A descriptive study of the relationship between head start parent involvement and self esteem of African American single mothers

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ABSTRACT
SOCIAL WORK

VAN LEESTEN, JILL B.S., VIRGINIA STATE UNIVERSITY, 1990

A DESCRIPTIVE STUDY OF THE RELATIONSHIP BETWEEN
HEAD START PARENT INVOLVEMENT AND SELF ESTEEM OF
AFRICAN AMERICAN SINGLE MOTHERS

Advisor: Professor Naomi T. Ward
Thesis dated May 1996

The research was to examine the relationship between self-esteem and single African American mothers who participated and those who have not participated in their child's early educational program. Parent involvement was operationalized as those parents who participated in a Head Start Program parent involvement activity made the parents feel in regards to their levels of self-esteem.

The researcher incorporated research related to: (1) parent involvement, (2) rationale for parent involvement, (3) economic status, and (4) factors relating to self-esteem in regards to parent participation.

The findings revealed a correlation between self-esteem and parent involvement. There was statistically significant difference in the two groups. The parents that participated had a more positive response on the Self-Esteem Index Scale than the non-participants.
A DESCRIPTIVE STUDY OF THE RELATIONSHIP BETWEEN
HEAD START PARENT INVOLVEMENT AND SELF ESTEEM OF
AFRICAN AMERICAN SINGLE MOTHERS

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
JILL VAN LEESTEN

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
MAY 1996
ACKNOWLEDGEMENTS

I give thanks to God for, "not taking away the mountains, but giving me the strength to climb." It is because of Him I have come so far in my life. To the Van Leesten's especially my father, for the support, understanding, laughter and constant communication. To Gor'Don Baker for not giving up, and believing in me when I needed it most. A special thanks for Professor Naomi T. Ward whom I have learned a great deal, thanks for being there whenever I needed your assistance and thank you for your patience. A special thanks for Ms. Lucy Hayes who has been a lifesaver from the beginning to the end.

Finally, for my dear friend and Soror Rhoda Bennett (may she rest in peace) for giving me memories, a great friendship and the strength for me believing in myself.
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CHAPTER ONE
INTRODUCTION

Managing a family as a single parent while at an economic disadvantage can be tedious, stressful and unhealthy for some mothers, mentally or physically. A large proportion of parents of lower-income preschool Black children are young ranging from teenage to early adulthood, and many are single African American females who are in a turbulent period in their lives.

A great amount of unpredictability characterizes low-income life families. Certain characteristics may attribute to stressful living conditions for the families. For example, time consuming public transportation, illness, and poor health conditions can be stressful. Faced with these conditions, some of the literature of social science have concluded that African American women as mothers heading their households cannot possibly value themselves.¹

The indicators of racism, sexism, lack of comparative role models and the economic deprivation associated with being a single parent are some factors that many researchers during the 1950s and 1960s believed contributed to a negative self concept. However, the single female parent has become a statistic and placed into negative categories

because of definitions used, although in fact the mother may be supporting and maintaining a "stable" home.²

According to the Census Bureau of 1992 female-headed families represented the largest proportion household heads, 52.4 percent. An alarming trend is that female-headed, minority households appeared to be worse off in the 1990s than they were in the 1970s. In 1990 the median income for both male and female single heads-of-household decreased between the years 1970 to 1990. In 1992 the median income for African American female heads of household was $12,537 per year, Hispanic female heads of households was $12,603 per year compared to white female heads of households whose income was $20,867 per year.³

Both Black and Hispanic families experienced a drop in income, relative to white families, while experiencing a large increase in female heads-of-households. Although 79 percent of children from families identified as white were living with both parents in 1991, only 36 percent of Black children and 66 percent of Hispanic children were living with both parents.⁴


⁴Ibid.
Until the 1980s, single parent families were often treated indiscriminately, as if they did not differ from two parent families. However, the single mother in particular may be more vulnerable to stress owing to limited financial resources. Also typical of single parents is increased role strain, time for personal care activities, sleep, rest, and if employed, less time for children, child care, household tasks, and volunteer work. To address the concerns and problems of the increasing trend of single parents that seemingly have low levels of self-esteem, programs have been established to build confidence.

Various programs in the past and present have been implemented throughout communities to provide an awareness of building self-esteem and self-confidence of single parents. Community based programs such as The Center for Black Women's Wellness place emphasis on empowering women with a majority of them being single African American mothers. According to the United Way of Atlanta, one of the goals in each of these programs is to build self-esteem by focusing on how to make life better for the parent and her family.

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Not only has community based programs targeted building self-esteem in single parents of low economic status, the school system from pre-school to high school has also played an important role. Many administrators within the school systems realize the importance for parent involvement. Parent involvement not only enhances the child's educational needs, but it encourages parents to become motivated and have a feeling of self-worth.

Parent involvement within an early educational program and the relationship between self-esteem are the focus of this study. It is believed that parents who take part in their child's early education are not only increasing their motivational potential to succeed, but they are also increasing their child's potential.

Statement of the Problem

A general perception has existed in society in regards to African American single mothers of low economic circumstances. In the past and present, this population group has been connected to the concept of low self esteem. Designating this group as having low self esteem tends to cast them at a societal disadvantage while their low

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economic status already renders them vulnerable to stress and role strain. Such designation has implications for their children as vulnerabilities already exist.

Indiscriminately labeling African American single mothers of low economic status as a whole tends to mitigate recognizing if there are differences in self-esteem within this population even though their economic status is similar. As such, little effort is made to illuminate the many factors that might be associated with self-esteem in this population group. Exploring if African American mothers are involved in their children's early education programs is one factor to consider.

Some research findings concluded that parents develop self-confidence and become motivated once they begin to participate in their child's educational program. Some single parents raising a child or children at an economically disadvantage are placed in unique circumstances. There are barriers that the parents face which may contribute to the parents having lack of motivation, self-confidence, self-worth, and low levels of self-esteem.

There are various programs throughout the United States that are designed to assist individuals of low economic and disadvantaged backgrounds. These programs are developed to assist the family in obtaining a different
quality of life by becoming self-sufficient and self-reliant, which can attribute to building self-esteem.

There are a variety of programs designed to enhance parents' self-esteem. Various early educational programs, such as Head Start, are created to help families achieve personally, economically, and mentally. Thus, parent involvement within some educational programs appears to be the component that encourages and increases a parent's level of self-esteem. However, a continuing issue regarding African American single mothers on lower socioeconomic levels is that of self validation and feelings of low self-esteem. It is believed that low self-esteem impacts one's social parenting relationship. As such, frustration might be raised as to whether a difference in self-esteem from those who are not involved in aspects to their children's programs. As such, there is a continuing need to learn more about African American single mothers and their view of themselves.

The problem is the perception that has existed in society in regards to African American single mothers of low economic levels. In the literature regarding this population, researchers have connected low self-esteem to this group. This researcher is interested in determining whether this problem exist among African American single mothers. This study focused on self-esteem in relation to parent involvement.
Significance and Purpose of the Study

One of the many areas of social work that the researcher has become most interested in is children and families whom are African Americans. The researcher has worked along with this population through practicum experiences, volunteer experiences and employment. The researcher has become interested in this population in regards to a single African American mother’s level of self-esteem. Through the experiences mentioned above, working with single African American mothers has been an interest for the researcher. The main interest is self-esteem among this population, and factors that may increase or decrease levels of self-esteem.

It is important for social workers to have an understanding of this population, and the relationship of the parents’ level of self-esteem in regards to their children’s early educational program regarding parent involvement. This study might provide social workers with more information about how single African American mothers view themselves in relation to their involvement with their children’s early educational program.

The issue is to determine if parent involvement has any relation to single African American parents in regards to how they feel about themselves. This might provide further understanding as to how social workers might utilize aspects of the information from this study to intervene with
parents whose children are in an early childhood educational programs.

In some instances, depending on the individual and her family, it would seem this study might be important to single parents in examining their comfort level in regards to how they feel themselves. Once the mothers establish feelings of comfort and security, the empowerment within themselves and their children might be operative.

It is important to know that the literature states that not all single African American mothers of an economic disadvantage suffer from low levels of self-esteem.9 Therefore, the purpose of this study is to determine whether or not a parent's level of self-esteem can be associated with participating in their child's early educational program. Parent participation has been studied and it seems to increase confidence, and motivation for children and the parents.

The purpose of this study is to examine the relationship between parents who participate in Head Start parent involvement activities and parents who do not participate, and determine whether or not the self-esteem of single parents might be related to participating in a Head Start Program.

CHAPTER TWO

REVIEW OF LITERATURE

The literature review will focus on several areas. First, self-esteem of single African American mothers is given attention. Second, emphasis is on related studies which include parent involvement, the rationale for establishing parent involvement activities within a child’s educational program, and the economic status of parents in programs such as Head Start. Third, a theoretical framework is presented in relation to economic factors and self-esteem in parent involvement followed by operational definitions.

Theoretical Perspectives

Dr. Lena Wright Myers conducted a study among African American women in relation to their self-esteem. It was noted that African American women who shared similar life events, also shared similar experiences, and that their responses to these experiences were a reaction on how they feel about themselves.

Myers noted that the social support systems most often used by African American women begins with her family and friends. Families that are actively involved in personal and community concerns are more apt to create an atmosphere of positive development.

Another view is that single African American mothers raising children at an economic disadvantage may see
themselves under pressure and lacking certain necessities within their environment that they cannot control. The economic status of a family may be an indicator of low self-esteem.¹

When economic status is considered in relation to self-esteem, values in the society are of concern. The values of American society have followed the changes in the economy which has moved from agriculture to industrialism to post-industrialism, which includes the age of technology and communication. Perhaps these changes attributed to the changing of the family structure. The family has also been effected by changes in family structures reflecting an increase in single parenting. This study will focus on single mothers who are raising their children in low economic conditions.²

Still another perspective is the educational system of early childhood education which was changed as well, not just for the child's development, but for the parent. According to Urie Bronfenbrenner, parental involvement in early childhood education benefits both the parent and the child. In a study conducted by Bronfenbrenner with a


population of 250 parents it has been found that parents who are highly involved in Head Start tend to view themselves as more successful and skillful.\(^3\) Parents involved in their children's early childhood education program tend to be more focused. They appear to be more concerned about their children's education compared to those parents who are not involved.\(^4\) When consideration is given to the economic status of African American single mothers along with changes in values, the economic and family structure, the self-esteem of these mothers become complex. Adding parent involvement in their children's early childhood education adds to the complexity.

It has also been hypothesized that, from a psychological perspective, encouraging parents' meaningful participation in early childhood education program activities will result, among other potential outcomes, in an enhancement of parents' feelings of competence and self-worth.\(^5\) Parent participation within early childhood educational programs, according to Adams, Lamb-Parker, Pyle


and Kasting, have indicated the effectiveness and importance of parent involvement. These studies suggest that parent involvement develops positive results for the parent and the family.

**Related Research**

Given the fact that parents, at least mothers, are involved with their children's early education to a significant degree, a question is raised as to what impact does that involvement have on parents themselves. The related research in this section focuses on parent involvement in early childhood education programs, the rationale for parent involvement, and economic status and parent involvement in Head Start programs.

**Parent Involvement**

Several studies have investigated the effects of parent involvement. A study of twenty Head Start centers in forty-eight states and 1,100 parents analyzed the impact of parent involvement on parents' growth and development. Motivational Interventions of Diverse Communities and Organization (MIDCO) Educational Association found that parents who were highly involved felt more successful, happier, and more satisfied than parents who were less involved. Parents from centers classified as low in parental involvement felt less control over their own lives
and felt less able to influence the schools or their children's education.

The study also found that parents who scored high in parent participation were more self-confident, had a higher sense of self-esteem, a greater sense of control and more hope for the future than parents who did not score high in participation."

Adams, in a study of 350 parents, presented findings that tended to support the findings of MIDCO. The study indicated that the parents had feelings of increased self-confidence and control over their own lives. It was found that some of the most intensely involved parents had moved from being on welfare to being off welfare. Also, some parents reported having increased their education and employment opportunities as a result participation."

In another study by Lamb-Parker, the findings were similar to Adams in that they examined the effects of Head Start program participation on the psychological well being of mothers. In a sample of 120, the mothers who participated most had higher levels of self-esteem, psychological well-being and lower levels of depression,


anxiety, and sleep disturbance. With more participation, the mothers’ faith or trust in other people increased and they scored higher on their satisfaction with life.\textsuperscript{8}

Pyle’s study of 350 parents examined the relationship between family characteristics and parent involvement in Head Start and the differences between parents who participated in Head Start parent involvement activities and parents who did not participate. It was related to their attitudes toward the educational program, their communities, their children’s academic achievement and themselves.

This study analyzed existing data collected for a national parent involvement study and included 1,443 Head Start parents. Significant differences were found between parents who participated in Head Start activities and parents who did not participate. This study found that involved parents felt stronger about themselves, their families, and their children more than non-involved parents.\textsuperscript{9}

Another early childhood educational program that promotes parent participation has proven successful.


Addressing the Needs of Children Through Observation and Response (ANCHOR) has shown that the parents involve not only feel welcomed and comfortable, they feel that their participation is an essential part of the program. Parents who participate in the ANCHOR program mentioned that not only do they have a sense of understanding, but a sense of responsibility.\textsuperscript{10}

**Rationale for Parent Involvement**

Historically, parent participation in early intervention programs for children has been viewed as a means of fostering the growth and development of parents as individuals. Given the social and political momentum that the issue of parent involvement has maintained in early intervention programs in our country, it is surprising that the research reflects a wide divergence of opinion on the effectiveness of parental involvement in these early intervention programs.\textsuperscript{11}

A recent research-based policy statement, from the National Association of State Boards of Education, concluded that parental involvement was essential. The reasons that parent participation has shown a significant increase in

\textsuperscript{10}Arlene Kasting, "Respect, Responsibility and Reciprocity: The 3 Rs of Parent Involvement," *Childhood Education* (Spring 1994): 146-150.

behavior, school attendance and attitudes towards education among the children whose parents are involved compared to the children whose parents are not involved. Parents who are involved have a sense of control over their children’s education, are updated on various school events and activities and feel good about themselves because they are a part of a team effort.

In order to develop positive experiences between the parent, staff and the students it is important for a program to develop a strong parent involvement component. It has been noted by the National Association of State Boards of Education that programs should establish the following recommendations:

1. Promote an environment in which parents are valued as primary influences in their children’s lives and are essential partners in the education of their children;

2. Recognize that the self-esteem of parents is integral to the development of the child and should be enhanced by the parents’ positive interaction with the school;

3. Include parents in decision making about their own child and on the overall early childhood program;

4. Ensure opportunities and access for parents to observe and volunteer in classrooms; and
5. Promote exchange of information and ideas between parents and teachers which will benefit the child.\(^{12}\)

There have been several programs that have incorporated a parent involvement component to meet the needs of children and families being served. These programs have resulted in positive outcomes when involving parents in their early childhood education.

National attention is focused on the complex concerns that affect the lives of families. Health care, unemployment, and substance abuse are all family issues related especially to single African American families in low economic conditions. Early interventionists have recognized for many years that the most powerful, efficient, and effective system for making a lasting difference in the life of a child has always been the family.

Current initiatives, such as the Head Start Program in Colorado, have funded projects that focus on preserving, respecting, and strengthening the integrity of the family. The demands and pressures of today's families seem to require a new approach to providing family focused child development programs. The approach used in Colorado's Head Start Program is called the Family Strengths Model.\(^{13}\)


This model involves parent participation that focuses on: (1) individual growth, (2) assessing both individual and family strengths and needs, (3) analyzing how the strands of strengths and needs come together both to promote and to inhibit the growth of the child, and (4) honoring and supporting the choices families make about changing behaviors and patterns that negatively impact their children.¹⁴

The National Association of State Boards of Education concluded that parental involvement was essential. There are two of the four recommendations that pertain to this researcher’s study. It recommended that primary programs should: (1) recognize that the self-esteem of parents is integral to the development of the child and should be enhanced by the parents’ positive interaction with the school, (2) ensure opportunities and access for parents to observe and volunteer in classrooms.¹⁵

The planning committee for Head Start in 1965 took the position that children would benefit from their parents’ direct involvement in the program, and that the best way for parents to learn about child development was through actual

¹⁴Ibid.

participation with their children in the daily activities of the program.\textsuperscript{16}

There are four major kinds of parent participation in Head Start programs throughout the United States: (1) participation in the process of making decisions about the nature and operation of the program, (2) participation in the classroom as paid employees, volunteers or observers, (3) activities for the parents, and (4) working with their children in cooperation with the staff or the center.

**Economic Status**

Current attention to parent involvement is primarily due to the "rediscovery of the poor" in the early and mid-1960s. Since then, numerous programs for children from low-income families were implemented in an effort to counteract the effects of poverty on young children. It was hoped that early intervention with the children and their parents would help compensate for any environmental deficits, stimulate the children's cognitive development, and enable them to enter school more adequately prepared to meet the demands of the educational system.\textsuperscript{17}


Many families in Head Start face intense needs without adequate support. Almost half of the families served by Head Start live in central cities, and nearly a quarter live in rural areas. In 1989, 17.5 percent of the children eligible for Head Start lived in communities with poverty rates of 40 percent or higher. In addition in 1993, 55 percent of the children enrolled in the program were being raised by single parents. Nationally, Head Start distribution of families were 37% African American; 23% White; 4% Hispanic, and 3% Asian.\(^{18}\)

The poverty rate indicated by Head Start refers to those parents who are recipients of Aid to Families and Dependent Children (AFDC) and the working poor. Poverty is defined as being "an economic condition in which people lack sufficient income to obtain minimal levels of health services, food, housing, clothing, and education generally recognized as necessary to ensure an adequate standard of living."\(^{19}\)

The poverty line is set by the federal government and is based on a family’s annual income. The annual income in relation to poverty guidelines are: a family of two $10,030


per year; three $12,590 per year; four $15,150 per year; five $17,710 per year. If there is a family of eight or more, an additional $2,000 is added to each individual. The families that the program serves cannot exceed the income that the federal government administers to the Head Start Program. It varies according to the number of family members in the household and the guidelines generally increase annually due to inflation.20

The program is designed to help economically disadvantaged families. Many Head Start families today face intense needs, without adequate supports. Half of the families served by Head Start live in central cities, and nearly a quarter live in rural areas. In 1989, 17.5 percent of the children eligible for Head Start lived in communities with poverty rates of 40 percent or higher.21

Head Start is structured to bring about "change." A change in self-worth and one's self-esteem for families. The Head Start Program is considered to be a vehicle for helping poor families achieve economic self-sufficiency and upward mobility.22

20Ibid.


22U.S. Department of Health and Human Services, Administration for Children and Families Head Start Bureau, Head Start Program Performance Standards (45-CFR 1304)
Head Start believes that the gains made by the child in Head Start must be understood and built upon by the family. Nationally in 1993 the family structure consisted of 55% of the children came from single parent homes, 41% two parents; 3% other and 1% foster care.23

Theoretical Framework

Several factors have been cited in relation to self-esteem. The development of positive self-image and discipline in Black children starts with the premise that parents are the first and primary educators, therefore self-esteem begins with the parent. Parenting is the process that begins with incorporating values and beliefs within the family unit.24

The theoretical framework that guides this study is based on how the parents see themselves. This framework focuses on the concept of self-esteem in relation to economic status. Self-esteem is viewed how a population of single mothers feel about themselves, and the relationship


between their self-esteem and their participation in a child's early educational program.

Researchers contend that membership and socialization of individuals classified as being in a lower socio-economic situation are said to have negative effects on self-conception. Indicators such as racism, sexism, lack of comparative role models and the economic deprivation associated with being a single parent are the factors that the researchers of Pettigrew and Cobbs, believe contribute to a negative self-concept.25

There are two ways in which socioeconomic status is related to the self-esteem of individuals. First, membership in a given social class is said to make it more or less likely that an individual will be exposed to certain life experiences. The second way in which social status has been related to self-esteem is that of relative prestige according to various social positions.26 African American female headed families with dependent children are more likely to be below the poverty level either husband-wife families or white female-headed families.27


According to Rosenberg, the effects of certain socioeconomic factors is not related to levels of self-esteem. Contrary to many popular beliefs, his findings revealed that self-evaluation is not based on environment, sex, education, or social class. His study showed that social class and self-esteem had a weak relationship. The broader social context does not play as important a role in influencing a person’s evaluation of self as had been previously thought.28

Coppersmith also found that, in general, self-esteem is not related to material assets. However, people with irregular patterns of employment have more negative views of themselves.29

Research contends that one method of increasing the level of self-esteem of single mothers in low economic status, is through parent participation within their child’s educational program. As such, the importance of parent involvement is rarely questioned within the field of early childhood education.30


30Arlene Kasting, "Respect, Responsibility and Reciprocity: The 3 Rs of Parent Involvement," Childhood Education 3 (Spring 1994): 146-150.
The self-esteem of a parent has an effect in relation to the child being raised by the parent. This can promote and produce children who are positive and productive environment, directed towards a healthy and satisfying life.31

**Definition of Terms**

**African American single mothers:** These terms refer to female parents who are of African ancestry who, on their Head Start applications, described themselves as Black and single—rearing their children alone. Further, the Head Start staff refers to these mothers as African American and the Centers where the study is conducted are 100% African American.

**Head Start** is a comprehensive, interdisciplinary, early childhood program for children who meet the age eligibility requirements which is 0 to 5 years, and whose family meets the income guidelines established by the United States Office of Management and Budget.32

**Low-income families** are those whose total annual income before taxes is equal to, or less than, the income guidelines. The term also includes a family that is

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receiving public assistance, even if family income exceeds the income guidelines.\textsuperscript{33}

\textbf{Parent:} Parent refers to biological, adoptive, or legal guardian, who is the primary caregiver of her child and is responsible for the growth, development and maintenance of her family.\textsuperscript{34}

\textbf{Parent involvement:} Parent involvement is a process of actualizing the potential of parents; of helping parents discover their strengths, potentialities and talents; and using them for the benefit of themselves and their families. Specific to this study, parent involvement refers to parents who participate in the Head Start Program component for parents and how parents feel about themselves in relation to motivation, responsibility and concept of self.\textsuperscript{35}

\textbf{Self-esteem:} Self-esteem refers to self-respect, self-actualization or self-worth as a measure of how much one likes and approves of one's self-concept.\textsuperscript{36}

\textsuperscript{33}Ibid., p. 5.


Statement of the Hypothesis

There is no significant relationship between self-esteem of parents who participate in their child’s early education program compared to those parents who do not participate.
CHAPTER THREE
METHODOLOGY

Research Design

This descriptive study utilizes a comparative correlation design. The frequency distribution, T-test and Pearson r research design was utilized in this study. Two groups participated in this study are single African American mothers who participate in the Parent Involvement Component of Clark Atlanta University Head Start Program, and non-participants. A population of 40 parents participated in this study.

Site and Setting

This study was conducted in the southern metropolitan city of Atlanta, Georgia with the Head Start Program of Clark Atlanta University's Parent Involvement Component.

The questionnaire used for this study was distributed by the researcher during the Head Start parent meeting. Sites for this study consisted of Boat Rock, Capitol Homes, Red Oak, Rosalie Wright and Woods Memorial.

Head Start consists of twenty-two Head Start Centers throughout Atlanta (Fulton County). The centers serve 2,100 families. Each center has its target area in which to serve families and their children. The families being served through Clark Atlanta University Head Start are either the
working poor or families receiving Aid to Family and Dependent Children (AFDC).

**Sampling**

The number of single African American mothers in each center is as followed: Boat Rock-28, Capitol Homes-72, Red Oak-32, Rosalie Wright-100 and Woods Memorial-65.

From these centers the sample population consisted of those who meet the following characteristics for both categories of participants and non-participants: (1) The total number of single African American mothers not working, (2) those who were not attending parenting classes, (3) those who were not in school, and (4) those who were recipients of Aid to Families and Dependent Children.

According to Head Start, a total sample population meeting this criterion of the five centers consisted of eighty-four single African American mothers. Those who participate in parent involvement activities were selected from the parent meetings.

According to the one-on-one meetings with each Center Manager the centers have an average of two to eight parents that are actively involved in either the classroom and/or policy council.

The single parents who participated in parent involvement were selected from the monthly time sheets which indicates the number of hours they served in the center in classes and/or on the policy council.
Participating parents for this study served a minimum of 5 hours per week either in the classroom and/or a minimum of 5 hours with the policy council during the period of October 1, 1995 to February 23, 1996. This was a convenient sample based on the number of parents who participated in parent involvement and attended the monthly meetings.

The demographics of the population that received the questionnaire were: (1) single African American mothers who had children enrolled in the Head Start Program, (2) their economic status was low income or recipients of AFDC, (3) were ages between 20 to 35 years old, (4) were parents who participated and parents who did not participate, (5) parents who neither attended parenting classes nor worked, and (6) parents who participated and had have five hours or more per week of parent involvement activities in their children’s center on a consecutive basis of each week beginning October 1, 1995 school year to February 23, 1996.

**Instrument**

The instrument used in this study was the Walmyer Index of Self Esteem Scale, by W. W. Hudson. The Index of Self-Esteem (ISE) was designed to measure the degree, severity, or magnitude of a problem the client has in relation to self-esteem. This instrument has been validated by Hudson and Proctor (1976), Hontanosas, Cruz, Kaneshiro and Sanchez (1979), Hudson, Acklin and Bartosh (1980), and Stocks (1990) through the use of clinical cutting score of
30. The scale has been investigated with respect to content, construct, factorial, and known group validity. According to Hudson, it nearly always achieves validity coefficients of .60 or greater.¹

The Index Self-Esteem questionnaire consists of twenty-five questions. Twelve questions out of the twenty-five relate to self-esteem based on how the participant feels about herself and positive statements based on how she may think others perceive her to be. The other thirteen questions pertain to negative statements on what the participant and others may imagine the participant to be.

The Index Self Esteem questionnaire consists of twenty-five questions. Twelve questions out of the twenty-five relate to self-esteem based on how the participant feels about herself and positive statements based on how she may think others perceive her to be. The twelve questions are 3, 4, 5, 6, 7, 14, 17, 18, 21, 22, 23 and 25. The other thirteen questions pertain to negative statements on what the participant and others may imagine the participant to be. These questions pertain to 1, 2, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20, and 24.

Parents were required to select the following report set numbers: 1 - none of the time, 2 - very rarely, 3 - a

little of the time, 4 - some of the time, 5 - a good part of the time, 6 - most of the time, and 7 - all of the time, being the optimal response. The optimal response, however, for the negative response, was 1 - none of the time.

**Data Collection**

Twenty parents who participated in parent involvement activities and twenty to parents who did not were administered the Index Self Esteem Scale. At the Boat Rock Center, two questionnaires were given to two parents who participated and two questionnaires to two parents who did not participate. In the Capitol Homes Center, four questionnaires were administered to four participants and four non-participants; Red Oak, two participants and two non-participants; Rosalie Wright, eight questionnaires for participants and eight non-participants; and Woods Memorial, four participants and four non-participants with a total of forty single parents. A total of forty African American single mothers were administered the demographic and Index Self Esteem questionnaire.

The parents voluntarily participated in the study. The questionnaire was distributed by the researcher during the parent meetings in the respective centers. The researcher clearly explained the reason for conducting the study of self-esteem with a small introduction and a brief question and answer period.
Data Analysis

The data for this study was analyzed using frequency distributions, Pearson r and the t-test. According to the volunteer time sheets, the number of hours that the parents spent in their child's educational program ranged between 5 to 10 hours per week. The t-test was to show if there was a relationship between the level of self-esteem compared to the number of hours a parent actually participated in the program.
CHAPTER FOUR
PRESENTATION OF RESULTS

The findings of this study are presented as follows: (1) demographics of Group I and Group II; (2) frequency distribution of Group I and Group II Index Scale Scores of Self Esteem; (3) T-Test results of statistical differences of self-esteem between Group I and Group II; and (4) correlation of strengths or weaknesses of self-esteem between Groups I and II.

Demographics

The demographics of this study are shown by frequency distributions of the participants (Group I) and non-participants (Group II) by age, income, number in family and children enrolled.

TABLE 1
FREQUENCY DISTRIBUTION: GROUPS BY AGE (N = 40)

<table>
<thead>
<tr>
<th>Age</th>
<th>Group I</th>
<th></th>
<th>Group II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
<td>------</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>.10</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>21 - 25</td>
<td>7</td>
<td>.35</td>
<td>7</td>
<td>.35</td>
</tr>
<tr>
<td>26 - 30</td>
<td>7</td>
<td>.35</td>
<td>7</td>
<td>.35</td>
</tr>
<tr>
<td>31 - 35</td>
<td>4</td>
<td>.20</td>
<td>6</td>
<td>.30</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>1.00</td>
<td>20</td>
<td>1.00</td>
</tr>
</tbody>
</table>
The above table shows two or 10% of respondents in Group I fall between the ages of 16-20; while seven or 35% of respondents in Groups I and II respectively were between the ages of 21-25. Seven or 35% were found in Groups I and II between the ages of 26-30 as well. The remaining four or 20% of respondents in Group I, and six or 30% in Group II were found between the ages of 31-35. The majority of the respondents were between the ages of 21 to 30.

**TABLE 2**

**FREQUENCY DISTRIBUTION: GROUPS BY INCOME (N = 40)**

<table>
<thead>
<tr>
<th>Income</th>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,800 - 3,500</td>
<td>f 1</td>
<td>f 0</td>
</tr>
<tr>
<td>$3,501 - 4,200</td>
<td>f 16</td>
<td>f 18</td>
</tr>
<tr>
<td>$4,201 - 4,900</td>
<td>f 2</td>
<td>f 2</td>
</tr>
<tr>
<td>$4,901 - 5,600</td>
<td>f 20</td>
<td>f 20</td>
</tr>
</tbody>
</table>

The above table shows one or 5% of respondents in Group I between income of $2,800 - $3,800 while sixteen or 80% of respondents in Group II represent eighteen.

The above table shows one or 5% of the respondents in Group I represent between the income level of $2,800 to $3,500 while Group II, the eighteen respondents represent 90% range between the income of $3,501 - $4,200. Group I
between $3,501 - $4,200 represent sixteen of the respondents 80%. Groups I and II respectively range between the income level of $4,201 - $4,900 annually. The remaining 5% of respondents in Group I were found between the income range of $4,901 - $5,600 annually. The majority of the respondents earned between $3,501 - $4,200.

**TABLE 3**

**FREQUENCY DISTRIBUTION: GROUPS BY NUMBER IN FAMILY**

* (N = 40)

<table>
<thead>
<tr>
<th>Number of Family Members</th>
<th>Group I</th>
<th></th>
<th>Group II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>0 - 1</td>
<td>0</td>
<td>.00</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>2 - 3</td>
<td>13</td>
<td>.65</td>
<td>12</td>
<td>.60</td>
</tr>
<tr>
<td>4 - 5</td>
<td>6</td>
<td>.30</td>
<td>6</td>
<td>.30</td>
</tr>
<tr>
<td>6 - 7</td>
<td>1</td>
<td>.50</td>
<td>2</td>
<td>.10</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>1.00</td>
<td>20</td>
<td>1.00</td>
</tr>
</tbody>
</table>

The above table shows 13% of respondents in Group I that have between two to three members in the family, while Group I shows twelve of the respondents (60%) are similar. Groups I and II respectively have between four to five members (30%) in the family. The remaining in Group I indicates 1 respondent (5%) and Group II 10% 2 respondents. The majority of the respondents had between 2 to 3 members in the family.
TABLE 4
FREQUENCY DISTRIBUTION: GROUPS BY NUMBER OF CHILDREN (N = 40)

<table>
<thead>
<tr>
<th>Number of Enrolled Children in Head Start</th>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>0 - 1</td>
<td>18</td>
<td>.90</td>
</tr>
<tr>
<td>2 - 3</td>
<td>2</td>
<td>.10</td>
</tr>
<tr>
<td>4 - 5</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>1.00</td>
</tr>
</tbody>
</table>

The above table shows eighteen or 90% of the respondents in Group I have one child enrolled in a Head Start Center while Group II shows fifteen of the respondents or 75% have similar findings. Two respondents in Group I or 10% have between two to three children enrolled, while Group II shows five respondents or 25% with the same findings. The majority of the respondents had one child enrolled in Head Start.

Self Esteem Index Scale Scores

The self-esteem scores of Group I and Group II are shown in Table 5.
TABLE 5
FREQUENCY DISTRIBUTION OF GROUPS BY SCORES ON SELF-ESTEEM INDEX SCALE (N = 40)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Group I</th>
<th></th>
<th>Group II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>0 - 5</td>
<td>1</td>
<td>.05</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>6 - 10</td>
<td>3</td>
<td>.15</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>11 - 15</td>
<td>3</td>
<td>.15</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>.10</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>21 - 25</td>
<td>2</td>
<td>.10</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>26 - 30</td>
<td>8</td>
<td>.40</td>
<td>4</td>
<td>.20</td>
</tr>
<tr>
<td>31 - 35</td>
<td>1</td>
<td>.05</td>
<td>6</td>
<td>.30</td>
</tr>
<tr>
<td>36 - 40</td>
<td>0</td>
<td>.00</td>
<td>3</td>
<td>.15</td>
</tr>
<tr>
<td>41 - 45</td>
<td>0</td>
<td>.00</td>
<td>3</td>
<td>.15</td>
</tr>
<tr>
<td>46 - 50</td>
<td>0</td>
<td>.00</td>
<td>2</td>
<td>.10</td>
</tr>
<tr>
<td>51 - 55</td>
<td>0</td>
<td>.00</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>56 - 60</td>
<td>0</td>
<td>.00</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>20</td>
<td>1.00</td>
<td>20</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows the scores of the Self-Esteem Index Scale. The cutting score for the scale was 30. The scores for Group I indicate that 95% of the respondents scored significantly high with 30 or less reflecting positive self-esteem. One respondent of Group I, or 5%, shows that she scored less than the cutting score of 30 showing low self-esteem. Group II indicates that 25% or 5 of the respondents scored significantly high with 30 or less on the Self-Esteem Index Scale conveying high self-esteem, while 75% or 15 of the respondents scored significantly low.
Differences in Self-Esteem Between Group I and Group II

The findings regarding there is no statistical significant difference in self-esteem between participants and non-participants in parent involvement are reflected in Tables 6 and 7.

**TABLE 6**
ts-test RESULTS FOR GROUP I AND GROUP II
(N = 40)

<table>
<thead>
<tr>
<th>Variable</th>
<th>DF</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>38</td>
<td>.98</td>
</tr>
<tr>
<td>Hours per week</td>
<td>38</td>
<td>-19.39*</td>
</tr>
<tr>
<td>Income</td>
<td>38</td>
<td>-.18</td>
</tr>
<tr>
<td>Number in family</td>
<td>38</td>
<td>.31</td>
</tr>
<tr>
<td>Number of children in Head Start</td>
<td>38</td>
<td>1.38</td>
</tr>
<tr>
<td>Self-Esteem Score</td>
<td>38</td>
<td>5.37*</td>
</tr>
</tbody>
</table>

*p = .05

**T-Test Findings**

The scores for age, income, number in family, and number of children in Head Start indicated no statistical significant difference in the two groups of parent participants and non-participants in regards to Parent Involvement.

The number of hours that the parents participated indicated no statistical difference. The score results of
the Self-Esteem Index Scale indicated statistically significant difference 5.37, in the two groups of African American single mothers. This difference indicates the importance of parent involvement in relation to self-esteem.

### TABLE 7

<table>
<thead>
<tr>
<th>T-test RESULTS: GROUP I AND SELF-ESTEEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N = 20)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Esteem</th>
<th>DF</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>18</td>
<td>1.32</td>
</tr>
<tr>
<td>Hours</td>
<td>18</td>
<td>.64</td>
</tr>
<tr>
<td>Income</td>
<td>18</td>
<td>1.72</td>
</tr>
<tr>
<td>Number in family</td>
<td>18</td>
<td>2.66*</td>
</tr>
<tr>
<td>Number of children enrolled in Head Start</td>
<td>18</td>
<td>1.07</td>
</tr>
<tr>
<td>Classroom participation</td>
<td>18</td>
<td>.64</td>
</tr>
<tr>
<td>Policy Council</td>
<td>18</td>
<td>.76</td>
</tr>
<tr>
<td>Self-Esteem Index Score</td>
<td>18</td>
<td>-.77*</td>
</tr>
</tbody>
</table>

*p = .05

The scores of age, hours per week, income, and number of children per family enrolled in Head Start indicate no statistical difference between parents who participate in Parent Involvement.
The number of people in the family had a statistical significant difference of 2.66 among parents that participate in Parent Involvement.

There was no statistical difference in relation to participation in either the classroom or policy council. The classroom participants indicate .64 while policy council participants indicate .76.

**Correlation of Strengths and Weaknesses Between Group I and Group II**

Table 8 reflects the correlation of self-esteem between the parent involvement participants (Group I) and the non-participants (Group II).

**TABLE 8**

**BIVARIATE ANALYSIS: GROUP I AND GROUP II**

**BY SELF-ESTEEM (N = 40)**

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Pearson &quot;r&quot; Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>.646*</td>
</tr>
<tr>
<td>Non-participants</td>
<td>-.657*</td>
</tr>
<tr>
<td>Number of Hours</td>
<td>-.650*</td>
</tr>
</tbody>
</table>

* p = .05

The findings in Table 8 of the Bivariate Analysis of the dependent and independent variable demonstrates a strong correlation between self-esteem and parent participants, and
self-esteem and non-parent participants. A significantly weak correlation of -.657 is indicated between self-esteem and the number of hours participated parents spent in their children’s center.

The hypothesis for this study, there is no significant relationship between self-esteem of parents who participate in their children’s early education program compared to those parents who do not participate, was not disproved.
CHAPTER V
SUMMARY AND CONCLUSIONS

Parent Involvement in early childhood educational programs is an important component because it includes the parent in his or her child’s education. The parents that participated in regards to this study obtained benefits. The most important benefit is the level of self-esteem the parents had for themselves as an individual. According to the literature review, other benefits range from having open communication with her child’s teacher and other staff members, or feeling apart of something that is beneficial to her child.

The literature review revealed studies such as MINCO, Adams, Lamb-Parker, Pyle and Anchor that found parents who participated in their children’s education program felt successful and satisfied than parents who were less involved. According to this study, out of the twenty single African-American mothers who participated in Head Start nineteen scored significantly high or positive on the Self Esteem Index Scale while findings of parents who did not participate fifteen out of the twenty scored significantly low or negative. Thus the findings of this study was similar to Midco, Adams, Lamb-Parker, Pyle and Anchor.

Myers, Cobb and Yancey suggest that self-esteem is related to socioeconomic status; however, in this study the researcher studied two groups with all respondents being
recipients of AFDC and found that economic status revealed no relation to self-esteem. This finding supports what Coppersmith and Rosenberg suggested, that the economic status of a person has no relation to levels of self-esteem. Rosenberg found that self-evaluation is not based on environment, sex, education or social class. Coppersmith’s findings were similar to Rosenberg, however it was suggested that people with irregular patterns of employment have more negative views of themselves.

This study found that the only significance in relation to self-esteem of the two groups was parent involvement. However, Group I in correlation with self-esteem, the findings indicated that participants who had between two to three members in their family compared to those who had four to six members indicated a statistical significance. This suggested that the number of family members may be a factor of self-esteem in regards to parent involvement.

This study also found that self-esteem in relation to the number of hours that parents spent in their children’s education program had no correlation. This indicates that the amount of time spent did not make a difference in relation to self-esteem within Group I.

It was significant that parents who participated had a higher level of self-esteem compared to those parents that did not participate. This study does not rule out that
those who did not participate had low self-esteem solely based on the final premise that they were not involved in their children's education program, other reasons may have been the factor. However, in this study with relation to the findings of Midco, Adams, Lamb-Parker, Pyle and Anchor, parents who did participate scored significantly low based on the fact that they were not involved in their children's education program.

**Limitations of the Study**

The sample population consisted of African American single mothers who were recipients of AFDC. The working poor and other socioeconomic levels of African American mothers were not included in this study. Thus, the findings can not be generalized to all African American single mothers.

Five sites of Clark Atlanta University's twenty-two Head Start Centers in Atlanta, Georgia were the setting and site based on parents who participated five hours or more in their designated centers. The generability of parents involved in other geographical areas and to parents in other programs other than Head Start is cautioned.

Only those parents who participated were involved in the classroom and/or on policy council. Parents involved in other areas of parent involvement such as attending workshops, in-service trainings and field trips did not participate in this study.
Suggested Research Direction

Further research on this subject might incorporate a larger sample of parents within Head Start programs and over a wider geographical area. Other races could be represented in future studies. The researcher could include other characteristics of parents such as, married, divorced, grandparents, and legal guardians.

Specific to African American single mothers, further study might include different counties to compare which Georgia county has the most parent involvement and relate it to self-esteem. Such study could focus on methods that are utilized to motivate African American single parents to be involved.

This study has implications for exploring research to school systems. Research regarding parent involvement at the pre-Kindergarten level and different grade levels and the self-esteem of parents might prove useful in examining children’s academic performance.

Research on self-esteem of African American single mothers might consider multiple variables such as family support systems, religious affiliations and activities, peer support, organization affiliation, and educational levels.

Finally, research regarding early childhood education administration and staff perception of parents and parent involvement could give further direction to programming and
to increasing the number of parent participation in parent involvement.
CHAPTER VI
IMPLICATIONS FOR SOCIAL WORK PRACTICE

The findings of this study indicate that there is a positive relationship between parent involvement and self-esteem among African American single parents. Programs focusing on children and their parents would seem to benefit from incorporating motivational, empowering and self-sufficiency skills.

In direct practice, social workers might give attention to assisting single female heads of household with defining their strengths. Social workers might set goals to serve as a broker of services, advocate for support services on behalf of single parents. Perhaps out of these goals more parents would become involved. Common goals must be established between the social worker and the parent/child based on projected positive and realistic results. The next phase could consist of identifying objectives, structuring activities, and making referrals to parents needing assistance in regards to self-esteem.

On the management level social work practice can be instrumental in setting up goals and objectives to identify parents who might have difficulty with self confidence. Determining how to assist these parents might be significant for the parent and child. This would require an approach that might involve creative attention that extend beyond the Head Start Centers, as well as in other types of early
childhood education programs. Such approach to assisting single parents to be empowered especially those at an economic disadvantage may be significant. This significance is determined by the level of self-esteem of a single parent with the perception she has based on her current living situation.

Incorporating various programs relating to parent involvement on different levels other than the schools may be helpful if parents feel uncomfortable being in their child’s educational program. If self confidence is low, some parents might feel uncomfortable becoming involved with their child’s educational program. These feelings might be on many factors including staff’s perception of the parents. According to Rasinski, teaching staff may feel uncomfortable with a parent participating in his or her classroom.1 Barriers such as negative perceptions of people with a common interest could be eliminated, however it is difficult when trying to work with various personalities and backgrounds.

Social work practice on the policy level could be instrumental in facilitating changes in laws that hinder single female heads of households in an economic disadvantage when trying to achieve their goals. Policies could be developed that foster empowerment, motivational,

self-sufficiency and responsibility in relation to building self-esteem of African American single female parents as well as those of other racial and ethnic backgrounds.

Policies involved in the expenses of child care for the working poor who do not fall in the poverty guidelines often barriers for this population, such as of not being able to finish school, not being able to attend parenting classes, job interviews or employment. Some policy makers appear not to fully understand setbacks that the single parents face. In relation to cost of various necessities needed, certain assistance is not attainable for the working poor.

Social workers on all three levels can be an asset in building positive connections between single parents and their children. It is important that social workers working with children and families be an advocate to the needs of their clients. Having a sense of understanding, patience, a positive attitude, and creative methods of assisting single parents and their children are paramount.

The implications for social work education are based on the principle of uniqueness and sensitivity to recognize the importance of having a positive attitude towards this population. Even though the literature review may convey that negative perceptions of this population may be preconceived by others, it is important for social workers to be non-judgmental. Social workers must recognize the
individual, cultural and ethnic differences, as well as ethnic diversity of their clients.
APPENDIX A

LETTER REQUESTING PERMISSION TO ADMINISTER SURVEY

February 19, 1996

Mrs. Anita Bonner
Parent Involvement Coordinator
Clark Atlanta University
Head Start Program
360 Autumn Lane
Atlanta, Georgia  30315

Dear Mrs. Bonner:

As a requirement of Clark Atlanta University School of Social Work, a thesis needs to be completed and approved for graduation. My interest of study is with Head Start parents who participate in parent activities under the Parent Involvement Component.

The title of this study is "A Descriptive Study of the Relationship Between Head Start Parent Involvement and Self Esteem of African American Single Mothers". I would like permission to conduct this study by distributing self-esteem questionnaires to parents at various centers. Contact will be made with the Center Manager to ask if I could meet with the parents who have children currently enrolled in the program. I will then request to meet with the parents during their parent meeting to explain and administer the questionnaire.

This study would only take a week, and I would have to meet with the parents for no more than 45 minutes to an hour per center. The week for the study is scheduled for February 26th through March 1st.

Per the request of, and on behalf of myself and Thesis Advisor Professor Naomi T. Ward, a letter of confirmation, of your approval, will be necessary. I hope to hear from you soon, and I look forward to conducting this study.

Thank you,

Ms. Jill Van Leesten
Clark Atlanta University
School of Social Work
February 26, 1996

Ms. Jill Van Leesten
Clark Atlanta University
School of Social Work
Atlanta, GA 30314

Dear Ms. Van Leesten:

Clark Atlanta University Head Start is pleased that you selected our Head Start program to conduct your study "The Relationship Between Self Esteem and Head Start-Parent Involvement Among African American Single Mothers". This is one of many important issues as we continue to assist families to achieve self sufficiency.

As requested, you may conduct your study during the week of February 26 through March 1, 1996. I have contacted each center manager to make them aware of the possibility of using their center to conduct your study. If you need further information, you may contact me at 696-9585 ext. 129.

Sincerely,

Anita Bonner
Parent Involvement Coordinator
APPENDIX C

QUESTIONNAIRE ON "A DESCRIPTIVE STUDY OF THE RELATIONSHIP BETWEEN HEAD START PARENT INVOLVEMENT AND SELF ESTEEM OF AFRICAN AMERICAN SINGLE MOTHERS"

Dear Parent:

I am a student at Clark Atlanta University School of Social Work and have interest in knowing more about parents in Head Start and how they view themselves. I would like to request your participation by completing this survey. Your participation is voluntary and confidential. You do not have to put your name on the questionnaire. Thank you for your participation.

Sincerely,

Jill Van Leesten

Part I Demographics:

Center’s Name _____________________________

Age ______

Number of people in family ____________

Number of children in Head Start _________

Yearly income ____________

What area do you participate in:
  classroom ______
  policy council ______
  non-participant ______

How many hours per week do you participate in the Head Start Program _________
INDEX OF SELF-ESTEEM (ISE)

Name: ____________________________  Today’s Date: ____________________________

This questionnaire is designed to measure how you see yourself. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and as accurately as you can by placing a number beside each one as follows.

1 = None of the time
2 = Very rarely
3 = A little of the time
4 = Some of the time
5 = A good part of the time
6 = Most of the time
7 = All of the time

1. ___ I feel that people would not like me if they really knew me well.
2. ___ I feel that others get along much better than I do.
3. ___ I feel that I am a beautiful person.
4. ___ When I am with others I feel they are glad I am with them.
5. ___ I feel that people really like to talk with me.
6. ___ I feel that I am a very competent person.
7. ___ I think I make a good impression on others.
8. ___ I feel that I need more self-confidence.
9. ___ When I am with strangers I am very nervous.
10. ___ I think that I am a dull person.
11. ___ I feel ugly.
12. ___ I feel that others have more fun than I do.
13. ___ I feel that I bore people.
14. ___ I think my friends find me interesting.
15. ___ I think I have a good sense of humor.
16. ___ I feel very self-conscious when I am with strangers.
17. ___ I feel that if I could be more like other people I would have it made.
18. ___ I feel that people have a good time when they are with me.
19. ___ I feel like a wallflower when I go out.
20. ___ I feel I get pushed around more than others.
21. ___ I think I am a rather nice person.
22. ___ I feel that people really like me very much.
23. ___ I feel that I am a likeable person.
24. ___ I am afraid I will appear foolish to others.
25. ___ My friends think very highly of me.

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3, 4, 5, 6, 7, 14, 15, 18, 21, 22, 23, 25.

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BIBLIOGRAPHY


