

COMPARATIVE ANALYSIS OF SCHOOL ENVIRONMENT AND HOME ENVIRONMENT IN DEVELOPING ADOLESCENT SOCIAL SKILLS

Bharti Rao

Research Scholar Bharti Vishwavidyalaya, Durg, Chhattisgarh

Dr. Swati Pandey

Bharti Vishwavidyalaya, Durg, Chhattisgarh

ABSTRACT

The purpose of this research report is to compare and assess the effects that the home environment and the school environment have on the development of social skills in adolescents respectively. According to the findings of the study, the ability of adolescents to interact with adults and peers, communicate with them, and form bonds with them is formed in a manner that is distinct from case to case. The structured environment of school promotes kids to collaborate with one another, interact with their classmates, and encounter a wide range of social settings. All of these activities contribute to the development of students' ability to adjust to new circumstances and find solutions to problems. On the other hand, a strong foundation of trust and self-esteem may be established in the home, if there is emotional connection, open communication, and support from members of the family. The purpose of this article is to investigate the relationship between the two domains by focusing on the ways in which the engagement of parents, the culture of schools, and the relationships between peers all have an effect on the social development of teenagers. Through the examination of a variety of environments, the main purpose of the research is to shed light on the most effective ways to be able to assist the development of distinct social capacities in teenagers.

Keywords: Home environment, Adolescents, School environment, Social skills

INTRODUCTION

The physical, emotional, and social selves of a person go through significant transformations over the span of their adolescence. When adolescents are in their teenage years, they are just starting the process of polishing their social skills, which are essential for establishing connections with other people, adjusting to new surroundings, and achieving success in both school and in life. When it comes to the social development of adolescents, the environment in which they are raised, both at home and at school, has a significant influence on the talents that they possess. Because of the many experiences, controlled social contacts, and peer groups that are present in the context of school, adolescents have a fantastic chance to develop and perfect their social skills.

This is because of the fact that school is a setting that is familiar to them. The home environment, which offers a secure refuge, family dynamics, and individualized help, has a significant influence on the development of adolescents' perceptions and social skills. Although the two settings are both beneficial to the development of social skills, the extent of the impact may vary depending on factors such as the level of support provided, the degree of parental involvement, the culture of the school, the interactions between peers, and the quantity of aid that is provided. The purpose of this research is to create a more comprehensive understanding of the ways in which teenagers' social skills develop by comparing and contrasting the ways in which their home and school environments play a role in the development of these abilities. The dynamics of these settings will be analyzed in this research, which will give insights into how these settings may be utilized to support healthy social development in teenagers.

School Environment

A considerable portion of an adolescent's day is consumed by obligations related to school and extracurricular activities. Even while the primary objective of school is to foster academic progress, the school has a significant influence on the physical and emotional health of adolescents, as well as their safety, their participation in civic life, and their social development. A number of factors, including formal instruction, after-school activities, caretaking (such as feeding and providing a safe environment), and the informal social milieu that students and staff members create on a daily basis, all contribute to the effect that it has on these results. This brief takes a more comprehensive perspective of schools as environments than the majority of studies do (for example, academics, safety, and health promotion), which is appropriate given that schools have an effect on several aspects of the development of adolescents. Research has repeatedly shown that the components are interdependent on one another. For instance, academics have an effect on health and social development, academic settings have an effect on safety and health, and so on.

In light of the fact that the federal No Child Left Behind program puts even more pressure on school systems to place an emphasis on academic development, this is of the highest significance. It is possible that those who are in control of every aspect of a school's operations, such as principals and staff of the district, would find this brief to be particularly helpful. It's possible that those who are concerned with a more specialized element of school operations (such academics, health and safety, or civic development) and who would want a better sense of how their work fits into the wider picture would also find this material beneficial. Below, we provide estimates that have been obtained from a variety of sources about the school climate of adolescents in terms of safety, social support, academics, and civic activity. These figures are specific to the United States.

Home Environment

When it comes to the social-biological unit that has the most significant influence on how a person behaves and how that behavior is sustained over time, the family is the most strong influence. The intellectual and social experiences that shape their personalities and have an impact on the choices they make as adults are shaped by the foundation that is laid by this phenomenon. The home, which is the immediate environment of an adolescent, is a system whose tone and texture are largely impacted by the thoughts and actions of the parents. Kids get an understanding of the intricacies of family relationships by seeing how their parents, grandparents, siblings, and other members of the family interact with one another.

An individual is said to benefit from his or her family when that individual has strong links with members of the family, loves those who are closest to them, and gets understanding and care from those members of the family. Researchers have identified a number of characteristics that are characteristic of a nurturing home environment. These characteristics include the following: the desire of parents to spend quality time with their children; guidance from those parents; intellectual support; emotional rewards; physical punishment; harsh discipline; neglect; loss of privileges; over protectiveness; conformity; independence; parental involvement; and a variety of forms of physical and psychological punishment. The viewpoint and attitude that adolescents have towards their family and parents serves as the basis for the emotional and behavioural responses that they exhibit. As a contemporary culture, we need to acknowledge the importance of having a home life that is nurturing. It is much easier to achieve success in one's professional life, feeling satisfied in one's job, and having peace of mind when one lives in a healthy home environment.

Study after study has shown that a child's home life and the degree to which their parents are involved in their education have a substantial influence on the child's development and education. According to the findings of research adolescents who are subjected to high levels of control, social isolation, privilege deprivation, and familial rejection are less competent in areas such as problem solving, decision making, emotion regulation, stress management, and overall psychosocial competence. There is a correlation between children who score high on these attributes and greater levels of overall psychosocial competence, self-awareness, interpersonal interactions, empathy, critical thinking, empathy, self-punishment, compliance, reward, nurturing, and permissiveness.

Social Skills

Assimilation into a society and internalization of its standards, values, and beliefs are both components of the process of socialization. An individual's social competency may be characterized as their capacity to effectively conform to specified social norms and rules that are developed, communicated, and amended via verbal and nonverbal ways. This skill is referred to as "social responsibility." These characteristics are picked up by a child by observing the persons and objects that are already present in his or her immediate environment. A person who has great social skills will have an easier time establishing and maintaining meaningful relationships with others. The ability to communicate and interact with other people in a social situation is what we mean when we talk about a person's social skills. To be able to get along with other people and to adhere to the norms of society, everyone has to have social skills. When it comes to daily encounters, such as chatting to strangers, establishing new friends, maintaining existing ones, asking for assistance, and even providing directions, these abilities are very necessary. The ability to interact and conduct in a way that is socially acceptable is a component of a person's social skills. This includes the capacity to create and maintain good relationships, to make accurate decisions, and to cope with challenging situations in a calm and confident manner.

OBJECTIVES

1. To Examine How School Environment Shapes Adolescent Social Skills
2. To Understand How Home Environment Affects Adolescent Social Skill Development

RESEARCH METHODOLOGY

Participants

There were a total of 34 sets of parents and children, ranging in age from five to eighteen years old; each pair included one child who was homeschooled and one child who was sent to a conventional school. The ages of the children did not vary. The great majority of families in Western New York's rural areas had two adult breadwinners, and almost every family had two breadwinners. A single home was the only one that did not have two breadwinners. Due to the fact that The groups under comparison (homeschooled vs conventionally educated) were not similar, the matching approach was used in order to bring them closer together. To put it simply, parents who homeschooled their children were invited to choose friends whose children attended normal schools so that their own children could be compared to those of their friends that attended conventional schools (using a repeated measures ANOVA). In the section under "Technique," you will find further information on the matching process, as well as the solicitation of volunteers from both the home and the regular school setting.

There were a total of 48 homeschooling families that got the first mailings, but only 39 of them really participated in the program, which is 81%. Nine families, which is equivalent to 19% of the total, made the decision to stay away from the study. A total of five families, which accounted for thirteen percent of the total, were disqualified from participating in the study by the researcher because they did not fulfill the requirements for homeschooling. A total of 94% of the families that were conventionally educated were successful in completing the first round of mailings. They replaced the two traditional families who were not engaging in the activity.

Procedure

Home Environment : Families in a remote part of western New York who choose to educate their children at home were found via personal connections made through home school groups and newsletter subscribers. Homeschooled children were classified for this research as those who had been educated at home for a minimum of two years in a row and were presently being educated at home between the ages of five and eighteen. The first author reached out to families who were already homeschooling their children to gauge their level of interest in taking part in the research. In order to participate in the research, parents were requested to fill out a demographic survey and a permission form.

We chose one student from each homeschooling family to take the test once we had a list of all the interested homeschooling families. Because 10.5 years of age is the average age of homeschooled children in the US it was chosen for households with more than one homeschooled kid, or the child closest to the fifth grade level. The only kid in a household that was homeschooled was the one who took part in the study. To ensure a representative sample of homeschooling parents and to reduce burden on the survey takers, researchers hand-picked which homeschooled students would be most likely to participate in the study. This allowed for a higher response rate overall. In addition, to ensure that the observations were conducted independently, just one student from each homeschooling household was used. The researchers picked a kid and submitted a Social Skills Rating System (SSRS) parent form to their homeschooling parents.

School environment: Children were regarded to be "conventionally schooled" for the purposes of this study if they were enrolled in and had finished at least two years of formal education in a public or private

school environment. Furthermore, this research was conducted in the United States. The folks who were educated in the conventional manner were put forth by the parents who homeschooled their children. In particular, we requested parents who homeschooled their children to share with us the names of three friends their children had from regular education who were of the same gender and who they considered to be equivalent to their own children. Those parents who took the time to fill out the SSRS form and chose to teach their children at home were strongly encouraged to have talks with their children about the individuals who may be considered a comparison group.

By means of frequent mail and phone calls, families that had traditionally received their education were provided with a consent form, a demographic survey, and a brief description of the study undertaking. Families who were interested in taking part in the study were required to fill out a demographic survey and then send it back along with their consent form. Following that, a second mailing was issued to the families who were participating in the SSRS, which included the SSRS parent form as well as a letter. It was requested of the parents that they fill out the SSRS parent form for their child's friend who was the recipient of recognition from the homeschooling family. An approach was made to the family of a friend in the event that a family with a conventional educational background did not choose to fill out the SSRS form.

Due to the fact that children form friendships based on the activities and interests that they have in common, as well as the fact that similarities in social participation, attitudes, and superficial markers such as age, race, and sex guide interpersonal attraction among children, we believe that it would be a fantastic idea to create a comparison group consisting of the friends of homeschooled children. "Throughout childhood and adolescence, friends should have similar abilities and perspectives because common ground is essential to friendship relations." "Birds of a feather flock together" is the overall impression that is conveyed by the research that are accessible. As a consequence of this, we reasoned that there ought to be a greater number of offspring of comparable sizes produced by this technique in comparison to alternative possibilities. This strategy, however, has the potential to distort our findings if we believe that friends behave in a similar manner. This would mean that we would not detect any differences in social skills between the two groups of individuals.

One of the most prevalent reasons for homeschooling an individual's children is the desire to instill in them values that are moral, spiritual, or humanitarian in nature. On account of this, it was of the utmost importance to take into consideration the expectations of the parents when picking a comparison child, since it was expected of them to choose a child who they believed had values that were akin to their own. In addition, we made sure to get input from each and every homeschooled kid who participated in the study. The evaluations that parents made of their children's social skills served as the criteria for the research; hence, it was logical to establish a comparison group based on the evaluations that the parents made.

Everyone who filled out an SSRS form was placed into a drawing for one of four gift cards to area department stores, each worth \$25. In order to entice individuals to take part in the study, this was done specifically. Utilizing these gift cards, the purchase of educational materials was planned to take place. An additional benefit was that a summary of the results was sent to each and every family who participated in the experiment.

Instrumentation

Demographic survey: Information was obtained by means of a demographic survey that asked about the

ages of the participating children, how long they had attended traditional or home school, where they lived, the parents' occupations and educational attainment, the family's religious affiliation, and how often they attended church. Families that choose to educate their children at home were given the chance to respond to an extra survey question to get a better understanding of the main factors that led them to make this choice.

Social Skills Rating System: The opinions of parents on their children's social skills were evaluated using the parent version of the Social Abilities Rating System (SSRS). In 1988, a nationwide sample of 4,170 children's self-evaluations, 1,027 parents' assessments, and 259 instructors' ratings was used to standardize the Student Success Rating Scale (SSRS). A instrument called the Social Skills Rating Scale (SSRS) was created to evaluate kids' social skills both at home and at school. Furthermore, the Social Skills Rating Scale (SSRS) evaluates negative behaviors that may impair social skills performance as well as prosocial behaviors or good behaviors.

The SSRS parent form is available in two versions: one for children in grades K–6 and another for those in grades 7–12. Each of these forms not only calculates the total score on the Social Skills Scale, but also scores on the four subscales: responsibility, assertiveness, collaboration, and individual self-control. The basic level questions enquire about hyperactivity, internalizing, and externalizing behaviors, while the secondary level questions on the parent forms ask about internalizing and externalizing behaviors. The raw score for the total number of problem behaviors is the sum of these two subscales. Parents or guardians are asked to score the frequency of each behavior (from 0 to Never, Sometimes, and Very Often) and the significance of each behavior (from 0 to 2) on each of the two forms.

On the other hand, the Problem Conduct Scale just asks parents to rate how often a certain behavior happens. Using a restricted scale (Fewer, Average, or More than average), the data from each parent Social Skill subscale (Cooperation, Assertiveness, Responsibility, and Self-control) and the Problem Behavior scales (Externalizing, Internalizing, and Hyperactivity) can be compared to the SSRS standardization norm group. A restricted scale may be used for this. In this case, we obtained the Total Problem Behavior Scores and the Total Social Skills Scale Scores using the SSRS Parent form, which we then translated into age-based standard scores. The standard deviation was 15 points, while the mean score was 100.

The instrument's handbook provides a good discussion of the SSRS's psychometric features. For the Total Social Skills Scales items, the coefficient alpha, which measures how internally consistent the parent form is, varied between 0.87 and 0.90 in the normative sample. For those who were interested, the Total Problem Behavior Scales varied from .81 to .87. Estimates of test-retest reliability for Social Skills and Problem Behaviors were found to be .87 and .65, respectively. A significant body of empirical research in the fields of child development, clinical psychology, and special education has substantiated the forms' content and social validity. Additional evidence supporting this has been offered by the standardization analysis and the form item creation. The Social Behavior Assessment, the Harter Teacher Rating Scale, the Piers-Harris Children's Self-Concept Scale, and numerous iterations of the Child Behavior Checklist are among the measures that have been demonstrated to be related to the Social Behavior Rating Scale (SSRS). The construct validity of the SSRS is well supported by these comparisons as well as data from other studies. The results of upcoming studies provide this proof.

DATA ANALYSIS

To ascertain whether or not the groups under comparison were different from one another, we used a one-way repeated measures analysis of variance (RANOVA). Applying the test to the matched-pairs within-subject design of this study increased its sensitivity. This was because, by adjusting for similarities between matched groups, the statistical approach previously outlined decreased the error variance.

RESULTS

We collected information from 34 sets of kids, consisting of 34 homeschooled kids and 34 kids who attended a traditional school. From this group, four families who followed the traditional route of education were suggested many times by different homeschooling families. Consequently, four of the families who typically educate their children were surveyed twice; however, for each round, a different youngster from each of these households was used. Because the children evaluated fit the criteria for both the home and traditionally educated groups, one family functioned as both. Analyses were performed with and without these families since their overlap challenges the premise of observational independence. Results are given using the complete sample since they were same with and without include the overlapping instances.

Demographic Information

Seven counties in the rural western part of New York State participated in the survey. One family had moved to Ohio and had received a traditional education. This section will provide a summary of the sample's demographics and examine the differences and parallels between homeschoolers and those who had a standard education. With the exception of the ones mentioned, there were no statistically significant differences between the groups of individuals who were homeschooled and those who received normal education. This suggests that the two types of education are similar.

Table 1 presents a comparison between pupils who are homeschooled and those who are taught in a regular setting with regard to a number of demographic factors. The majority of the participants in both groups came from rural areas, and the gender distribution was pretty even: there were 32 females and 36 males, which is equivalent to 52.9% and 48.1% among the participants, respectively. It was stated by each and every homeschooling family as well as each and every household that received regular education that they were married. One of the minor differences between groups is that the women who were raised in homes where they were educated at home were more likely to report not working outside the home but staying at home ($\chi^2 [1, N = 68] = 11.90, p < .01$). It makes sense to suppose that an adult should remain at home if it is thought that children should get their education there. Mothers constituted the great majority of these individuals in our sample.

Religious affiliation emerges as a crucial element in the context of families that decide to educate their children at home. With regard to the homeschooling families that were included in this sample, a total of 70.6% of them classified themselves as fundamentally biblically-based or "born again" Christians. Following that, the remaining population consisted of 5.9% Catholics, 8.8% Protestants, 5.9% Baptists, and 8.8% Mennonites. In addition, the majority of families that had traditionally received their education self-identified as belonging to a Christian religion of the Bible. About 24% of the population was comprised of Catholics, 14.7% of Protestants, 2.9% of Lutherans, and 2.9% of Baptists. According to a chi-square analysis, there was no statistically significant difference in fundamental Christian vs other religious connections between families who were homeschooled and those that were taught in the typical manner

($\chi^2 p > .10$; [1, N = 68] = 1.58. In terms of their religious allegiance, which was primarily founded on basic Christian doctrine, the organizations were comparable.

Table 1. Features of homeschooled and traditionally educated kids and families

Qualities	Home environment (%)	School environment (%)
Rural	85.3	82.4
Female	47.1	47.1
Two-Parent Families	97.1	97.1
Fundamentalist Christian	70.6	55.9
Mothers Who Are Homemakers	79.4	38.2

We can compare how families who were homeschooled and households that were educated in the usual manner performed on a range of demographic survey continuous characteristics by looking at Table 2. All of these sample variables were subjected to a repeated measures analysis of variance, and the results shown that no differences were statistically significant. The data shown in the table indicates that the pupils' ages ranged from nine to 10 years old. The average amount of time that kids who were homeschooled spent at home was 4.67 years, while students who received a regular education spent an average of 5.15 years in their current instructional settings. Public schools were attended by the vast majority of children who followed the normal education model (85.3%), while just a tiny minority (14.7%) of children attended private or religious institutions. A total of 53% of those who had never attended any other educational venue than their own home said that they had only ever attended homeschooling on one occasion.

Families who homeschooled their children often had three or more children. In this particular group, the average number of children who were educated at home by a family was 3.59, and almost 56 percent of families that homeschooled reported having more than three children. Likewise, 32% of households with conventional education reported having three or more children, while families with conventional education reported an average of 3.1 children.

As can be observed in Table 2. , the educational level of both parents and the occupational status of the father were significantly consistent across all of the studied groups. Despite the fact that many of them stayed at home to raise their children, homeschooling mothers had educational attainments that were equivalent to those of women who had conventionally attended school. 67.7 percent of homeschooling mothers had a bachelor's degree or above. Over ninety-seven percent of households that received conventional education and ninety-one percent of families that homeschooled said that they attended church on a weekly basis.

Table 2. Means of children and families who are homeschooled versus those who are normally educated on continuous demographic factors

A variable	Home Environment	School environment
Participant's age	10.43	10.46

Years in the Present Educational Environment	4.66	5.14
The number of children in the household	4.00	3.07
Father's Work Status: 1 = Worker to 14 = Professional)	9.68	8.66
A father's educational attainment ranges from 1 (some high school) to 6 (a doctorate).	3.78	3.75
Mother's Academic Achievement	3.70	3.52
Attendance at Church (0 = neglect, 5 = more than once every week)	4.46	4.14

The findings of a re-run of the analysis of variance (RANOVA) on the overall problem behavior standard scores for respondents who were either home-educated or conventionally educated are shown in Table 4. The results of this analysis showed that there was no significant difference in the problem behavior standard scores between children who were raised at home and those who were raised in traditional settings ($F(1, 33) = .514, p = .478; h^2 = .015$). Children who were taught in a conventional classroom setting had an average score of 96.38 on the Problem Behaviors scale, but children who were educated at home received a score of 94.50 on the same scale. The problem behavior subscales assessing internalizing, externalizing, and hyperactivity were found to have a restricted score range, and No major differences were found between children who were homeschooled and children who were taught in a conventional setting.

Table 3. Repeated measurements Comparing homeschooling and conventionally educated children' overall social abilities, an ANOVA was conducted.

Source	df	SS	MS	F	p	h2
Kind of Education	1	606.014	606.014	4.491	.043	.121

In pairs	33	6573.308				
Error	33	4454.484	134.983			
Total	67	11633.808				

Table 4. Repeated actions ANOVA of general problem behaviors among children homeschooled vs. those in traditional schools.

Source	df	SS	MS	F	p	h2
Kind of Education	1	60.234	60.234	.513	.477	.014
In pairs	33	5511.764				
Error	33	3864.764	117.113			
Total	67	9436.764				

CONCLUSION

The Total Social Skills Standard Scores were one of the areas in which this study discovered substantial individual differences across groups. Homeschooled pupils did better than their counterparts who received their education in a conventional setting on this measure. Furthermore, kids who were educated at home outperformed their peers who were educated in a classroom setting on all four assessment measures of social competence, with a statistically significant improvement in one of the assessments (Self Control). According to the higher scores on these measures, the children who were homeschooled in this study did not suffer any adverse social impacts as a consequence of their educational experience. Although kids who received conventional education had lower levels of self-control and general social skills, the results indicate that children who were homeschooled may have benefited from the fact that they were able to study in different locations.

REFERENCES

- [1] Kaur, J. and Singh, K. 2009. Home environment as a determinant of psychological hardiness among creative Indian adolescents in urban and rural areas. *International Journal of Child Health and Human Development*, 2(2): 64-69.
- [2] Mishra, S. and Shanwal, V.K. 2014. Role of family environment in developing self- efficacy of adolescents. *Integrated Journal of Social Sciences*, 1(1): 20-24.
- [3] Naftchi, S. 1995. Parent's views of their involvement at home: Impact on parents and their children. Paper presented at the annual meeting of the American Educational Research Association, San Francisco. Retrieved from ERIC database. (ED 389083)
- [4] Bandhana & Sharma, D. P. (2012). Home Environment, Mental Health and Academic Achievement Among Higher Secondary School Students. *International Journal of Scientific and Research Publications*. 2 (5); 1-4.
- [5] Clark, H. & Goyder, E. (2007). How do Parents' Child-Feeding Behaviors Influence Child. *Journal of Public Health*. 3 (1); 21-24.
- [6] Codjoe, H. M. (2007). The Importance of Home Environment and Parental Encouragement in The Academic Achievement of African Canadian Youth. *Canadian Journal of Education*. 30 (1); 137-156.

- [7] Ewumi, A. (2006). Gender and Socio-Economic Status as co-relates of Students' Academic Achievements in Senior Secondary Schools. *European Scientific Journal*. 4(8); 23-29.
- [8] Machet, M. P. (2002). Addressing problems of literacy in disadvantaged communities. The online platform for Taylor and Francis Group content. 33(1); 1-46.
- [9] Mangal, S. K, (2011). *Advance Educational Psychology*. (2nd Edition). PHI Learning Private limited, New Dehli-110001.
- [10] Aiex, Nola K. (2014). Home schooling and socialization of children (Report No.CS 508 666). ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN. (ERIC Document Reproduction Service No. ED 372 460)
- [11] Achenbach, Thomas, McConaughy, Stephanie, & Howell, Catherine (2017). Child/Adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin*, 101, 213-232.
- [12] Benes, Kathryn M. (2015). Review of the Social Skills Rating System. In J. C. Conoley, J. C. Impara, & L. L. Murphy (Eds.), *The twelfth mental measurements yearbook* (pp. 965-967). Lincoln, NB: University of Nebraska Press.
- [13] Carson (Allie-Carson), Jayn. (2020). Structure and interaction patterns of home school families. *Home School Researcher* 6(3), 11-18.
- [14] Chatham-Carpenter, April. (2014). Home vs. public scholars' relationships: Differences in social networks. University of Northern Iowa, Department of Communication Studies. (ERIC Document Reproduction Service No. ED 361 784)
- [15] Cizek, Gregory J. (2013). The mis measure of home schooling effectiveness: A commentary. *Home School Researcher*, 9(3), 1-4.
- [16] Common, R. W., & MacMullen, M. (2016). Home schooling: A growing movement. *Education Canada* , 4-7.
- [17] Conners, C. Keith (2020). *Manual for Conners' Rating Scales*. North Tonawanda, NY: Multi-Health Systems.
- [18] Dahm, Leslie (2016, October). Education at home with help from school. *Educational Leadership*, 68-71.
- [19] Delahooke, Mona Maarse. (2016). Home educated children's social/emotional adjustment and academic achievement: A comparative study. Unpublished doctoral dissertation, California School of Professional Psychology, Los Angeles, CA. *Dissertation Abstracts International* (University Microfilms No. 8608759).