.03
Number of children in home enrolled in day care	-.02
Approximate family income before taxes	.08

* $p < .05$

When the relationship between age of respondent and deterrent factor 4 (situational barriers) was examined using Pearson's correlation coefficient, there was no significant correlation (see Table 26).

In addition, the variables indicating whether children in each of the identified preschool age groups was present in the home were correlated with the factor, situational barriers. Findings from these relationships indicate that the presence of one age group of children in the home was significantly related to deterrent factor 4, situational barriers. This child age group was over five years of age ($r = .22$, $p < .05$). This relationship indicates that those respondents with children over five year olds in the home tended to perceive situational barriers as a greater deterrent to participation in parenting education programs.

Table 26

Correlation coefficients between factor 4 (situational barriers) and sociodemographic variables on an interval scale using Pearson's product moment correlation coefficient

Variable	r
Age of respondent	.14
Age of each pre-school child currently in home	
Under one year of age	.07
One year of age	-.16
Two years of age	.07
Three years of age	-.09
Four years of age	-.12
Five years of age	.11
Over five years of age	.22*

* $p < .05$

Sociodemographic variables which were measured on a dichotomous nominal scale were examined for their influence on the situational barrier deterrent factor by comparing their factor scores among the categories of the demographic variable (see Table 27). Examination of the comparisons revealed that no significant differences were present.

Table 27

Mean differences between factor 4 (situational barriers) and sociodemographic variables on a nominal scale using t-test

Variable	Mean	Standard Deviation	t-Value
Sex			
Male	2.45	1.02	1.51
Female	3.16	1.02	
Ethnic group			
Black	3.01	1.06	.79
White	3.17	.99	

* $p < .05$

The analysis of variance procedure found no significant difference $F(2,106)=1.66, p=.19$ among the employment status groups in relation to Factor 4, Situational Barriers (see Table 28).

Table 28

Analysis of variance of factor 4 (situational barriers) by employment status

Source	df	SS	F	P
Between groups	2	3.45	1.66	.19
Within groups	106	109.88		
Total	108	113.32		

* $p < .05$

Note. Group means: Unemployed=2.97; Part-time=3.51; Full-time=3.10

Factor 5: Time

Kendall's tau correlation coefficient was used to examine the relationships between sociodemographic variables which were measured on an ordinal scale and deterrent factor 5, time (see Table 29). When these correlations were examined, one variable was found to be significantly related. This variable was number of children in home enrolled in day care ($r = .23, p < .05$). This correlation indicates that

Table 29

Correlation coefficients between factor 5 (time) and sociodemographic variables on a ordinal scale using Kendall's correlation coefficient

Variable	r
Education level of respondent	.10
Number of adults currently in home	-.04
Number of children in home enrolled in day care	.23*
Approximate family income before taxes	.14

* $p < .05$

higher numbers of children in home enrolled in day care tended to be associated with higher perceived importance of the items in the time factor as a deterrent to participation in parenting education programs.

When the relationship between age of respondent and deterrent factor 5 (time) was examined using Pearson's correlation coefficient, the correlation, $r = .03$ ($p > .05$) was not significant (see Table 30).

In addition, the variables indicating whether children in each of the identified preschool age groups was present in the home were correlated with the factor, time. Findings from these relationships indicate that the presence of one age group of children in the home was significantly related to deterrent factor 5, time. This child age group was over five years of age ($r = .23$, $p < .05$). This relationship

Table 30

Correlation coefficients between factor 5 (time) and sociodemographic variables on an interval scale using Pearson's product moment correlation coefficient

Variable	r
Age of respondent	.03
Age of each pre-school child currently in home	
Under one year of age	-.09
One year of age	-.03
Two years of age	.07
Three years of age	-.05
Four years of age	-.16
Five years of age	.09
Over five years of age	.23*

* $p < .05$

indicates that those respondents with children over five year olds in the home tended to perceive time as a greater deterrent to participation in parenting education programs.

Sociodemographic variables which were measured on a dichotomous nominal scale were examined for their influence on the time deterrent factor by comparing their factor scores among the categories of the demographic variable (see Table 31).

Examination of the comparisons revealed that two significant differences were present. Black respondents (mean = 2.59) perceived significantly lower influence of the time deterrent factor than did nonblack respondents (mean = 3.02).

Table 31
Correlation coefficients between factor 5 (time) and sociodemographic variables on a nominal scale using t-test

Variable	Mean	Standard Deviation	t-Value
Sex			
Male	2.40	.60	1.59
female	2.86	1.09	
Ethnic Group			
Black	2.59	1.12	2.09*
White	3.03	1.02	

*p<.05

The analysis of variance procedure reveals no significant difference ($F_{2,105}=2.96$, $p=.06$) among the employment status groups (see Table 32).

Table 32
Analysis of variance of factor 5 (time) by employment status

Source	df	SS	F	P
Between Groups	2	6.62	2.96	.06
Within Groups	105	117.20		
Total	107	123.82		

* $p < .05$

Note. Group Means: Unemployed=2.60; Part-time=3.35; Full-time=2.81

Summary of Findings

Results of factor analysis revealed that there were five factors which deterred parents from participating in parenting education programs. Correlation coefficients and mean differences revealed a significant relationship between factors and specific sociodemographic variables.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was three-fold: (1) to describe parents by selected sociodemographic variables; (2) to determine factors which deterred them from participating in parenting education, and (3) to determine if a relationship existed between the sociodemographic variables and factors which deter participation.

The target population for this study was parents with children enrolled in License Type A day care facilities in Tangipahoa Parish, Louisiana. The accessible population was parents with children enrolled in selected License Type A day care facilities in Tangipahoa Parish, Louisiana. A simple random sample of parents was drawn from the accessible population. The minimum required sample of $n=249$ was determined using Cochran's formula (Snedecor, et al, 1980).

The Deterrent to Participation Scale (DPS-G) (Valentine & Darkenwald, 1990) was used for the collection of data. The data were collected during a three-month period in the Spring of 1993. An initial survey, a follow-up, and a reminder were sent to parents through the day care provider.

The typical respondent was a black or white 30 year old female with no more than a high school diploma. The typical respondent lived in a home with two adults present. Low-income parents working full time used the day care facilities.

Factor analysis revealed five factors which deterred this population from participating in parenting education: (1) Lack of Confidence; (2) Lack of Course Relevance; (3) Personal Problem; (4) Situational Barriers; and (5) Time. Correlation coefficients and mean differences revealed a significant relationship between factors and specific sociodemographic variables.

The summary of the findings, conclusions and recommendations of the study are reported by objectives on the following pages.

Objective One: Sociodemographic Characteristics

Objective one was to describe the parents whose children were enrolled during Spring 1993 in selected License Type A day care facilities in Tangipahoa Parish using selected sociodemographic variables.

The parent responding whose child was enrolled in daycare was female under 30 years of age. This conclusion was based on the finding that of the total number of parents ($n=112$) who responded, 95.5% (106) were female and 4.5% (5) were male. Over 55% of the respondents were 20 to 30 years of age.

The majority of parents of children enrolled in day care have no more than a high school diploma. This is based on the finding that of the total number of parents who responded, 73.9% had a high school diploma or less. Further

research to further explore effect of level of education on deterrents to participation is recommended.

The ethnicity of the parent responding to the inquiry, and whose children were enrolled in day care, was either black or white. This is based on the findings that 50.5% of the respondents were white and 44.1% of the respondents were black. Research to target specific ethnic groups is recommended to enhance parenting program offerings for these populations.

The day care children lived in a home with two adults present. This conclusion was based on the findings that 70.3% of the respondents indicated that two adults lived in the home.

Low income parents, working full-time use day care facilities. This conclusion is based on the findings that that slightly over half of the parents responding were employed full-time, earning less than \$15,000 and had only one child enrolled. The researcher recommends that specific educational programs be planned and implemented which will address needs of low income parents.

Objective Two: Deterrents to Participation

The second objective was to identify factors which serve as deterrents for parental participation in parenting education program offerings using the Deterrent to Participation Scale (DPS-G) developed by Valentine and Darkenwald, 1990.

Childcare arrangements and knowledge of courses available were the two highest ranking reasons parents indicated when determining the deterrents to participation. This is based on the mean values of these items. It is recommended that parent educators consider these deterrents when planning and marketing programs. Possible approaches would be to provide concurrent programs for children or to provide child care and market the programs.

Lack of confidence, lack of course relevance, personal problems, situational barriers, and time deter parents from participating in parenting education programs. This is based on the results of factor analysis of the 34 item questionnaire. The factors from this analysis loaded at .40 or higher. This is consistent with studies using the DPS-G with other populations (Darkenwald & Valentine, 1985; Noel, 1988; Blais, Duquette, & Painchaud, 1989; Hayes & Darkenwald, 1988; Martindale & Drake, 1989). It is recommended that parenting education programs be planned with these factors in mind.

Objective Three: Relation between Demographics and Deterrents

Objective three was to determine the relationships, if any, between sociodemographic variables of sex, age, educational level, ethnic group, age of preschool children in the home, number of adults in the home, number of children in day care, employment status, and income level and the factors

identified as deterring participation using the Deterrent to Participation Scale (DPS-G).

Educational level, number of children in home enrolled in day care, family income, age of preschool child currently in the home, ethnicity, and employment status are sociodemographic variables which contribute to the deterrents of participation in parenting education programs. This conclusion is based on the finding which indicated a significant correlation between specific variables and specific factors. This is also based on significant differences between means of specific variables and specific factors. The researcher recommends that educators planning parenting education programs consider these sociodemographic variables when planning programs.

Further use of the DPS-G with a larger population is recommended to strengthen the generalizability to other populations. It is also recommended that a more ethnically diverse population be studied for the purpose of generalizability.

REFERENCES

- Beder, H. (1990). Reasons for nonparticipation in adult basic education. Adult Education Quarterly, 40(4), 207-218.
- Blias, J., Duquette, A., & Painchaud, G. (1989). Deterrents to women's participation in work-related educational activities. Adult Education Quarterly, 39(4), 224-234.
- Bronfrenbrenner, U. (1979). The ecology of human development. Cambridge, Mass.: Harvard University Press.
- Cataldo, C. Z. (1987). Parent education for early childhood. New York: Teachers College Press, 1987.
- Cervero, R. M., & Kirkpatrick, T. E. (1990). The enduring effects of pre-adult factors on participation in adult education. American Journal of Education, 99, 77-94.
- Cochran, M., & Henderson, C. (1985). Family matters: Evaluation of the parental empowerment program. Final report to the National Institute of Education. Ithaca, NY: Cornell University.
- Court, D. (1976). Fit for the future. Norwich:HMSO.
- Croake, J. S., & Glover, K. E. (1977). A history and evaluation of parent education. The family coordinator, 26(2), 151-158.
- Cross, K. P. (1981). Adults as learners: Increasing participation and facilitating learning. San Francisco: Jossey-Bass.
- Darkenwald, G. G., & Valentine, T. (1985). Factor structure of deterrents to public participation in adult education. Adult Education Quarterly, 35(4), 177-193.
- Dickie, J. R., & Gerber, S. C. (1980). Training in social competence: The effect on mothers, fathers, and infants. Child Development, 51, 1248-1251.
- Fine, M. J. (1980). The parent education movement: An introduction In M. Fine (Ed.), Handbook for parent education. (pp.3-26). New York: Academic press.
- Gay, L. R. (1989). Educational research: Competencies for analysis and application. Columbus: Merrill Publishing Company.

- Gruenberg, S. M. (1931). Child study groups for parents. Journal of Adult Education, 3(4), 456-457.
- Hayes, E., & Darkenwald, G. G. (1988). Participation in basic education; Deterrents for low-literate adults. Studies in the Education of Adults, 20(1), 16-28.
- Houle, C. O. (1961). The inquiring mind. Madison: University of Wisconsin Press.
- Johnstone, J. W., & Rivera, R. J. (1965). Volunteers for learning: A study of the educational pursuits of adults. Hawthorne, N. Y.: Aldine.
- Kanigsg, J. S., & Levant, R. F. (1988). Parental attitudes and children's self-concept and behavior following parents' participation in parent training groups. Journal of Community Psychology, 16, 152-160.
- Kim, J., & Mueller, C. W. (1978). Factor analysis: Statistical methods and practical issues. Beverly Hills: Sage Publication.
- Knox, A. B. (1987). Reducing barriers to participation in continuing education. Lifelong Learning, 10(5), 7-9.
- Koepke, J. E., & Williams, C. (1989). Child-rearing information: Resources parents use. Family Relations, 38, 462-465.
- Kypros, B (1992). The education of new parents. Education and the Family. Boston: Simon and Schuster.
- Landerholm, E. (1984). Applying the principles of adult learning to parent education programs. Lifelong Learning, 7(5), 6-9, 27.
- Lee, P. A., & Brage, D. G. (1989). Family life education and research: A more positive approach. The Second Handbook on Parent Education. Edited by Marvin Fine. Academic Press, Inc.: San Diego.
- Louisiana Office of Social Services, 1993. Baton Rouge, La.
- McCarthy, A. (1922). The American family. Education and the Family. Simon and Schuster: Massachusetts.
- Martindale, C. J., & Drake, J. B. (1989). Factor structure of deterrents to participation in off-duty adult education programs. Adult Education Quarterly, 39(2), 63-75.

- Mattox, W. R. (1991). Running on empty: America's time-starved families with children. London: McMillian.
- Merriam, S. B., & Caffarella, R.S. (1991). Learning in adulthood. San Francisco: Jossey-Bass.
- Noel, R. K. (1988). Deterrents to participation in retraining programs for displaced hourly workers of Tennessee chemical company. Dissertation Abstracts. The University of Tennessee.
- Norton, A. J. (1987). Families and children in the year 2000. Children Today, 16(4), 6-9.
- Omizo, M. M., Williams, R. E., & Omizo, S. A. (1986). The effects of participation in parent group sessions on child-rearing attitudes among parents of learning disabled children. The Exceptional Child, 33(2), 134-139.
- Pehrson, K. L., & Robinson, C. C. (1990). Parent education: Does it make a difference? Child Study Journal, 20(4), 221-236.
- Powell, D. R. (1986). Parent education and support programs. Young Children, 41(3), 47-52.
- Pugh, G., & De'Ath, E. (1984). The needs of parents. Practice and policy in parent education. London: MacMillian.
- Roehl, J. E., Herr, J., & Applehaus, D. J. (1985). Parenting education - Now more than ever. Lifelong Learning, 9(3), 20-22, 27.
- Scanlan, C., & Darkenwald, G. (1984). Identifying deterrents to participation in continuing education. Adult Education Quarterly, 34(3), 155-166.
- Schafer, E. S. (1991). Goals for parent and future-parent education: Research on parental beliefs and behavior. The Elementary School Journal, 91(3), 239-246.
- Seckinger, D., & Day, M. (1986). Parenting education: The way we were. Lifelong Learning, 10(2), 8-10, 23.
- Snedecor, G. W., & Cochran, W. G. (1980). Statistical Methods, (7th ed.). Ames, IO: The Iowa State University Press.
- United States Bureau of Census. (1990). Washington, D. C.: U. S. Government Printing Office.

- Valentine, T. (1990). Why some eligible adults choose not to participate in the federal adult basic education program. Research on adult basic education. Number 3 in series of 3. Des Moines: Iowa State Department of Education.
- Valentine, T., & Darkenwald, G. G. (1990). Deterrents to participation in adult education: Profiles of potential learners. Adult Education Quarterly, 41(1), 29-42.
- William T. Grant Foundation (1988), The Forgotten Half: Pathways to success for America's youth and young families. Final report. Youth and America's future: William T. Grant Foundation Commission on Work, Family and Citizenship, November 1988.

APPENDIX A: REQUEST TO PARENTS FOR PARTICIPATION IN THE STUDY

April 23, 1993

Dear Parent:

HELP!!! We are waiting for your reply to the Parent Learning Questionnaire that we sent you in March and wonder why we have not heard from you. In case you have misplaced the form, we have enclosed a duplicate. Would you please take a few minutes and complete the enclosed form? Then, place the form in the enclosed stamped, self-addressed envelope, and drop it in the mail before May 3, 1993.

YOU are very important in helping us plan growth opportunities for you and your child. We **need** your participation in this survey!

Your answers will be kept strictly confidential. This information will be used for educational purposes only. If you have any questions, please call 294-2312. Thank you very much for taking your time to help us.

Sincerely,

Debora C. Johnson Betty C. Harrison, Ph.D
Parenting Educator LSU Professor

APPENDIX B: REQUEST AND APPROVAL TO USE INSTRUMENT



LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE

School of Vocational Education
College of Agriculture

July 16, 1992

Dr. Gordon G. Darkenwald
Graduate School of Education
Rutgers University
New Brunswick, NJ 08903

Aug 20, 1992
My dear Mr. Johnson -
You have permission
to use the DPS-G.
The scale & other
information you
need are enclosed.
Good luck with your
research!
Deborah C. Johnson

Dear Dr. Darkenwald:

In reference to our telephone call of July 14, 1992, regarding the Deterrents to Participation Scale (DPS-G), for possible use in my doctoral research at Louisiana State University. I would like to request the following:

- (1) A copy of the instrument
- (2) Permission to copy and distribute the instrument for research purposes.
- (3) Pertinent literature and/or suggestions in regard to use of the instrument.
- (4) Reliability/validity information in regard to the instrument.

I plan to study the deterrents to participation in parenting education programs. Thank you for your assistance and early attention to this request.

Sincerely yours,

Deborah C. Johnson

Deborah C. Johnson
P.O. Box 885
Springfield, La 70462

Betty C. Harrison

Betty C. Harrison, Ph.D
Professor

APPENDIX C: DETERRENT TO PARTICIPATION SCALE (DPS-G) INSTRUMENT

PLEASE NOTE

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

71-74,
Appendix C

University Microfilms International

VITA

Debora C. Johnson is a native of Louisiana. She graduated from Springfield High School, Springfield, Louisiana. She received a baccalaureate degree in Vocational Home Economics Education from Southeastern Louisiana University in 1981, and a Master of Science degree in Vocational Home Economics Education from Louisiana State University in 1983.

Debora's professional career consisted of ten years of teaching high school home economics. She served as part-time guidance counselor at Springfield High School two of the ten years.

Debora has served as a workshop presenter at several parenting education workshops. She also has presented workshops on self-esteem, and cultural diversity.

Debora is currently serving as Community Education/Relations Coordinator, at North Oaks Medical Center in Hammond, Louisiana. She resides in Springfield, Louisiana, with her husband of nine years, Kenny, and three year old daughter, Elizabeth.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Debora Coats Johnson

Major Field: Vocational Education

Title of Dissertation: Deterrents to Participation in Parenting Education

Approved:

Betty C. Harrison

Major Professor and Chairman

Daniel Fogel

Dean of the Graduate School

EXAMINING COMMITTEE:

Joe Kotulick

David Engel

Donna H. Fedman

Michael F. Burnett

[Signature]

Date of Examination:

July 9, 1993