1980

Academic Achievement and Acceptance of Home and School Responsibilities by Elementary School Students.

Elizabeth Thomas Walsh

*Louisiana State University and Agricultural & Mechanical College*

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ACADEMIC ACHIEVEMENT AND ACCEPTANCE OF HOME AND SCHOOL RESPONSIBILITIES BY ELEMENTARY SCHOOL STUDENTS

The Louisiana State University and Agricultural and Mechanical Col.  ED.D.  1980

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ACADEMIC ACHIEVEMENT AND ACCEPTANCE OF
HOME AND SCHOOL RESPONSIBILITIES BY
ELEMENTARY SCHOOL STUDENTS

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 Education

in

The Interdepartmental Program of Education

by

Elizabeth Thomas Walsh
B.A., Northwestern State University, 1967
M.Ed., Northwestern State University, 1971
December 1980
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>Chapters</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Delimitations of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Source and Treatment of Data</td>
<td>8</td>
</tr>
<tr>
<td>Organization of the Study</td>
<td>10</td>
</tr>
<tr>
<td>2. REVIEW OF SELECTED LITERATURE</td>
<td>11</td>
</tr>
<tr>
<td>Literature Related to Home Responsibility</td>
<td>12</td>
</tr>
<tr>
<td>Summary</td>
<td>17</td>
</tr>
<tr>
<td>Literature Related to School Responsibility</td>
<td>18</td>
</tr>
<tr>
<td>Summary</td>
<td>21</td>
</tr>
<tr>
<td>Literature Related to Locus of Control</td>
<td>22</td>
</tr>
<tr>
<td>Familial Origins of Locus of Control</td>
<td>23</td>
</tr>
<tr>
<td>Locus of Control and Academic Achievement</td>
<td>25</td>
</tr>
<tr>
<td>Summary</td>
<td>30</td>
</tr>
<tr>
<td>Literature on Family Size and Birth Order as</td>
<td></td>
</tr>
<tr>
<td>related to School Achievement and Responsibility</td>
<td>30</td>
</tr>
<tr>
<td>Chapters</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Summary</td>
<td>34</td>
</tr>
<tr>
<td>Summary</td>
<td>34</td>
</tr>
<tr>
<td>3. DESIGN AND PROCEDURES</td>
<td>37</td>
</tr>
<tr>
<td>The Instruments Used</td>
<td>37</td>
</tr>
<tr>
<td>Development of the Rating Scales</td>
<td>37</td>
</tr>
<tr>
<td>Metropolitan Achievement Test</td>
<td>40</td>
</tr>
<tr>
<td>Selection of the Sample Population</td>
<td>41</td>
</tr>
<tr>
<td>Collection of Data</td>
<td>42</td>
</tr>
<tr>
<td>Treatment of the Data</td>
<td>46</td>
</tr>
<tr>
<td>4. ANALYSIS AND INTERPRETATION OF DATA</td>
<td>51</td>
</tr>
<tr>
<td>The Relationship Between the Acceptance of Responsibility at Home and at School</td>
<td>52</td>
</tr>
<tr>
<td>The Relationship Between Acceptance of Responsibility at Home and Academic Achievement</td>
<td>53</td>
</tr>
<tr>
<td>The Relationship Between Acceptance of Responsibility at School and Academic Achievement</td>
<td>55</td>
</tr>
<tr>
<td>The Relationship Between the Composite Responsibility Score and Academic Achievement</td>
<td>55</td>
</tr>
<tr>
<td>Differences in Relationships Between Acceptance of Responsibility and Academic Achievement in Terms of Sex</td>
<td>59</td>
</tr>
<tr>
<td>Differences in the Relationship Between Acceptance of Responsibility and Academic Achievement in Terms of Grade Level</td>
<td>59</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (CONTINUED)

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Relationship Between Acceptance of Responsibility at Home and School in Terms of Family Size</td>
<td>63</td>
</tr>
<tr>
<td>The Relationship Between Acceptance of Responsibility at Home and School in Terms of the Order of Birth</td>
<td>63</td>
</tr>
<tr>
<td>Summary of the Findings</td>
<td>65</td>
</tr>
<tr>
<td>5. SUMMARY AND CONCLUSIONS</td>
<td>68</td>
</tr>
<tr>
<td>Design and Procedures</td>
<td>68</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>69</td>
</tr>
<tr>
<td>Instruments Used</td>
<td>70</td>
</tr>
<tr>
<td>Sample Population</td>
<td>71</td>
</tr>
<tr>
<td>Collection of the Data</td>
<td>72</td>
</tr>
<tr>
<td>Treatment of the Data</td>
<td>72</td>
</tr>
<tr>
<td>Analysis and Interpretation of Data</td>
<td>73</td>
</tr>
<tr>
<td>Conclusions</td>
<td>78</td>
</tr>
<tr>
<td>Limitations</td>
<td>80</td>
</tr>
<tr>
<td>Recommendations for Further Study</td>
<td>82</td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td>83</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td></td>
</tr>
<tr>
<td>A. LETTER REQUESTING PERMISSION TO CONDUCT STUDY</td>
<td>91</td>
</tr>
<tr>
<td>B. LETTER - PERMISSION TO CONDUCT STUDY</td>
<td>93</td>
</tr>
<tr>
<td>C. LETTER - APPROVAL OF THE COMMITTEE ON HUMANS AND ANIMALS AS RESEARCH SUBJECTS</td>
<td>95</td>
</tr>
<tr>
<td>D. LETTERS TO PANEL OF EXPERTS</td>
<td>97</td>
</tr>
<tr>
<td>E. LETTER OF INTRODUCTION BY ELEMENTARY SCHOOL PRINCIPALS</td>
<td>102</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (CONTINUED)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. INFORMATION AND PERMISSION FORM</td>
<td>104</td>
</tr>
<tr>
<td>G. MOTHERS' RATING SCALE</td>
<td>106</td>
</tr>
<tr>
<td>H. TEACHERS' RATING SCALE</td>
<td>109</td>
</tr>
<tr>
<td>I. MEANS FOR ACCEPTANCE OF RESPONSIBILITY IN TERMS OF SEX AND GRADE</td>
<td>112</td>
</tr>
<tr>
<td>L E V E L</td>
<td></td>
</tr>
<tr>
<td>J. MEANS FOR ACCEPTANCE OF RESPONSIBILITY IN TERMS OF BIRTH ORDER</td>
<td>114</td>
</tr>
<tr>
<td>K. MEANS FOR ACCEPTANCE OF RESPONSIBILITY IN TERMS OF FAMILY SIZE</td>
<td>116</td>
</tr>
<tr>
<td>VITA</td>
<td>118</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table | Page
--- | ---
1. Distribution of Students by Grade Level, Sex, and Family Size | 43
2. Distribution of Students by Grade Level, Sex, and Birth Order | 44
3. Coefficients of Correlations Between Acceptance of Responsibility at Home and at School | 54
4. Coefficients of Correlations Between Acceptance of Responsibility at Home and Academic Achievement | 56
5. Coefficients of Correlations Between Acceptance of Responsibility at School and Academic Achievement | 57
6. Coefficients of Correlation Between Composite Responsibility Scores and Academic Achievement | 58
7. Differences in the Correlation Between Acceptance of Home Responsibility and Academic Achievement in Terms of Sex and Grade Level | 60
8. Differences in the Correlation Between Acceptance of School Responsibility and Academic Achievement in Terms of Sex and Grade Level | 61
9. Differences in the Correlation Between a Composite of Responsibility Scores and Academic Achievement in Terms of Sex and Grade Level | 62
10. Coefficients of Correlations Between Acceptance of Responsibility at Home and School in Terms of the Number of Siblings in the Family | 64
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Coefficients of Correlations Between Acceptance of Responsibility at Home and School and the Order of Birth</td>
<td>66</td>
</tr>
</tbody>
</table>
ABSTRACT

This study was designed to answer the following questions as applied to (a) acceptance of responsibility at home, (b) acceptance of responsibility at school, and (c) academic achievement:

1. Is there a correlation between a child's acceptance of responsibility at home and acceptance of responsibility at school?

2. Is there a correlation between a child's acceptance of responsibility at home as perceived by his mother and his academic achievement?

3. Is there a correlation between a child's acceptance of responsibility at school as perceived by his teacher and his academic achievement?

4. Is there a correlation between a composite of the child's responsibility scores and his academic achievement?

5. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of sex?

6. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of grade level?
7. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of the number of siblings?

8. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of his order of birth?

The standard score for the total reading subtest of the Metropolitan Achievement Test was used as the measure of academic achievement. Mothers and teachers completed researcher-designed rating scales indicating their perceptions of how their children accepted responsibilities at home and school respectively.

The sample population of 193 third and fifth grade students was drawn from schools selected according to the following criteria: (a) one school that had 75 percent or more of its entire population on free lunch, (b) one school that had 25 percent or less of its entire student population on free lunch, and (c) one school that had between 40 and 60 percent of its entire school population on free lunch.

Data were analyzed through the use of Pearson product-moment correlations and the t-test. Significance was tested at .05 level of confidence.

In light of the data obtained from this study, the following conclusions were drawn:

1. There was a significant correlation between the acceptance of responsibility at home and at school. The
relationship was significant for the younger student and decreased as he matured.

2. There was not a significant correlation between the student's acceptance of responsibility at home and academic achievement. In light of the significant relationship between accepting responsibility at home and at school, there seemed to be an indirect relationship between accepting responsibility at home and academic achievement.

3. The relationship between the acceptance of responsibility at school and academic achievement was not significant for the younger student but increased to a significant level as the student matured.

4. The data indicated a relationship between the acceptance of responsibility and academic achievement. A significant correlation was found between a composite of the responsibility scores and achievement. The correlations of both accepting responsibility at school and the composite responsibility score with academic achievement were significant for fifth grade students but not for third grade students.

5. In terms of sex, there were no significant differences in the relationship between a child's acceptance of responsibility and his academic achievement.

6. In terms of grade levels, there were no significant differences in the relationship between a child's acceptance of responsibility and his academic achievement.
7. The relationship between family size and the acceptance of responsibility was significant for the sub-group of "three siblings" only.

8. A significant correlation between birth order and the acceptance of responsibility was found for the "last born" child only.
Chapter 1

INTRODUCTION

Responsibility is a character trait that both parents and teachers have long regarded with the utmost esteem. A great deal of time and energy has been spent promoting the development of this trait in their children and students. The reasoning behind this effort was summarized in the following manner by Lidz (1968:267).

It is insufficient for a child to learn the technical skills and knowledge required for him to conduct his life tasks, for unless he can be relied upon, they are of little value to his fellow citizens. To gain approbation, a child needs to be trustworthy in the sense of being reliable rather than simply honest.

Child development specialists seem to concur with the idea that the seed of responsibility is planted early in life. It must be nurtured, for it is acquired slowly over a period of years.

Children are not born with a built in sense of responsibility. Neither do they acquire it automatically at a certain prescribed age. Responsibility, like piano playing, is attained slowly and over many long years (Ginott, 1965:87).

A family framework in which the child is allowed to participate in all phases of family life, accepting his place in the family and the responsibilities commensurate with the role, provides for optimum growth and development.
of responsibility. Dreikurs (1948:1964), a leading proponent of this approach to child rearing, contends that if a child is allowed to contribute to the family from a very young age, a sense of responsibility, enjoyment, and pride will develop and be carried into later life.

Three factors that seem to have an influence on the development of responsibility are sex, birth order, and family size. Zajonc and Markus (1975:1975) examined the influence of siblings on intelligence and concluded that the only child and the last child were "hurt" because they never had the opportunity to assume responsibility and teach siblings. Harris and Howard (1968) found that the first born boy or girl, whether first, middle, or youngest child, tends to assume responsibility earlier than later siblings of the same sex. This was true for both large and small families. Gawronski and Mathis (1965) found that, as a group, girls assume responsibility and independence earlier than boys.

Parents and educators have long been concerned with determining factors that influence the academic achievement of students. Child development specialists, such as Dreikurs, have indicated that one such factor is the acceptance of responsibility. Although there is general agreement among researchers that early training in responsibility at home will lead to acceptance of responsibility at school and thus to academic achievement, there appears to be little research to support these ideas (Peterson, 1975).
The purpose of this study was to determine if there was a correlation between the acceptance of home and school responsibilities by third and fifth grade students. The relationship between the acceptance of responsibility at home as perceived by the students' mothers and their academic achievement and the relationship between the acceptance of responsibility at school as perceived by the students' teachers and their academic achievement were also examined. Other factors investigated were differences in the relationship between acceptance of responsibility and academic achievement in terms of grade level and sex, the relationship between acceptance of responsibility and the size of the child's family, and between acceptance of responsibility and birth order.

STATEMENT OF THE PROBLEM

This study was designed to answer the following questions as applied to (a) acceptance of responsibility at home, (b) acceptance of responsibility at school, and (c) academic achievement:

1. Is there a correlation between a child's acceptance of responsibility at home and his acceptance of responsibility at school?

2. Is there a correlation between a child's acceptance of responsibility at home as perceived by his mother and his academic achievement?
3. Is there a correlation between a child's acceptance of responsibility at school as perceived by his teacher and his academic achievement?

4. Is there a correlation between a composite of the child's responsibility scores and his academic achievement?

5. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of sex?

6. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of grade level?

7. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of the number of siblings?

8. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of his order of birth?

Delimitations of the Study

The study was limited to a sample of third and fifth grade students enrolled in the public schools of Baton Rouge, Louisiana, during the week of October 8-12, 1979. Only those students who were assigned to regular third and fifth grade classes who were not receiving special education help, and who were on a waiting list to be evaluated for possible placement in a special
education program were eligible to participate in the study.

The validity of the findings was based on the correctness of the following assumptions:

1. Academic achievement can be measured.
2. Teacher's and mother's perceptions of a child's acceptance of responsibility at school and at home respectively are congruent with his real acceptance of responsibility at school and at home.
3. The subjects were representative of students enrolled in regular third and fifth grade classes.
4. The test instruments used were both valid and reliable for both age groups.

**Definition of Terms**

Terms relevant to the study were defined as follows:

**Responsible person.** A responsible person is "...one who consistently does his work, contributes his share, and carries his load without being watched or coerced by someone else" (Smart and Smart, 1972:596).

**Responsibility at home.** For the purpose of this study, responsibility at home was defined in terms of those activities performed in an individual home that enable a family to function as a unit.

**Responsibility at school.** For the purpose of this study, responsibility at school was defined in terms of
those activities performed by the student which enable him to function successfully within the educational environment.

**Internal locus of control.** Internal locus of control was defined as the child's belief that he, not others, is responsible for his intellectual-academic successes and failures.

**External locus of control.** External locus of control was defined as the child's belief that forces outside himself are responsible for his intellectual-academic successes and failures.

**Special Education.** Special education was defined as those services provided a student through one of the following avenues: classes for the gifted and talented, resource classes for the learning disabled and slow learners, and self-contained classes for the educable mentally retarded.

**Academic achievement.** For the purpose of this study, academic achievement was defined in terms of the student's total reading score on the METROPOLITAN ACHIEVEMENT TEST.

**SIGNIFICANCE OF THE STUDY**

Research provides indications of a positive relationship between academic achievement and acceptance of responsibility for one's successes and failures, that is, internal locus of control. Child development specialists contend that a child develops this internal feeling of
responsibility by taking an active role in his family and assuming certain responsibilities at an early age.

Dreikurs has developed a model for child-rearing based on one of the primary focal points of Adlerian Family Counseling. A child should be given as much responsibility as he can handle, not only for his personal things and care, but for others as well. Providing duties in which the child can experience success as a capable, responsible individual helps him to develop a sense of importance, need, and respect.

Parents and teachers have reported that providing responsibilities for a child at home has had an effective carryover to school. There is, however, little empirical evidence supporting this carryover. A correlation of the child's acceptance of responsibility at home and at school with academic achievement could provide information for increased understanding of some of the influences on learning. Such information could assist the classroom teacher in planning instructional programs and behavior modification to fit the needs of the individual student. The goal of this study was to provide empirical evidence for supporting or refuting the concept of a relationship between acceptance of responsibility at home and at school and academic achievement.
SOURCE AND TREATMENT OF DATA

The population was composed of students representing both the primary and the upper elementary grade levels. Those students enrolled in the third and fifth grade classes of selected schools who were not receiving special education help and who were not on a waiting list to be evaluated for possible placement in a special education program constituted the population. To obtain a cross section of public school students, the schools were selected according to the following criteria: (a) one school that had 75 percent or more of its entire population on free lunch, (b) one school that had 25 percent or less of its entire student population on free lunch, (c) one school that had between 40 and 60 percent of its entire school population on free lunch. These elementary schools were within a geographical area close to each other and also close to Louisiana State University.

Rating scales based on characteristics of responsible students and responsibilities identified with children ages eight through ten were designed by the researcher. These scales were submitted to a group of twenty-three elementary school teachers enrolled in a graduate education class. At the same time, copies of the scales accompanied by a letter of explanation were mailed to professional personnel in Louisiana and Texas in the fields of elementary education and family life for further review and
critique. The researcher's graduate academic committee retained the right of final editing and approval of the instruments. A rating scale, instructions, and a permission slip were sent to the mothers and teachers of participating students accompanied by a letter of introduction from the students' principals explaining the purpose of the study, assuring confidentiality, and asking their cooperation. The mothers and teachers were asked to complete the rating scales indicating their perceptions of how their children accepted responsibilities at home and at school respectively. Three days later a follow-up letter and rating scale were sent to those who had not responded. Academic achievement was determined by the students' total reading score on the Metropolitan Achievement Test obtained as a part of the annual parish-wide testing program in April, 1979.

A coefficient of correlation was used to determine the relationship between the following factors: home and school responsibility scores, achievement scores and home responsibility scores, achievement scores and school responsibility scores, achievement scores and a composite of both responsibility scores, and responsibility scores and family size and birth order. A t-test was used to determine if a significant difference existed between the correlations of boys and girls and grade placements.
ORGANIZATION OF THE STUDY

Chapter 1 was devoted to introductory statements and background information of the study. A review of research related to student acceptance of responsibility at home and at school and its relationship to academic achievement was provided in Chapter 2. The design of the study which included the method of selecting the population sample and the collection and treatment of data was explained in Chapter 3. Chapter 4 presented an analysis and interpretation of the data collected. A summary of the findings, conclusions, and recommendations were discussed in Chapter 5.
Chapter 2

REVIEW OF SELECTED LITERATURE

The responsible person has been defined as "... one who consistently does his work, contributes his share, and carries his load without being watched or coerced by someone else" (Smart and Smart, 1972:596). He has been characterized as one who is accountable, reliable, mature or independent in doing for self, behaving in a manner that results in high quality performance, and having the ability and willingness to take the consequences for his own acts (Mitton and Harris, 1958). Child development specialists have felt that the development of these character traits begins in the home at an early age and is later transferred to other settings, specifically, to the school. The purpose of this study was to determine if there was a correlation between the child's acceptance of responsibility at home and school as perceived by his mother and teacher and his academic achievement and to determine if there were significant differences in these relationships in terms of sex and grade level. These relationships were examined in terms of sex, grade level, family size, and birth order.

The number of reported studies dealing primarily with student acceptance of responsibility at home and at
school and its relationship to academic achievement is limited. Research in the area of responsibility has been largely centered on locus of control, an attitude or belief that one is responsible for his intellectual-academic successes and failures rather than attributing them to factors outside of self. For the purpose of this study, the review of literature will be divided into four areas: literature related to home responsibility, literature related to school responsibility, literature related to locus of control, and literature on birth order and family size as related to school achievement and responsibility. Three major reviews of related literature are reported because of their comprehensiveness, Mitton and Harris' review of literature on responsibility prior to 1958, Joe's review of literature on locus of control prior to 1971, and Lefcourt's review in 1976.

LITERATURE RELATED TO HOME RESPONSIBILITY

The development of character traits such as responsibility is said to begin at an early age in the home and is later transferred to other settings, specifically, to school. There is support for the interrelationships between home, academic achievement, and personality characteristics. Support and encouragement from home provide a child with a better chance not only to be successful in school but also to develop positive personality characteristics (Kifer, 1975; Lefcourt, 1976).
Dreikurs (1948;1964) contends that different members of the family have different functions and thus different rights and responsibilities. He endorses the child's early and active participation in family life because it promotes social interest, develops a capacity for cooperation, strengthens self-assurance, and moves the child toward useful accomplishment. If the child is made to feel important and useful he will progress toward success and happiness in life. Jenkins, Shacter, and Bauer (1966) support Dreikurs. They feel that a child's participation at home increases his feelings of belongingness, worth, and acceptance.

Many authors in the field of child growth and development feel that a child should take an active role in the play, celebrations, and household work of the family and, later, even in problem solving situations. If the child is allowed to contribute, a sense of pride, accomplishment, and responsibility will develop.

While the young child is, of necessity, dependent upon others for help and support, it is essential that at the same time he begin to acquire independent problem-solving techniques for positive personality development. As the child matures, these experiences should enable him to acquire a feeling of responsibility for gaining the reinforcement he receives from others (Mitton and Harris, 1958; Crandall, Katovsky, and Crandall, 1965; Milgram, 1971).
In a study designed to (1) determine the extent to which four-year-old boys participate in decision-making, (2) identify their responsibility behaviors, and (3) determine if a correlation exists between the two variables, a significant positive relationship was noted between the extent of decision-making and exhibited responsibility behaviors (Tidwell, 1977). The researcher concluded that the abilities to make decisions for oneself and to exhibit responsibility for self, toward others, and for objects are developed at a very young age.

The child who is trained early in the home to accept responsibility first for self care and later to expand to other areas, develops greater self assurance, a sense of accomplishment and success (Dreikurs, 1948; 1964). Mitton and Harris (1958) identified responsibilities associated with the early years of childhood as those dealing with personal independence: washing and dressing self, brushing teeth, combing hair, and practicing safety rules. After the age of six, when the child is better able to care for his personal needs, additional responsibilities such as money management can be given. A variety of home tasks that play a part in developing responsibility includes care of playthings, straightening a room, setting the table, sharing the care of pets, making a bed, washing dishes, and simple cooking.

Jenkins and associates (1966) described the eight-year-old child as being somewhat careless about clothing,
not willing to help at home, noisy and bossy, yet, at the same time, lovable and friendly. The eight-year-old needs to be reminded of responsibilities. Nine years of age was characterized as a good age to help a child develop character building principles. These researchers have suggested that the development can best be accomplished through the use of specific exercises. Nine and ten-year-old children were further identified as being "...willing and able to take responsibility..." (Jenkins, Shacter, and Bauer, 1966:173), liking to be trusted with such family responsibilities as shopping and repair work.

Walker and Wood's (1976) study of time use in the home revealed that children between six and eleven years of age most often perform tasks in regular house care, marketing, after-meal clean-up, and regular meal preparation. Boys and girls between six and eight years of age spent an average of eighteen minutes per day in household tasks while girls between nine and eleven spent forty-eight minutes each day and nine to eleven-year-old boys spent thirty minutes per day. A major difference was noted in the time spent by children whose mothers were employed outside of the home and those who were not. The former group spent a greater amount of time working on Saturday when their mothers were home.

Drawing from the literature on responsibility in children, Mitton and Harris (1958:411) developed the
following general principles with which the more recent authors seem to agree:

1. Training for responsibility begins early.
2. Children should be given the opportunity of learning responsibility.
3. Training for responsibility and experience in assuming responsibility must be adapted to the individual child.
4. The child must have sufficient information to understand what is expected of him.
5. The child needs guidance from adults.
6. Children need the trust and respect of adults if they are to learn successfully to assume responsibilities.
7. Adults must expect and accept imperfection and variability while the child is learning.
8. The attitudes and behaviors of adults with respect to responsibility influence the development of responsibility in children.
9. Too much responsibility can do serious harm to the child.

Dolan concluded that the home, not the school, is more likely to be the most critical educational institution. He found that "alterable process characteristics of the home environment have significant impact on academic achievement" (Dolan, 1978:341). The effect of the home on the child's affective profile seems to be the strongest in the primary grades and declines as the student matures.

Several hypotheses were tested by Anderson (1978) in an effort to explore the relationship between a child's dependency on others and the maternal antecedents of dependency within a range of reading achievement. A significant negative relationship was noted between reading achievement test scores and dependency as measured by a
teacher's rating scale. The hypothesis of no significant relationship between maternal antecedents of dependency as measured by the *Independence Training Questionnaires* completed by the subject's mothers and high reading achievement test scores was rejected for the vocabulary subtest but was confirmed for the comprehension subtest. The hypothesis of no significant relationship between maternal antecedents of dependency and dependency could not be rejected.

Peterson (1975) investigated the relationship between accepting responsibility at home and academic achievement. The results indicated that high achieving third level students were more responsible at home than were the low achievers.

**Summary**

The literature seems to present congruent beliefs among authors concerning a child's development of responsibility at home. Generally it is agreed that training for acceptance of responsibility should begin at an early age. Initially the child should be given the opportunity to be responsible for his personal needs and things. Later, as maturation occurs, this opportunity should be expanded to other areas such as care of pets and money management.
Early active participation in family life develops socialization skills, cooperation, and responsibility, giving the child a positive feeling about self. The research supporting these ideas is limited, however.

LITERATURE RELATED TO SCHOOL RESPONSIBILITY

In an effort to determine elementary school teachers' perception of responsible and irresponsible pupil behavior, Price (1967) identified eleven characteristics of the responsible student. Those characteristics are as follows: has good work habits, tries hard, works willingly, uses time wisely, is personally helpful to the teacher in the classroom activities, lives up to group standards, is willing to share with others, contributes to the group effort and exhibits good sportsmanship, enthusiasm for school, and independence of action. Vincenzi and Maraschiello (1978) and Dolan (1978) found that teacher perception of student responsibility had a positive correlation with student self-report of acceptance of responsibility.

The types of school tasks associated with developing school responsibility include care of equipment and care of the schoolroom itself. Leadership positions in committee work and in student government as well as experiences related to the project method of teaching
have also been identified as aiding the development of responsibility at school (Mitton and Harris, 1958).

No distinction was found by Muir (1971) between experimental and control groups' acceptance of responsibility after special training was given. However, those trained students who were already responsible gained significantly more on standardized measures of academic achievement than did untrained students or trained students for whom responsibility was less meaningful.

Peterson (1975) noted that intervention with both high and low achievers was not effective in improving internal responsibility over the control group. However, the high achieving treatment groups showed greater improvement in achievement after intervention than did the low achieving treatment group.

Indications were found by Askov, LaVoie, and Grinder (1975:175) that lack of responsibility and self control distinguish underachievers from students who "...demonstrate more persistence by working closer to capacity and by graduating from school." While comparing overachievers, underachievers, and normal achievers, Gawronski and Mathis (1965) observed that overachievers are more responsible than even normal achievers. They appear to be more conscientious in pursuit of high standards, plan activities more carefully, and appear to be more efficient and resourceful in carrying out plans. Overachievers are generally more socially mature, more cooperative with others, and have a higher respect for the rights of others.
Murry (1978) observed sixty-nine fifth grade students in order to determine if there was a relationship between a student's classroom behavior and academic achievement and general academic aptitude. The researcher concluded that a strong relationship does exist between classroom behavior and both achievement and aptitude. Similarities were noted between the relationships of behavior and achievement and behavior and aptitude which led to the speculation that a single group of behaviors was related to academic competence. When the sample was examined in terms of higher and lower achievement and aptitude, some behavior differences were seen. The higher achieving groups had higher degrees of sustained attention, sustained work, volunteering, and sitting up and facing their work. The same group demonstrated lower degrees of looking around and self stimulation. There were no significant differences in classroom behavior found between boys and girls.

Studies conducted with the Intellectual Achievement Responsibility Questionnaire have indicated that a child's internal scores may be associated with particular adaptive and/or maladaptive behaviors (Wolk and Eliot, 1974; Barnett and Kaiser, 1978). Barnett and Kaiser noted that extreme cases of disruptive behavior in the classroom were associated with particular patterns of success-failure responsibility attributions rather than with the degree of internality.
Stanwyck and Felker (1973) revealed that students with a low self-concept showed a consistent trend downward in grades, indicating that they gradually assumed less responsibility for success. The opposite was true for students with high self-concepts.

Characteristics of irresponsible student behaviors have also been identified. Those characteristics of irresponsibility are as follows: does not live up to group standards, makes excuses and blames others, does not listen to nor follow directions, disturbs others, takes no pride in the classroom, annoys others, hinders group progress, shows little or no interest in school, does no work beyond required assignments, does not attempt to solve problems independently (Price, 1967).

Gawronski and Mathis (1965) support these characterizations. Underachievers were found to have more problems than normal achievers in self-regulation. They were more impulsive and uninhibited and overemphasized personal pleasure and self gain. Underachievers seemed less capable of relating to others in an unselfish way, enjoying home and school less than normal achievers. They seemed to be more defensive and resentful and less dependable than normal achievers.

Summary

Certain behaviors which characterized the responsible student and other behaviors which characterize the
irresponsible student have been identified. Research seems to back up some of the characterizations by establishing a positive relationship between responsibility and both normal achieving and overachieving students. The underachieving student has been identified with the characteristics of irresponsible student behavior. There are a variety of experiences which can be provided in school to help the student develop a sense of responsibility.

**LITERATURE RELATED TO LOCUS OF CONTROL**

Research in the area of responsibility has been centered largely on locus of control. Researchers have long questioned the contrast between the divergent personalities of those individuals who feel that personal successes, failures, positive personal characteristics, and shortcomings are controlled by fate or luck with those persons who feel that such outcomes are directly attributable to personal effort or the lack of it. Data have been collected which provide some insight into this contrast (Phares, 1976).

Individuals who believe that they, not others, are responsible for their successes and failures are described as possessing internal locus of control. The term external locus of control describes those persons who believe that forces outside themselves are responsible for their success and failure.
Familial Origins of Locus of Control

Lefcourt (1976) reviewed Chance’s work in the field of familial origins of locus of control. Internal locus of control of school aged subjects was measured by the Intellectual Achievement Responsibility Questionnaire, IAR, (Crandal, Katkovsky, and Preston, 1962). Mothers of the children were interviewed to determine their perception of independence training. The resulting data indicated that boys with higher scores on IAR were more likely to have mothers who had early independence expectations. It was also noted that the more educated the mother, the less concern she had for controlling her son and the more internal her son's IAR score.

Katkovsky, Crandall, and Good (1967) observed maternal behavior in the home in their study of familial origins of locus of control. Locus of control of the children was assessed by the IAR. Four of the ratings of maternal behavior were consistently relevant to the children’s IAR scores. Those four ratings were: (1) babying, the extent of parental nurturance; (2) general protectiveness, the degree to which children are sheltered from or exposed to difficulties, discomforts, and hazards; (3) affectionateness, that is, warmth and affection as opposed to rejection and hostility; and (4) approval versus criticism, the degree to which the children are offered praise and approval as opposed to criticism and disapproval.
A strong relationship at the .001 level was found to exist between observed maternal babying and the children's IAR scores. The more internal children had the more babying mothers. General protectiveness was also highly correlated with total IAR scores at the .001 level, as was affectionateness, at the .05 level, and approval versus criticism, at the .001 level.

The findings of Katkovsky, Crandall, and Good were summarized in this manner:

The maintenance of a supportive, positive relationship between parent and child seems more likely to foster a child's belief in internal control than in a relationship characterized by punishment, rejection, and criticism (Lefcourt, 1976:99).

Lefcourt (1976) cited the work of Davis and Phares in 1969 as support for this conclusion. These two investigators found that extreme internal university-aged students remembered their parents in a more positive manner, with less rejection, hostile control, and inconsistent discipline than the extreme externals.

Crandall, Katkovsky, and Crandall (1965) presented data based on a sample of 923 elementary and high-school students, that indicated that self-responsibility in a child was established by the time he reached third grade. In fact, they did not find a significant change in general internal responsibility scores between third and fifth grade students. Slight changes which were dependent upon the sex of the child occur with age. For example, older
girls reported more self-responsibility than older boys. A moderate relationship between responsibility scores and intelligence, birth order, and size of family was noted. Internal locus of control was found to be related to academic achievement, to be established during childhood, and to vary little between third and twelfth grade.

**Locus of Control and Academic Achievement**

Research has produced evidence that elementary students who attribute performance outcomes to their own behavior demonstrate more initiative, effort, persistence, and success in intellectual-academic tasks than those students described as "externals" (McGhee and Crandall, 1968; Messer, 1972; Shaw and Uhl, 1972; Barnett and Kaiser, 1978). There are also reports that the relationship between locus of control and intellectual-achievement measures may be a complex one (Phraes, 1976; Barnett and Kaiser, 1978). An example of the complexity of the relationship can be seen in the divergency between McGhee and Crandall's findings and those of Crandall, Katkovsky, and Preston, and Phraes. The direction and strength of the relationship between locus of control and intellectual-achievements were generally found to be mediated by the sex of the student; this finding was supported by the research of Crandall, Katkovsky, and Preston (1962) as well as by Phares (1976). However, no consistent sex difference was reported in the findings of McGhee and Crandall (1968).
Clifford and Cleary (1972) examined the relationship between measured internal locus of control and spelling, vocabulary, and math tests. Ninety-nine fourth, fifth, and sixth grade students selected the level of difficulty at which they worked and were then tested at that level. A significant positive correlation was noted between performance and internality at each grade level. The relationship between internal locus of control and performance was stronger for the boys than was the relationship between performance and measures of intelligence; for girls, intelligence had a higher correlation with achievement performance than internal locus of control had.

When fourth grade students characterized as internals on a measure of locus of control were compared on school grades and tests of academic achievement to those students characterized as externals, the former group proved to have higher grades and achievement test scores than the latter group, even when intelligence was statistically controlled (Messer, 1972). It was noted that while there is a positive relationship between locus of control and achievement test scores, internal locus of control is a better predictor of grades. Grades are more easily influenced by motivational factors such as eagerness toward academic work while achievement test scores are only indirectly influenced by these factors. Research by McGhee and Crandall (1968) supports Messer's findings.
The **Intellectual Achievement Responsibility Questionnaire** was administered to 138 middle-class white fourth, sixth, and eighth graders to measure their perceived responsibility for intellectual-academic outcomes by Barnett and Kaiser (1978). These scores were then compared to the students' previous semester's report card grades, IQ, and achievement test percentile scores. The researchers found no consistent developmental differences between students at the different grade levels but did support the idea that internal locus of control has a clearer association with school performance measures. The association between locus of control and school performance was more significant for boys than for girls.

An investigation was designed by Pressman (1978) to determine if the differences in locus of control had an influence on the differences in reading scores of seventh and eighth grade students or whether the differences in the reading scores were the result of interactions of levels of socioeconomic status, intelligence test scores, and/or sex with locus of control. The results of the study were based on an analysis of variance in which the researcher concluded the following: (1) reading scores are influenced by locus of control; (2) there were no interaction effects; (3) more variance was produced by locus of control than by socioeconomic status even when intelligence was a variable; and (4) sex was not a significant variable.
In a study of interrelationships between locus of control, sex, and socioeconomic status, it was concluded that "there is no differential influence of sex or socioeconomic status on locus of control" (Sherman and Hofman, 1978:9). Significant second order partial correlations were noted in this study between locus of control and grade point average, and between sex and grade point average. In addition to these, second order partial correlations were reported between locus of control and socioeconomic status but not between sex and standardized achievement test results.

The primary purpose of May's research (1978) was to determine if there was a relationship between perceived locus of control and achievement, age, sex, and birth order among blacks in a program of personalized instruction. It was concluded that there was not a significant relationship between perceived locus of control over environment and achievement.

Joe (1971) cited three studies in which students with internal locus of control were found to spend a greater amount of time in cognitive activities, to be more intensely interested in academic pursuits, and to have higher scores on intelligence tests and other academic tests than students with external locus of control. He noted supporting research which indicated that internals receive higher course grades and achievement test scores and found that girls generally have higher scores on internal control than boys.
Two additional studies indicated that students with a great sense of personal control had better grades, achievement test scores, and academic confidence as well as greater educational expectations.

Crandall, Katkovsky, and Crandall (1965) believed that both internal and external attitudes toward responsibility might help to account for the differences in student achievement. The self-crediting and self-blaming attitudes and the intelligence of the brighter child are partially responsible for his ability to manipulate his environment more successfully. He has greater evidence of personal control over what happens to him and thus is able to experience success more often and with greater confidence. The researchers contend that internal locus of control is related to academic achievement and is established in childhood. There was little evidence of change in locus of control in the later stages of childhood and adolescence.

Additional evidence that children who believe they have control over their environment attain higher levels of academic success than children who feel their lives are controlled by external or chance factors is presented by Peterson (1975), and Gordon, Jones, and Short (1977). Support for the use of internal locus of control as an indicator of achievement motivation was provided by Ames, Ames, and Felkner (1976).

No evidence supporting locus of control as a determiner of achievement motivation was found in two other
studies reviewed by Joe (1971). Ollendick and Ollendick (1976) found that achievement did not vary significantly at the different levels of locus of control for juvenile delinquents even when intelligence was controlled. Milgram (1971) found no correlation between locus of control and school-rated measures.

Summary

Research seems to indicate that locus of control is an attitude, an aspect of personality. While a few studies found no correlation between achievement and locus of control, other studies have presented significant data showing a positive relationship between locus of control and academic achievement. Students who believed they were responsible for both their successes and failures in school tended to be more intelligent, to earn better grades, and to have higher achievement test scores. Those students who felt others or chance were responsible for their academic successes and failures tended to have lower grades and lower achievement test scores.

LITERATURE ON FAMILY SIZE AND BIRTH ORDER AS RELATED TO SCHOOL ACHIEVEMENT AND RESPONSIBILITY

There are conflicting opinions about the relationship between achievement and family size and birth order. However, family size and birth order appear to have an effect on the development of responsibility. Research by
Cicirilli (1967) did not yield a statistically significant relationship between family size and measures of ability and achievement with families ranging in size from one to eleven children. A relationship was not found between birth order and ability and achievement in three and four child families. Kunz and Peterson (1973) did not find a significant relationship between family size and grade achievement among high school and university students.

In a study of birth order, family size, and intelligence, Zojonc and Markus (1975:1975) established that the most intelligent children come from small families and are generally born early in the family. Evidence also indicated that the "only child" shares a common disadvantage with the "last born" child in that neither has the opportunity to teach others and thus lacks an important boost to intellectual development.

Nuttal and associates (1976) found that when intelligence was controlled, variables such as family size, birth order, spacing children, and crowding were related to academic achievement. Boys from small families tended to have better grades than did boys from families with five or more children. First born girls exhibited patterns of responsibility and diligence which in turn were academic aids. These patterns were not as readily developed by first born boys, possibly because their mothers
did not expect them to help as much with siblings.

Investigating birth order as related to social behavior of college students, Warren (1966) concluded that greater numbers of "first borns" attended college than did "later borns." This phenomenon may be attributed to "first borns'" greater dependence and susceptibility to social pressure. MacDonald (1969) believes that the differences in birth order reported in the literature may be the result of different patterns of socialization. First born children may be more aware of social expectations than later siblings and thus feel more obligated to conform to authority and adult expectations.

Oberlander and Jenkins (1967) found support for the theory that first born children apparently cope with siblings by striving for recognition in intellectual achievements. First born children tended to be superior when compared to other birth order groups in scores on intelligence tests, in reading achievement, and on grade point average.

In 1977 Cicirelli reported on school grades in relation to birth order, sex of child, and sex of sibling using middle class white students from families with two children. Indications are that girls receive higher grades than boys. First born children receive higher grades when the sibling is a boy. He suggests that family size could alter the findings and birth order alone should not be used to explain children's achievement. Helms and Turner
(1976) noted the paradox that "first borns" are more oriented toward success while exhibiting more dependent and affiliative behavior. Family size and birth order were not important factors in grade point averages of high school students according to Kunz and Peterson (1977).

Crandall, Katkovsky, and Crandall (1965) found that first born children accepted more self-responsibility. They noted that "first borns" were often given more responsibilities for household duties, for themselves, and for the care of younger siblings. As a result, "first borns" were able to observe the effects of their work, not only on personal successes and failures, but also on the welfare of brothers and sisters and the family as a whole. Later born children were made to feel that older brothers and sisters would care for them; this feeling allows them to be less responsible for their own actions.

Using a sample of fifty black students from low socioeconomic backgrounds, May (1978) found a significant relationship between birth order and personal beliefs, with first born children demonstrating higher degrees of internal locus of control. While there were no indications of a significant relationship between achievement and birth order, the researcher did note that "last borns" were higher in reading achievement than "first borns."
Summary

Conflicting ideas about the effect of birth order and family size on academic achievement exist. There is some agreement that first born children are more likely to excel in academically related areas than later born siblings. This is thought to be the result of the first born child's earlier development of a sense of responsibility. There does appear to be a general consensus that birth order and family do affect the child's acceptance of responsibility.

SUMMARY

A review of the literature concerning responsibility and achievement revealed that while there are conflicting opinions, authors generally believe that there is a positive relationship between a child's acceptance of responsibility at home and at school and his academic achievement. Training for acceptance of responsibility should begin at an early age. Initially the child should be given the opportunity to be responsible for his personal needs and things. Later, as maturation occurs, this opportunity should be expanded to other areas. Early active participation in family life develops socialization skills, cooperation, and responsibility, giving the child a positive feeling about self. Parents and educators seem to believe that early training in responsibility at home has a definite carryover to school.
Educators have helped to identify characteristics of responsible student behavior. Research seems to support some of the characterizations by establishing a positive relationship between responsibility and both normal achieving and overachieving students. The underachieving student has been identified with the characteristics of irresponsible student behavior.

Research in the area of responsibility has been largely centered on locus of control, an attitude or belief that one is responsible for his intellectual-academic successes and failures rather than attributing them to factors outside of self. Studies have presented significant data showing a positive relationship between locus of control and academic achievement. Students who believed they were responsible for both their successes and failures in school tended to be more intelligent, to earn better grades, and to have higher achievement test scores. Those students who felt others or chance was responsible for their academic successes and failures tended to have lower grades and lower achievement test scores. There is little empirical data that tie locus of control directly to either responsible or irresponsible behaviors on the part of the child, only to behavioral outcomes such as achievement.

Research indicated that birth order and family size do affect the child's acceptance of responsibility.
There is some agreement that first born children are more likely to excel in academically related areas than are later born siblings. This is thought to be the result of the first born child's earlier development of a sense of responsibility.
Chapter 3

DESIGN AND PROCEDURES

This study was designed to determine if there was a relationship between a child's acceptance of responsibility at home and at school and his academic achievement, and to determine if there were significant differences in these relationships in terms of sex and grade level. Elements of the design and procedures of the study were (1) the instruments used, (2) the selection of the population and the description of the population, (3) the collection of data, and (4) the treatment of the data.

THE INSTRUMENTS USED

Development of the Rating Scales

The Teacher's Rating Scale (Appendix H), a Likert type scale, was designed by the researcher based on the characteristic behaviors of responsible and irresponsible students identified by Price (1967). The responsible student was identified by the researcher as one who had good work habits, tried hard and worked willingly, used time wisely, was willing to share with others and contributed to the group effort, was personally helpful to the teacher in the classroom activities, and who lived up to
group standards. The responsible student was also identified as one who exercised good sportsmanship and showed independence of action. The irresponsible student was identified as one who did not live up to group standards, made excuses and blamed others, neither listened to nor followed directions, and took no pride in the classroom. The irresponsible student annoyed others, hindered group progress, showed little or no interest in school, did no work beyond required assignments, and did not attempt to solve problems independently.

Reciprocal items were written for the Mother's Rating Scale (Appendix G). Walker and Wood's (1976) study of time use in the home was used to help verify the appropriateness of the home tasks for elementary school aged children. Tasks most often performed by children between ages six and eleven years included regular house care, marketing, after-meal clean-up, and regular meal preparation.

Each of the two scales consisted of twenty items. Their brevity was designed to facilitate ease as well as time in completion.

Because of the age and the maturity level of the students, it was decided that the mothers and teachers of the students would be asked to complete the responsibility rating scales. Research indicating a positive correlation between both the parents' and the teachers' ratings of
students' acceptance of responsibility and the students' self-rating provided support for the decision (Vincenzi and Maraschiello, 1978; Dolan, 1978).

The respective scales were submitted to a group of twenty-three elementary school teachers enrolled in a graduate education class, Education 4025, Modern Principles and Practices in the Elementary School, at Louisiana State University, for review and critique. At the same time, copies of the scales accompanied by a letter of explanation were mailed to professional personnel in Louisiana and Texas in the fields of elementary education and family life for further review and critique (Appendix D). Suggestions for improving the scales included (a) the use of behavioral terms, and (b) the rewording of statements. Revisions were made and the scales were then submitted to the members of the researcher's graduate committee for further review and approval.

The Information and Permission Form (Appendix F) was designed to collect demographic data and to secure parental permission for each child's participation in the study. A letter of introduction (Appendix E) from the child's principal explaining the purpose of the study, assuring confidentiality, and asking for cooperation was attached to the Mother's Rating Scale along with the Permission and Information Form.
Metropolitan Achievement Test

The Metropolitan Achievement Test was selected as the measure of academic achievement since it was given in grades kindergarten through eighth in the public schools in East Baton Rouge Parish with the exception of those schools designated as Title I schools. Third grade students were tested with the Primary I battery, Form G, at the end of the second grade, and the fifth grade students were tested at the end of the fourth grade with the Elementary battery, form F.

Empirical standardization of the 1970 Metropolitan Achievement Tests took place during the 1969-70 school year. Samples represented the national population according to geographic region, size of city, socioeconomic status, and public vs. non-public schools. Reliability was reported in the Metropolitan Achievement Tests Special Report, (1971). Reliabilities for the total reading standard score in terms of Saupe's Estimate of Kudar-Richardson Formula 20 for grades 1.7 through 5.7 were .96.

Buros (1978:67) reported that the Metropolitan Achievement Test, 1970 edition, "was carefully developed and standardized" but cautioned that only norm referenced interpretations should be made of the results. Criterion referenced interpretations should be avoided.
SELECTION OF THE SAMPLE POPULATION

Schools participating in the study were University Terrace Elementary, Walnut Hills Elementary, and Highland Elementary. To aid in obtaining a cross section of public school students, the schools were selected according to the following criteria: (a) one school that had 75 percent or more of its entire student population on free lunch, (b) one school that had 25 percent or less of its entire student population on free lunch, and (c) one school that had between 40 and 60 percent of its entire student population on free lunch. These three schools were also selected because they were within a geographical area close to each other and to Louisiana State University. Another determining factor was the willingness and cooperation of the principals of each of these institutions.

The sample population represented both the primary and the upper elementary levels. It consisted of all of the third and fifth grade students enrolled in these schools during the week of October 8-12, 1979, who met the following criteria:

1. Students eligible to participate were those classified as not receiving special education services.

2. Students eligible to participate were not on a waiting list to be evaluated for possible placement in a special education program.
Two hundred thirty-five students were eligible and rating scales were sent to their mothers. One hundred ninety-three were returned for an 82 percent return rate. It was later discovered that there were no Metropolitan Achievement Test scores for nineteen of the students who returned the Mother's Rating Scale. These students had either transferred into the public school system that fall or had transferred from a Title I school and had not had the test. They were included in the data that dealt only with home and school responsibility and were not included where achievement test scores were needed.

The total population of the study was divided into the following categories: grade, sex, family size, and birth order. Subgroups consisted of third grade boys, third grade girls, fifth grade boys, fifth grade girls, only child, two children, three children, four or more children, first born, middle child and last born (Tables 1 and 2).

COLLECTION OF DATA

Permission was secured from the East Baton Rouge Parish school system to conduct the study in the system (Appendix B), and authorization was received from the Human Subjects Committee of Louisiana State University (Appendix C). The principals of the schools involved as well as the supervisor of guidance for the school system were contacted to request their cooperation and
Table 1

Distribution of Students by Grade Level, Sex, and Family Size

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<th>Subgroups</th>
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<th>Fifth Grade</th>
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Table 2
Distribution of Students by Grade Level, Sex, and Birth Order

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<td>Boys</td>
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<tr>
<td>First Born:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Boys</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Middle Child:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Boys</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Last Born:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Boys</td>
<td>17</td>
<td>8</td>
</tr>
</tbody>
</table>
to set up a meeting with the counselors and classroom teachers involved in the study. The purpose of the meeting was to familiarize the counselors and teachers with the study, to request their cooperation, and to brief them on their role and responsibilities in the study.

Counselors identified the students eligible to participate in the study, compiled a list of the eligible students for the classroom teacher, and distributed to the teachers both the Teacher's Rating Scale and the Mother's Rating Scale to be sent home on October 8, 1979. The counselors collected the Mother's Rating Scales on a daily basis and encouraged the students who had not returned the forms to do so. On October 10, 1979, a follow-up copy was sent home with those students who had not returned the forms. The importance of returning them the next day was stressed. On Friday, October 12, 1979, all forms were collected. The following week, October 15-19, 1979, was designated as "Parent-Teacher Conference Week" by the school system. Counselors met with those mothers who came for a conference and who had not returned a rating scale. Mothers were encouraged to complete the forms at that time.

A letter of introduction, the Permission and Information Form, and the Mother's Rating Scale were sent home with each eligible child on October 8, 1979, encouraging prompt return. The classroom teachers completed a Teacher's Rating Scale on each of the eligible students.
A deadline of October 19, 1979, was set for collecting all of the rating scales and permission and information forms. However, there were several forms not returned until mid-November; these forms were included in the study. A total of 235 students were eligible to participate in the study and rating scales were sent to their mothers. One hundred ninety-three were returned for an 82 percent return rate.

TREATMENT OF THE DATA

Items on each of the scales were classified as either a "responsible behavior" or as an "irresponsible behavior." The "responsible behavior" items on the Mother's Rating Scale were:

My child:

2. completes his home chores without help from others.

4. has the necessary supplies ready for doing homework (the assignment, text, paper, etc.).

7. gets along well with family members and friends at home.

8. willingly helps with family chores such as keeping his room clean, cleaning up after meals, etc.

9. gets up the first time he is called in the morning.

11. is responsible in the care of his personal things (room, toys, bike, etc.).
13. selects his own clothes to wear to school.
14. will ask a question if directions or instructions are not understood.
15. is willing to help other family members.

The "irresponsible behavior" items on the Mother's Rating Scale were:

My child:
1. makes excuses for not getting his work (cleaning, homework, etc.) done.
3. completes home chores after several reminders.
5. blames others for disturbances at home.
10. must be reminded to start his homework.
12. asks "What can I do?" when he is at home.

The "responsible behavior" items on the Teacher's Rating Scale were:

This student:
2. completes assignments without help from others.
4. has the necessary supplies for schoolwork (paper, pencil, text, etc.).
6. follows class rules even when I am not there.
7. gets along well with classmates during group work and play (recess, P.E., etc.) periods.
8. willingly does his share in group projects.
9. is ready to begin classwork with the group.
11. can be counted on to help maintain the classroom's appearance.
13. selects his own library books for independent reading.
14. will ask a question if directions or instructions are not understood.
15. is willing to help others in class.

The "irresponsible behavior" items on the Teacher's Rating Scale were:

This student:

1. makes excuses for not completing schoolwork.
3. completes schoolwork after several reminders.
5. blames others for classroom disturbances or group failures.
10. must be reminded to start his schoolwork.
12. must be told exactly what to do most of the time.

There were five possible responses to each item, Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. A response of Strongly Agree to a "responsible behavior" item was assigned a five point value while responses of Agree, Undecided, Disagree, and Strongly Disagree were assigned values of four, three, two, and one points respectively. A response of Strongly Disagree to an "irresponsible behavior" item was also assigned a five point value with Disagree, Undecided, Agree, and Strongly Agree responses assigned values of four, three, two, and one points respectively.
A mean for acceptance of home responsibility and a mean for acceptance of school responsibility were computed for each student as well as a composite mean for the two areas. A mean of five was interpreted as a high acceptance of responsibility while a mean of one was interpreted as a low acceptance of responsibility.

Achievement scores were taken from the results of the spring, 1979, Metropolitan Achievement Test for East Baton Rouge Parish. The standard score in the total reading subcategory was used to indicate student level of academic achievement. Standard scores were used to express results. These scores are directly comparable within a single subtest area, total reading, between batteries, Elementary and Primary I, and from form to form (Durost and others, 1971).

Statistical procedures used to analyze the data were the Pearson product-moment correlations and the t-test. Because of their size, the coefficients were converted to Fisher's $z$ function and the standard error of $z$ was established. Significance was tested at the .05 level of confidence. The relationships between the following factors were determined:

1. Acceptance of home responsibility and acceptance of school responsibility.

2. Achievement and acceptance of home responsibility.
3. Achievement and acceptance of school responsibility.

4. Achievement and a composite of the home and school responsibilities scores.

5. Acceptance of responsibility and family size.

6. Acceptance of responsibility and birth order.
Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

This study was designed to answer the following questions as applied to (a) acceptance of responsibility at home, (b) acceptance of responsibility at school, and (c) academic achievement:

1. Is there a correlation between a child's acceptance of responsibility at home and acceptance of responsibility at school?

2. Is there a correlation between a child's acceptance of responsibility at home as perceived by his mother and his academic achievement?

3. Is there a correlation between a child's acceptance of responsibility at school as perceived by his teacher and his academic achievement?

4. Is there a correlation between a composite of the child's responsibility scores and his academic achievement?

5. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of sex?

6. Are there significant differences in the relationship between a child's acceptance of responsibility
and his academic achievement in terms of grade level?

7. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of the number of siblings?

8. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of his order of birth?

Included in the study were 193 children, 86 boys, 107 girls, enrolled in three elementary schools in East Baton Rouge Parish, Louisiana, during the week of October 8-12, 1979. There were 113 students enrolled at the third grade level and 80 students at the fifth grade level representing the primary and upper elementary school levels.

To answer the questions the data were analyzed in terms of sex, grade, family size, and birth order. A Pearson product-moment correlation was computed and the t-test used to test for significant differences between subgroups.

THE RELATIONSHIP BETWEEN THE ACCEPTANCE OF RESPONSIBILITY AT HOME AND AT SCHOOL

The first question asked was: Is there a correlation between acceptance of responsibility at home and acceptance of responsibility at school? The coefficient of correlation for the total population was .272 and was found to be significant at the .05 level.
The data were analyzed in terms of sex alone and the relationship was still significant (Table 3). The coefficient of correlation for the total population of girls was .237 while for the total population of boys it was .350.

When the data were analyzed in terms of grade level and sex, a significant relationship was found between the acceptance of responsibility at home and the acceptance of responsibility at school for third grade boys and for third grade girls. Third grade boys had a coefficient of correlation of .339 and the third grade girls had a coefficient of correlation of .338; both were significant at the .05 level of confidence. The relationship was not significant for either the fifth grade boys, .334, or the fifth grade girls, .088. The extremely low correlation between the two factors for the fifth grade girls was noteworthy.

THE RELATIONSHIP BETWEEN ACCEPTANCE OF RESPONSIBILITY AT HOME AND ACADEMIC ACHIEVEMENT

The second question asked was: Is there a correlation between a child's acceptance of responsibility at home as perceived by his mother and his academic achievement? The analysis of data indicated that there is not a significant relationship between acceptance of responsibility at home and academic achievement. The finding
Table 3

Coefficients of Correlations Between Acceptance of Responsibility at Home and at School

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students</th>
<th>Coefficient of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>193</td>
<td>.272**</td>
</tr>
<tr>
<td>Total Girls</td>
<td>107</td>
<td>.237*</td>
</tr>
<tr>
<td>Total Boys</td>
<td>86</td>
<td>.350**</td>
</tr>
<tr>
<td>Third Grade Girls</td>
<td>59</td>
<td>.338**</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>54</td>
<td>.339*</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>48</td>
<td>.088</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>32</td>
<td>.334</td>
</tr>
</tbody>
</table>

* Significant at .05
** Significant at .01
was upheld when the data were analyzed in terms of sex and grade level. There were negative, though not significant, correlations for "Total Boys" and for "Third Grade Boys" (Table 4).

THE RELATIONSHIP BETWEEN ACCEPTANCE OF RESPONSIBILITY AT SCHOOL AND ACADEMIC ACHIEVEMENT

The third question asked was: Is there a correlation between a child's acceptance of responsibility at school as perceived by his teacher and his academic achievement? The coefficient of correlation for the total population was .270 and was significant at the .05 level and for the following subgroups: total boys, .294; fifth grade girls, .403; and fifth grade boys, .440. The relationship was not significant for either the third grade boys, .240; the third grade girls, .138; or the total girls, .159 (Table 5).

THE RELATIONSHIP BETWEEN THE COMPOSITE RESPONSIBILITY SCORE AND ACADEMIC ACHIEVEMENT

The fourth question asked was: Is there a correlation between a composite of the child's responsibility scores and his academic achievement? A significant relationship was indicated for the total population, .256, (Table 6). This relationship was significant at the .05 level of confidence and was true for the total female
Table 4

Coefficients of Correlations Between Acceptance of Responsibility at Home and Academic Achievement

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students</th>
<th>Coefficient of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>174</td>
<td>.105</td>
</tr>
<tr>
<td>Total Girls</td>
<td>97</td>
<td>.176</td>
</tr>
<tr>
<td>Total Boys</td>
<td>77</td>
<td>-.014</td>
</tr>
<tr>
<td>Third Grade Girls</td>
<td>53</td>
<td>.055</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>47</td>
<td>-.039</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>44</td>
<td>.231</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>30</td>
<td>.106</td>
</tr>
</tbody>
</table>
Table 5
Coefficients of Correlations Between Acceptance of Responsibility at School and Academic Achievement

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students</th>
<th>Coefficient of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>174</td>
<td>.270**</td>
</tr>
<tr>
<td>Total Girls</td>
<td>97</td>
<td>.159</td>
</tr>
<tr>
<td>Total Boys</td>
<td>77</td>
<td>.294**</td>
</tr>
<tr>
<td>Third Grade Girls</td>
<td>53</td>
<td>.138</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>47</td>
<td>.240</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>44</td>
<td>.403**</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>30</td>
<td>.440*</td>
</tr>
</tbody>
</table>

* Significant at .05

** Significant at .01
<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students</th>
<th>Coefficient of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>174</td>
<td>.256**</td>
</tr>
<tr>
<td>Total Girls</td>
<td>97</td>
<td>.214*</td>
</tr>
<tr>
<td>Total Boys</td>
<td>77</td>
<td>.210</td>
</tr>
<tr>
<td>Third Grade Girls</td>
<td>53</td>
<td>.135</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>47</td>
<td>.165</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>44</td>
<td>.449**</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>30</td>
<td>.379*</td>
</tr>
</tbody>
</table>

* Significant at .05
** Significant at .01
subgroup, .214; as well as for the fifth grade boys, .379; and the fifth grade girls, .449. The relationship was not significant for the total male population, .210; for the third grade boys, .165; or for the third grade girls, .135.

DIFFERENCES IN RELATIONSHIPS BETWEEN ACCEPTANCE OF RESPONSIBILITY AND ACADEMIC ACHIEVEMENT IN TERMS OF SEX

The fifth question asked was: Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of sex? There were no significant differences found in the relationship in terms of sex (Tables 7, 8, 9).

DIFFERENCES IN THE RELATIONSHIP BETWEEN ACCEPTANCE OF RESPONSIBILITY AND ACADEMIC ACHIEVEMENT IN TERMS OF GRADE LEVEL

The sixth question asked was: Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of grade level? There were no significant differences indicated in the relationship in terms of grade level (Tables 7, 8, 9).
Table 7
Differences in the Correlation Between Acceptance of Home Responsibility and Academic Achievement in Terms of Sex and Grade Level

<table>
<thead>
<tr>
<th>Group1</th>
<th>$r_1$</th>
<th>$z_1$</th>
<th>Group2</th>
<th>$r_2$</th>
<th>$z_2$</th>
<th>$D_{z_1-z_2}$</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Girls</td>
<td>.176</td>
<td>.18</td>
<td>Total Boys</td>
<td>-.014</td>
<td>-.01</td>
<td>.19</td>
<td>1.19</td>
</tr>
<tr>
<td>Third Grade Girls</td>
<td>.055</td>
<td>.06</td>
<td>Third Grade Boys</td>
<td>-.039</td>
<td>-.04</td>
<td>.10</td>
<td>0.48</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>.231</td>
<td>.23</td>
<td>Fifth Grade Boys</td>
<td>.106</td>
<td>.11</td>
<td>.12</td>
<td>0.19</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>.106</td>
<td>.11</td>
<td>Third Grade Boys</td>
<td>-.039</td>
<td>-.04</td>
<td>.15</td>
<td>0.60</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>.231</td>
<td>.23</td>
<td>Third Grade Girls</td>
<td>.055</td>
<td>.06</td>
<td>.17</td>
<td>0.81</td>
</tr>
</tbody>
</table>
Table 8

Differences in the Correlation Between Acceptance of School Responsibility and Academic Achievement in Terms of Sex and Grade Level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>( r_1 )</th>
<th>( z_1 )</th>
<th>Group 2</th>
<th>( r_2 )</th>
<th>( z_2 )</th>
<th>( D_{z_1-z_2} )</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Boys</td>
<td>0.294</td>
<td>0.30</td>
<td>Total Girls</td>
<td>0.159</td>
<td>0.16</td>
<td>0.14</td>
<td>0.88</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>0.240</td>
<td>0.24</td>
<td>Third Grade Girls</td>
<td>0.138</td>
<td>0.14</td>
<td>0.10</td>
<td>0.48</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>0.440</td>
<td>0.47</td>
<td>Fifth Grade Girls</td>
<td>0.403</td>
<td>0.42</td>
<td>0.05</td>
<td>0.20</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>0.440</td>
<td>0.47</td>
<td>Third Grade Boys</td>
<td>0.240</td>
<td>0.24</td>
<td>0.20</td>
<td>0.89</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>0.403</td>
<td>0.42</td>
<td>Third Grade Girls</td>
<td>0.138</td>
<td>0.14</td>
<td>0.28</td>
<td>1.33</td>
</tr>
</tbody>
</table>
Table 9

Differences in the Correlation Between a Composite of Responsibility Scores and Academic Achievement in Terms of Sex and Grade Level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>$r_1$</th>
<th>$z_1$</th>
<th>Group 2</th>
<th>$r_2$</th>
<th>$z_2$</th>
<th>$D_{z_1-z_2}$</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Girls</td>
<td>.214</td>
<td>.21</td>
<td>Total Boys</td>
<td>.210</td>
<td>.21</td>
<td>.00</td>
<td>0.06</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>.165</td>
<td>.17</td>
<td>Third Grade Girls</td>
<td>.135</td>
<td>.14</td>
<td>.03</td>
<td>0.14</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>.449</td>
<td>.48</td>
<td>Fifth Grade Boys</td>
<td>.379</td>
<td>.40</td>
<td>.08</td>
<td>0.25</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>.379</td>
<td>.40</td>
<td>Third Grade Boys</td>
<td>.165</td>
<td>.17</td>
<td>.23</td>
<td>0.92</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>.449</td>
<td>.48</td>
<td>Third Grade Girls</td>
<td>.135</td>
<td>.14</td>
<td>.34</td>
<td>1.62</td>
</tr>
</tbody>
</table>
The seventh question asked was: Is there a correlation between a child's acceptance of responsibility at home and at school in terms of the number of siblings? The population was divided into subgroups of "only child," "two siblings," "three siblings," and "four or more siblings" to determine the relationship between family size and acceptance of responsibility. A significant correlation was noted between the number of siblings in the family and acceptance of responsibility at home and at school for the subgroup of three siblings only, .360, (Table 10). When the population was divided further in terms of sex and grade level, the subgroups were too small to yield significant data.

The eighth question asked was: Is there a correlation between a child's acceptance of responsibility at home and at school in terms of his order of birth. A correlation between the order of birth and acceptance of responsibility at home and school was found to be significant for the "last born" subgroup only, .429. The coefficient of correlations were not significant for the
Table 10
Coefficients of Correlations Between Acceptance of Responsibility at Home and School in Terms of the Number of Siblings in the Family

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students</th>
<th>Coefficients of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Child</td>
<td>37</td>
<td>.249</td>
</tr>
<tr>
<td>Two Children</td>
<td>72</td>
<td>.226</td>
</tr>
<tr>
<td>Three Children</td>
<td>44</td>
<td>.360*</td>
</tr>
<tr>
<td>Four + Children</td>
<td>40</td>
<td>.283</td>
</tr>
</tbody>
</table>

* Significant at .05
** Significant at .01
other subgroups, "only child," .249; "first born," .191; and "middle child," .227, (Table 11). When the population was divided in terms of sex and grade level, the subgroups were too small to yield significant data.

SUMMARY OF THE FINDINGS

The data from this study indicated that there is a significant correlation between a child's acceptance of responsibility at home and his acceptance of responsibility at school. When the population was divided according to sex, the relationship was significant for both "total boys" and "total girls." However, when the population was divided according to grade level, the relationship between acceptance of responsibility at home and at school remained significant for the third grade boys and the third grade girls only. The relationship was not significant for the fifth grade boys and the fifth grade girls.

There was not a significant correlation between a child's acceptance of responsibility at home and his academic achievement. The coefficient of correlation was not significant for all groups.

The relationship between acceptance of responsibility at school and academic achievement was significant. The correlation was significant for "total boys," fifth grade boys, and fifth grade girls as well as for the total
Table 11

Coefficients of Correlations Between Acceptance of Responsibility at Home and School and the Order of Birth

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students</th>
<th>Coefficient of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Child</td>
<td>37</td>
<td>.249</td>
</tr>
<tr>
<td>First Child</td>
<td>58</td>
<td>.191</td>
</tr>
<tr>
<td>Middle Child</td>
<td>45</td>
<td>.227</td>
</tr>
<tr>
<td>Last Child</td>
<td>53</td>
<td>.429**</td>
</tr>
</tbody>
</table>

*Significant at .05
**Significant at .01
population. The relationship was not significant for "total girls," third grade boys, and third grade girls.

When the responsibility scores were combined to form a composite responsibility score, a significant coefficient of correlation between academic achievement and the composite score was indicated. The coefficient of correlation was significant for "total girls," fifth grade girls, and fifth grade boys. The relationship was not significant for "total boys," third grade boys, and third grade girls. There were no significant differences in the relationship between a child's acceptance of responsibility at home and at school and academic achievement in terms of sex or grade level.

When the data were examined to determine if a correlation existed between accepting responsibility at home and at school in terms of family size, a significant relationship was indicated for families with three children. The relationship was not significant for families with one, two, or four or more children.

A significant correlation between acceptance of responsibility at home and school was noted for the "last born" child only. The coefficient of correlation was not significant for the "only child." the "first born child," and the "middle" child groups.
Chapter 5

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine if there was a correlation between the acceptance of home and school responsibilities by third and fifth grade students. The relationship between the acceptance of responsibility at home as perceived by the students' mothers, and academic achievement and the relationship between the acceptance of responsibility at school, as perceived by the students' teachers, and the students' academic achievement were also examined. Other factors investigated were differences in the relationship between acceptance of responsibility and academic achievement in terms of grade level and sex, the relationship between acceptance of responsibility and the size of the child's family and between acceptance of responsibility and birth order.

DESIGN AND PROCEDURES

There were five elements in the design and procedures of this study. They were the statement of the problem, the instruments used, the selection of the population and the description of the population, the collection of the data, and the treatment of the data.
Statement of the Problem

This study was designed to answer the following questions as applied to (a) acceptance of responsibility at home, (b) acceptance of responsibility at school, and (c) academic achievement:

1. Is there a correlation between acceptance of responsibility at home and acceptance of responsibility at school?

2. Is there a correlation between a child's acceptance of responsibility at home as perceived by his mother and his academic achievement?

3. Is there a correlation between a child's acceptance of responsibility at school as perceived by his teacher and his academic achievement?

4. Is there a correlation between a composite of the child's responsibility scores and his academic achievement?

5. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of sex?

6. Are there significant differences in the relationship between a child's acceptance of responsibility and his academic achievement in terms of grade level?

7. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of number of siblings?
8. Is there a correlation between a child's acceptance of responsibility at home and at school in terms of his order of birth?

**Instruments Used**

The *Metropolitan Achievement Test* was used as the measure of academic achievement. It was a part of the East Baton Rouge Parish School System's annual testing program for kindergarten through eighth grades. The instruments used in ascertaining the student's acceptance of responsibility at home and at school were two Likert-type rating scales developed by the researcher. The *Teacher's Rating Scale* was based on teacher-identified behaviors that characterized responsible and irresponsible students. Reciprocal items were written for the *Mother's Rating Scale*. The appropriateness of the home items was verified by comparing them with home tasks identified as those most often performed by children ages six through eleven years (Walker and Wood, 1976). The respective scales were submitted to a group of twenty-three elementary school teachers enrolled in a graduate education class for review and critique. At the same time, copies of the scales were mailed to professional personnel in the fields of elementary education and family life for further review and critique. Revisions were made and the scales were then submitted to the members of the researcher's graduate committee for further review and approval.
A form was designed to collect demographic data and to secure parental permission for each child's participation in the study. The Information and Permission Form was attached to the rating scales along with a letter from the child's principal explaining the purpose of the study.

Sample Population

Three elementary schools, University Terrace, Highland and Walnut Hills, in East Baton Rouge Parish, Louisiana, were selected to participate in the study according to the following criteria: (a) one school that had 75 percent or more of its entire population on free lunch, (b) one school that had 25 percent or less of its entire student population on free lunch, and (c) one school that had between 40 and 60 percent of its entire school population on free lunch. These elementary schools were within a geographical area close to each other and to Louisiana State University.

The sample population, representing both the primary and the upper elementary levels, consisted of third and fifth grade students who were not receiving special education services, nor were they on a waiting list to be evaluated for possible placement in a special education program. Of the 235 eligible students whose mothers received rating scales, 193, or 82 percent, returned the completed scales and the Information Permission Form.
Metropolitan test scores were available for 174 students, 74 percent of the total sample.

Collection of the Data

Permission was granted by the East Baton Rouge Parish School System to conduct the study in three elementary schools. The principal, counselor, and classroom teachers at each school were briefed on their roles and responsibilities in the study.

Students who were eligible to participate in the study were identified. A letter of introduction accompanied the Mother's Rating Scale and the Permission Information Form that were sent home with the students. The classroom teachers completed a Teacher's Rating Scale on each of the participants. Metropolitan test scores were available for 174 of the students. "Responsibility" data for the nineteen students who did not have test scores were included in the study where achievement data were not needed.

Treatment of the Data

Items on each of the rating scales were identified as either a "responsible behavior" or as an "irresponsible behavior." There were five possible responses to each item, Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. A response of Strongly Agree to a "responsible behavior" item was assigned a five point
value while responses of Agree, Undecided, Disagree, and Strongly Disagree were assigned four, three, two, and one points respectively. A response of Strongly Disagree to an "irresponsible behavior" item was also assigned a five point value with Disagree, Undecided, Agree, and Strongly Agree responses assigned values of four, three, two, and one points respectively.

A mean for acceptance of home responsibility and a mean for acceptance of school responsibility were computed for each student as well as a composite mean for the two areas. A mean of five was interpreted as a high acceptance of responsibility while a mean of one was interpreted as a low acceptance of responsibility. The standard score in the total reading subcategory of the Metropolitan Achievement Test was used to indicate the student's academic achievement level.

Data were analyzed through the use of Pearson product-moment correlations and the t-test. Significance was tested at the .05 level of confidence.

ANALYSIS AND INTERPRETATION OF DATA

This study was designed to determine if there was a relationship between a child's acceptance of responsibility at home and at school and his academic achievement and to determine if there were significant differences in these relationships in terms of sex and grade level. The data from this study indicate that such a relationship
does exist and can be better understood when examined in terms of sex, grade level, family size, and birth order.

1. There is a significant correlation between the acceptance of responsibility at home and the acceptance of responsibility at school. This relationship is significant for both boys and girls. It lends support to the theorists such as Drekiurs and Ginott who believed that there is a carryover from the home to other areas of the child's life, specifically to school. However, when the relationship is examined in terms of grade level, it remains significant only for the third grade boys and girls. One could speculate that this phenomenon was due to maturational factors in which the older student becomes more peer oriented and less family dominated as he strives to achieve personal independence. This finding supports the research by Dolan (1978) in which he noted that the effect of the home on the child's affective profile seems to be stronger in the primary grades and declines as he matures. The maturation effect could also help explain the extremely low correlation for the fifth grade girls.

2. There was not a significant correlation between the student's acceptance of responsibility at home and his academic achievement. This is in direct contrast to the positive correlation between achievement and responsibility at home noted by Peterson (1975). Though not significant, there were two negative correlations, "total boys," and
third grade boys. There is no apparent explanation for these correlations. The lack of a significant correlation between accepting responsibility at home and academic achievement coupled with the strong correlation between acceptance of responsibility at home and acceptance of responsibility at school could lead to the conclusion that accepting responsibility at home has an indirect or secondary relationship with student achievement. Further study is needed before a definitive statement can be made.

3. A very strong and significant correlation was found between acceptance of responsibility at school and academic achievement. This positive relationship between responsible behaviors at school and academic achievement supports the research centered on a positive correlation between locus of control and achievement (Crandall, Katkovsky, and Crandall, 1965; Clifford and Cleary, 1972; Messer, 1972; Peterson, 1975; Gordon, Jones, and Short, 1977). While the finding of this study dealt with actual student behaviors perceived by the classroom teacher as being responsible, the locus of control research is concerned with a student attitude or belief that he, not others, is responsible for his intellectual-academic successes and failures.

When the relationship between the acceptance of responsibility at school and academic achievement was investigated in terms of sex, the coefficient of correlation was significant for boys but not for girls. Analysis
of the data in terms of sex and grade level revealed a significant, positive correlation between the two factors for fifth grade girls and fifth grade boys but not for third grade boys or third grade girls.

These findings also give rise to speculations. It has been said that the child develops and accepts responsibility at home early in his life. These responsible behaviors are then transferred to school during the primary grades. These responsible behaviors at home seem to have no direct, significant relationship to achievement at either grade level, and, by the time the student is in the fifth grade, the immediate relationship between accepting responsibility at home and the acceptance of responsibility at school has decreased. It could be concluded that there is an indirect relationship between accepting responsibility at home and academic achievement. That is, accepting responsibility at home is related to the student's acceptance of responsibility at school which was significantly correlated with achievement by the fifth grade students.

4. A composite of the child's acceptance of responsibility at home score and acceptance of responsibility at school score was significantly correlated with academic achievement. An analysis of the data in terms of sex revealed a correlation that was significant for fifth grade girls and boys. The relationship was not significant for third grade girls and boys. This finding lends further
support to the speculation that while acceptance of responsibility at home has a strong initial relationship to the acceptance of responsibility at school, it may have an indirect relationship to academic achievement.

5. In terms of sex, there were no significant differences in the relationship between a child's acceptance of responsibility and his academic achievement. Boys and girls did not differ significantly in the relationship between acceptance of responsibility at home and academic achievement, in the relationship between acceptance of responsibility at school and academic achievement, or in the relationship between the composite responsibility score and academic achievement.

6. When the data were analyzed in terms of sex and grade level, boys and girls did not differ significantly in the relationship between acceptance of responsibility and academic achievement. Significant differences were not found in the relationship between acceptance of responsibility at home and academic achievement, in the relationship between acceptance of responsibility at school and academic achievement, or in the relationship between the composite responsibility score and academic achievement.

7. To determine the relationship between family size and the acceptance of responsibility, the research population was divided into the following subgroups: "only child," "two siblings," "three siblings," and "four
or more siblings." The relationship was significant for the subgroup of "three siblings" only. This could be interpreted as support for the theory that children with siblings have a greater opportunity to develop responsibility than does an only child (Zojonc and Markus, 1975; 1975). When the population was subdivided according to sex and grade level, the size of the subgroups was too small to yield significant data.

8. Contrary to the findings of other studies (Nuttal et al., 1976; Crandall, Katkovsky, and Crandall, 1965; May, 1978), the research did not yield a significant correlation between the first born child and the acceptance of responsibility. In fact, the correlation between birth order and acceptance of responsibility was significant for the "last born" child only. The correlation between the first born child and the acceptance of responsibility was the smallest of all. It was not possible to further subdivide the population according to grade level and sex and have significant data. Perhaps there would be an alteration in the findings if birth order had been examined within the context of family size, sex, and grade level.

CONCLUSIONS

In light of the data obtained from this study, the following conclusions may be drawn:
1. There was a significant correlation between the acceptance of responsibility at home and the acceptance of responsibility at school. The relationship was significant for the younger student and decreased as he matured.

2. There was not a significant correlation between the student's acceptance of responsibility at home and his academic achievement. In light of the significant relationship between accepting responsibility at home and accepting responsibility at school, there seemed to be an indirect, or secondary, relationship between accepting responsibility at home and academic achievement.

3. The relationship between the acceptance of responsibility at school and academic achievement was not significant for the younger student. However, the relationship increased to a significant level as the student matured.

4. The data indicate that there was a relationship between the acceptance of responsibility and academic achievement. A strong, significant correlation did exist between acceptance of responsibility at school and academic achievement. A significant correlation was also found between a composite of the responsibility scores and achievement. The correlations of both accepting responsibility at school and the composite responsibility score with academic achievement were significant for both fifth grade boys and fifth grade girls but not for third grade boys or third grade girls.
5. In terms of sex, there were no significant differences in the relationship between a child's acceptance of responsibility and his academic achievement.

6. In terms of grade levels, there were no significant differences in the relationship between a child's acceptance of responsibility and his academic achievement.

7. The relationship between family size and the acceptance of responsibility was significant for the sub-group of "three siblings" only. This finding supports the idea that children with siblings have a greater opportunity to develop responsibility than children who did not have siblings.

8. A significant correlation between birth order and the acceptance of responsibility was found for the "last born" child only. This is in direct contrast to previous studies which have indicated that the first born child is more responsible.

LIMITATIONS

During the course of the investigation several problems were encountered that had not been anticipated and which could possibly have had an influence on the results. These problems were:

1. The chronological ages of sixteen of the participating students deviated one or more years from the mean age of the classes at the different grade levels. This was attributed to retentions, to early school entrance,
and to non-English speaking students who were placed at these lower grade levels to learn English.

2. Several of the Mother's Rating Scales were completed by the students' fathers. This factor could have an influence on the results of the study if there is a significant difference in the way fathers perceive responsible behavior in their children and the way in which mothers perceive responsible behavior in their children.

3. Another factor which may have had an influence on the results of the study was the limited number of students in the sample population for determining the relationship between family size and acceptance of responsibility and between birth order and acceptance of responsibility. When the population was subdivided by grade and sex, the resulting subgroups were too small to yield significant data.

4. In spite of efforts to ensure reliability of the items included on the rating scales, three of the fourteen teachers participating had difficulty interpreting item three of the Teacher's Rating Scale. "This student... completes schoolwork after several reminders." This factor could have had an effect on their students' responsibility scores.
RECOMMENDATIONS FOR FURTHER STUDY

In light of the results of this study and the limitations placed on it, the following are recommendations for future study of the acceptance of responsibility.

1. Further research is needed to determine the role of maturation in the time-decreased relationship between acceptance of responsibility at home and acceptance of responsibility at school.

2. A study of the indirect relationship between acceptance of responsibility at home and academic achievement is needed.

3. Research of the relationship between locus of control, an attitude or belief, and the acceptance of responsibility, the behaviors, seems to be warranted.

4. Further study of the relationship between family size and the acceptance of responsibility is needed.

5. It is recommended that the relationship between birth order and the acceptance of responsibility be studied further within the context of family size, sex, and age level.

6. Research is needed to develop programs which will foster responsible student behavior.

7. A final recommendation would be for the investigation of the relationship between socioeconomic background and the acceptance of responsibility.
SELECTED BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY


Dr. Clyde Lindsey, Superintendent
East Baton Rouge Parish School Board
1050 South Foster Drive
Baton Rouge, LA 70806

Dear Dr. Lindsey:

I am requesting permission to conduct research for my dissertation in three elementary schools in East Baton Rouge Parish, Walnut Hills, University Terrace and Highland. The purpose of the study is to determine if there is a relationship between acceptance of home responsibilities, acceptance of school responsibilities, and academic achievement. Mothers and teachers of third and fifth grade students will be asked to complete rating scales about their respective children and students. Metropolitan reading scores will be used as measures of academic achievement. The study will provide information that could help both teachers and counselors to better meet the needs of their students.

A copy of my proposal as approved by my committee has been submitted to Dr. Donald Hoover. If permission is granted for this research to be done it is agreed that my study will be conducted with his guidance. All information on individual students will be kept confidential and no publication of the findings will be made without permission from your office.

Thank you for your cooperation.

Sincerely,

Elizabeth T. Walsh

ETW:jmp

cc: Dr. Hoover
APPENDIX B
Mrs. Elizabeth T. Walsh
5247 Helvetia Drive
Baton Rouge, Louisiana    70808

Dear Mrs. Walsh:

I have examined your proposed study and the instruments you plan to use and have discussed it briefly with Mrs. Bodden, Supervisor of Guidance. I suggest that you discuss the specifics of the study with her and then review it with the principals and guidance counselors of the other two schools. As I mentioned in our discussion of your study, I would recommend a parental permission form to utilize the MAT test data.

Assuming that there would be no obstacles arising from your conversations with Mrs. Bodden or the principals, this letter can serve as your authorization to conduct the study.

Sincerely yours,

Donald L. Hoover - Director
Research and Program Evaluations

DLH/pmb
LOUISIANA STATE UNIVERSITY
Baton Rouge Campus

From: Committee on Humans and Animals as Research Subjects.

To: Vice Chancellor for Advanced Studies and Research - David Boyd Hall

Re: Proposal of Elizabeth Walsh, Education Principal Investigator

Entitled Acceptance of Home and School Responsibilities by Elementary School Students

This is to certify that a quorum of the Committee on Humans and Animals as Research Subjects reviewed the above proposal. The Committee evaluated the procedures of the proposal with appropriate guidelines established for activities supported by federal funds involving as subjects humans and/or animals.

Recommendation of Committee Approved

Comments:

A review of this proposal by the Committee will be accomplished at least on an annual basis and at more frequent intervals depending on the element of risk.

Date 9/24/79

Chairman, Committee on Use of Humans and Animals as Research Subjects
APPENDIX D
Dr. Addie Knickerbocker  
Associate Professor of  
Home Economics  
Louisiana Tech  
Ruston, LA  

Dear Dr. Knickerbacker:

I am a graduate student at Louisiana State University. Dr. Tillie Cookston is serving as my major professor. At the present time I am preparing to collect the data for my dissertation.

The purpose of the research is to determine if there is a correlation between third and fifth grade students' acceptance of responsibilities at school as perceived by their teachers and the acceptance of responsibilities at home as perceived by their mothers. The relationship between acceptance of responsibility and academic achievement as well as acceptance of responsibility and the size of the child's family and birth order will also be investigated. Likert type rating scales will be used along with the Metropolitan Achievement Test. In an effort to validate the rating scales I would appreciate your critique of the instruments.

My time table includes collecting data in the schools during the third and fourth weeks of October, 1979, and submitting the completed work for final approval in July of 1980. In view of the tightness of the schedule I would appreciate your response by September 28, 1979. If you would like to have a report of the results I will be glad to forward a copy to you when it is completed.

Sincerely,

Elizabeth T. Walsh

ETW: jmp

Enclosures
Dr. Jeanne Gilley  
College of Home Economics  
Ruston, LA

Dear Dr. Gilley:

I am a graduate student at Louisiana State University. Dr. Tillie Cookston is serving as my major professor. At the present time I am preparing to collect the data for my dissertation.

The purpose of the research is to determine if there is a correlation between third and fifth grade students' acceptance of responsibilities at school as perceived by their teachers and the acceptance of responsibilities at home as perceived by their mothers. The relationship between acceptance of responsibility and academic achievement as well as acceptance of responsibility and the size of the child's family and birth order will also be investigated. Likert type rating scales will be used along with the Metropolitan Achievement Test. In an effort to validate the rating scales I would appreciate your critique of the instruments.

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Sincerely,

Elizabeth T. Walsh

ETW:jmp

Enclosures
5247 Helvetia Drive  
Baton Rouge, LA  70808  
September 4, 1979

Mrs. Mary Glenn Peery  
Elementary Education Department  
North Texas State University  
Denton, TX  72603

Dear Mrs. Peery:

I am a graduate student at Louisiana State University. Dr. Tillie Cookston is serving as my major professor. At the present time I am preparing to collect the data for my dissertation.

The purpose of the research is to determine if there is a correlation between third and fifth grade students' acceptance of responsibilities at school as perceived by their teachers and the acceptance of responsibilities at home as perceived by their mothers. The relationship between acceptance of responsibility and academic achievement as well as acceptance of responsibility and the size of the child's family and birth order will also be investigated. Likert type rating scales will be used along with the Metropolitan Achievement Test. In an effort to validate the rating scales I would appreciate your critique of the instruments.

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Sincerely,

Elizabeth T. Walsh

ETW:jmp

Enclosures
Mrs. Mary Lee Posey  
Northwestern State University  
Natchitoches, LA 71457

Dear Mrs. Posey:

As you know I am currently a graduate student at LSU. Dr. Tillie Cookston is serving as my major professor. At the present time I am preparing to collect the data for my dissertation.

The purpose of the research is to determine if there is a correlation between third and fifth grade students' acceptance of responsibilities at school as perceived by their teachers and the acceptance of responsibilities at home as perceived by their mothers. The relationship between acceptance of responsibility and academic achievement as well as acceptance of responsibility and the size of the child's family and birth order will also be investigated. Likert type rating scales will be used along with the Metropolitan Achievement Test. In an effort to validate the rating scales I would appreciate your critique of the instruments.

My time table includes collecting data in the schools during the third and fourth weeks of October, 1979, and submitting the completed work for final approval in July of 1980. In view of the "tightness" of the schedule I would appreciate your response by September 28, 1979. If you would like to have a report of the results I will be glad to forward a copy to you when it is completed.

Sincerely,

Elizabeth T. Walsh

ETW:jmp

Enclosures
October 8, 1979

Dear Mothers,

Our school is participating in a project conducted through the Office of Research and Program Evaluation under the guidance of Dr. Don Hoover, Director. Mrs. Elizabeth Walsh, counselor at Walnut Hills Elementary, will be coordinating the project.

The purpose of the program is to identify behavior that might have an effect on the student at school. You, as the mother of a third or fifth grade child, are being asked to complete the attached forms. Included are a rating scale and an information-permission form which gives us permission to use your child's test scores. The information will not be considered in terms of individual children, but rather in terms of groups of children. All information will be treated in a most confidential manner. We are asking for your help and cooperation by filling out the attached forms and returning them to school tomorrow. If you have any questions concerning the project, please feel free to call us or to call Mrs. Walsh at 344-0084 or 343-2104 between 8:00 a.m. and 3:00 p.m., Monday through Friday.

Sincerely,

Principal
INFORMATION AND PERMISSION FORMS

CHILD'S NAME ________________________________

BOY ___________ GIRL ___________ BIRTHDATE ______

NUMBER OF CHILDREN IN THE FAMILY ___________________________

CHILD'S ORDER OF BIRTH (check one) ONLY CHILD __________
FIRST CHILD __________
MIDDLE CHILD _________
LAST CHILD ___________

YOU HAVE MY PERMISSION TO USE _____________________________
(child's name)

METROPOLITAN ACHIEVEMENT TEST SCORES. I UNDERSTAND THAT
THEY WILL BE USED IN A STUDY OF STUDENT BEHAVIOR AND WILL
BE REPORTED IN TERMS OF GROUPS OF CHILDREN, NOT ON AN
INDIVIDUAL BASIS. I FURTHER UNDERSTAND THAT THE SCORES
AND ALL OTHER INFORMATION WILL BE TREATED IN A MOST CONFI­
DENTIAL MANNER.

(signature of parent/guardian)

(date)
MOTHER'S RATING SCALE

CHILD'S NAME ____________________________ GRADE _________

DIRECTIONS: Shown below is a group of statements regarding how you see your child at home. Please read each statement carefully and rate him according to your observations. If he always behaves like this, check ALWAYS. If he behaves this way most of the time, check MOST OF THE TIME. If he behaves this way some of the time, check SOME OF THE TIME. If he seldom behaves this way, check SELDOM and if he never behaves this way, check NEVER.

Please read carefully and respond honestly. The results will be treated in a confidential manner.

<table>
<thead>
<tr>
<th>ALWAYS</th>
<th>MOST OF THE TIME</th>
<th>SOME OF THE TIME</th>
<th>SELDOM</th>
<th>NEVER</th>
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My child:

1. makes excuses for not getting his work (cleaning, homework, etc.) done.

2. completes his home chores without help from others.

3. completes home chores after several reminders.

4. has the necessary supplies ready for doing homework (the assignment, text, paper, etc.).

5. blames others for disturbances at home.

6. follows family rules even when I am not around.

7. gets along well with family members and friends at home.
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<tr>
<th></th>
<th>ALWAYS</th>
<th>MOST OF THE TIME</th>
<th>SOME OF THE TIME</th>
<th>Seldom</th>
<th>NEVER</th>
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<tr>
<td>8.</td>
<td>willingly helps with family chores such as keeping his room clean, cleaning up after meals, etc.</td>
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<tr>
<td>9.</td>
<td>gets up the first time he is called in the morning.</td>
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<tr>
<td>10.</td>
<td>must be reminded to start his homework.</td>
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<tr>
<td>11.</td>
<td>is responsible in the care of his personal things (room, toys, bike, etc.).</td>
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<tr>
<td>12.</td>
<td>asks &quot;What can I do?&quot; when he is at home.</td>
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<td>13.</td>
<td>selects his own clothes to wear to school.</td>
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<td>14.</td>
<td>will ask a question if directions or instructions are not understood.</td>
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<td>15.</td>
<td>is willing to help other family members.</td>
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TEACHER'S RATING SCALE

STUDENT'S NAME ______________________ GRADE______ SID # _____

DIRECTIONS: Shown below is a group of statements regarding how you see your student at school. Please read each statement carefully and rate him according to your observations. If he always behaves like this, check ALWAYS. If he behaves this way most of the time, check MOST OF THE TIME. If he behaves this way some of the time, check SOME OF THE TIME. If he seldom behaves this way, check SELDOM and if he never behaves this way, check NEVER.

Please read carefully and respond honestly. The results will be treated in a confidential manner.

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<tr>
<th></th>
<th>ALWAYS</th>
<th>MOST OF THE TIME</th>
<th>SOME OF THE TIME</th>
<th>SELDOM</th>
<th>NEVER</th>
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<tr>
<td>This student:</td>
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<tr>
<td>1. makes excuses for not completing schoolwork.</td>
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<td>2. completes assignments without help from others.</td>
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<tr>
<td>3. completes schoolwork after several reminders.</td>
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<tr>
<td>4. has the necessary supplies for schoolwork (paper, pencil, text, etc.).</td>
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<tr>
<td>5. blames others for classroom disturbances or group failures.</td>
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<tr>
<td>6. follows class rules even when I am not there.</td>
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<tr>
<td>7. gets along well with classmates during group work and play (recess, P.E., etc.) periods.</td>
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This student:

8. willingly does his share in group projects.

9. is ready to begin classwork with the group.

10. must be reminded to start his schoolwork.

11. can be counted on to help maintain the classroom's appearance.

12. must be told exactly what to do most of the time.

13. selects his own library books for independent reading.

14. will ask a question if directions or instructions are not understood.

15. is willing to help others in class.
MEANS FOR ACCEPTANCE OF RESPONSIBILITY IN TERMS OF SEX AND GRADE LEVEL

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
<th>Mean for Home Responsibility</th>
<th>Mean for School Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade Girls</td>
<td>59</td>
<td>3.810</td>
<td>4.032</td>
</tr>
<tr>
<td>Third Grade Boys</td>
<td>54</td>
<td>3.911</td>
<td>3.560</td>
</tr>
<tr>
<td>Fifth Grade Girls</td>
<td>48</td>
<td>3.887</td>
<td>3.846</td>
</tr>
<tr>
<td>Fifth Grade Boys</td>
<td>32</td>
<td>3.771</td>
<td>3.360</td>
</tr>
</tbody>
</table>
MEANS FOR ACCEPTANCE OF RESPONSIBILITY IN TERMS OF THE NUMBER OF SIBLINGS

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
<th>Mean for Home Responsibility</th>
<th>Mean for School Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Child</td>
<td>37</td>
<td>3.785</td>
<td>3.598</td>
</tr>
<tr>
<td>Two Children</td>
<td>72</td>
<td>3.908</td>
<td>3.779</td>
</tr>
<tr>
<td>Three Children</td>
<td>44</td>
<td>3.835</td>
<td>3.843</td>
</tr>
<tr>
<td>Four + Children</td>
<td>40</td>
<td>3.828</td>
<td>3.701</td>
</tr>
</tbody>
</table>
### MEANS FOR ACCEPTANCE OF RESPONSIBILITY IN TERMS OF BIRTH ORDER

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
<th>Mean for Home Responsibility</th>
<th>Mean for School Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Child</td>
<td>37</td>
<td>3.785</td>
<td>3.598</td>
</tr>
<tr>
<td>First Child</td>
<td>58</td>
<td>3.930</td>
<td>3.749</td>
</tr>
<tr>
<td>Middle Child</td>
<td>45</td>
<td>3.829</td>
<td>3.732</td>
</tr>
<tr>
<td>Last Child</td>
<td>53</td>
<td>3.829</td>
<td>3.846</td>
</tr>
</tbody>
</table>
VITA

Elizabeth Thomas Walsh was born in New Roads, Louisiana. She attended school in Natchitoches, Louisiana and graduated from St. Mary's High School in May of 1963. She received a Bachelor of Arts degree in Elementary Education in 1967 from Northwestern State University and a Masters of Education in 1971 from that same institution.

She has been employed by the East Baton Rouge Parish school system since 1971. She served as a classroom teacher for four years and as an elementary school counselor for six years.

She is married to Daniel Carroll Walsh. They have two children, John and Jennifer.
EXAMINATION AND THESIS REPORT

Candidate: Elizabeth Thomas Walsh

Major Field: Education

Title of Thesis: Academic Achievement and Acceptance of Home and School Responsibilities by Elementary School Students

Approved:

Helen M. Cordero
Major Professor and Chairman

James E. Traughber
Dean of the Graduate School

EXAMINING COMMITTEE:

Jean Adams
Jean Andrews
Carol L. Engerbraten
Marilyn Reidig

Date of Examination:

November 11, 1980