

PRACTICES WHICH PROMOTE HARMONIOUS RELATIONSHIPS  
WITH ADOLESCENT BOYS AS REPORTED BY  
A GROUP OF PARENTS

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## PREFACE

There is much written on the subject of adolescence, but little written specifically on parental practices regarding the problems of the adolescent boy. The purpose of this study was to determine what practices a group of parents were using to promote good relationships with their adolescent boys.

The writer wishes to acknowledge her indebtedness to the parents whose cooperation made this study possible; to Josephine Hoffer, thesis adviser, for guidance, encouragement, and help in establishing the categories; to Girdie H. Ware for helpful suggestions and critical reading of the manuscript; and to Mary Cox and Lorene Keeler for their assistance in establishing the reliability of the categories.

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The concern and anxiety shown on the part of parents concerning the period when their children go through the adolescent period of growth seems to be common to most families. Specifically this problem is concerned with the question--what practices do parents of adolescent boys find effective in promoting harmonious parent-child relationships in the following areas:

Parental practices concerning:

1. Time of coming in at night.
2. Use of the family car or the boy's own car.
3. The boy's use of his earnings.

#### Scope of the Study

This study was concerned with the practices which a group of parents said they used in relation to the actions of their adolescent boys in the following areas:

Parental practices concerning:

1. Time of coming in at night.
2. Use of the family car or the boy's own car.
3. The boy's use of his earnings.

This does not imply that these are the only important categories to study in relation to practices used by parents of adolescent boys,

but a review of the literature concerned with parental practices with adolescents led the investigator to believe that these three areas could be studied simultaneously.

## REVIEW OF LITERATURE

### Traits and Characteristics of the Adolescent

#### Child as a Basis For Guidance

There is concern and anxiety shown on the part of most parents concerning the period when their children go through the adolescent stage of growth. This study is concerned with the practices parents find effective in promoting harmonious relationships with their adolescent boys. Before considering parental practices it seems important to understand the traits and characteristics peculiar to the adolescent in order to understand the reasons behind this concern and anxiety on the part of parents. This same lack of understanding on the part of parents may be basic to their own anxiety and concern for the adolescent.

Stein (28) reported that little is known of the inner workings of adolescent personalities. There are many statements, observations and statistics but there is a lack of deep understanding, theory and psychology on adolescence. This is only one point of view, but Stein indicated that one of the main sources of conflict and misunderstanding between parents and child may be due to the insecurity of both, since adolescence places a heavy strain and feeling of anxiety and tension on both the parent and child of adolescent age. This possible disturbance of security feelings on the part of both could make for many of the serious problems and troublesome behavior in the adolescent's growth toward manhood and womanhood.

Through the adolescent period there arise certain conflicts. On the one hand the child wants to attain adulthood, while on the other, he fears his own ability to deal with his inner feelings and strivings, and with the reality of an adult world in which he will soon take his place as an independent person. (28)

Lerch (21), a counselor for many years, stated that the adolescent period is the most critical and misunderstood time of our lives, and that the uncertainties and the fears that take place may lead the adolescent into anti-social behavior unless, through parents and adults, he receives guidance and sympathy. The adolescent is too young to be considered an adult, and too old to be considered a child, and because of this he is criticized, ridiculed and scorned many times for his actions, lack of respect and general indifference.

Baruch (1) wrote that adolescents are no longer children but neither are they men and women and yet parents feel the same responsibilities for them. "We still need to manage, help and guide them. Legally, morally, spiritually, this is our goal and desire." (p. 3)

The adolescent seems to take two steps ahead when one would be enough. He rushes into things with such drive and acceleration that intense anxiety, uneasiness and tension become a part of him. He is over energetic and feels that he has attained:

. . . an equality of manhood . . . with much older men. He can be compared to an unskilled actor who gives a very crude performance. As he matures and ages, then his performance becomes more and more perfected. It is of great importance that adults understand that the adolescent is a very crude adult. (21: p. 47)

Stein (28) reported that all cultures, even to primitive parents, had stern restrictions affecting this age group. Age-old convictions that "the devil is particularly interested in this age" tells of the concern, shown in earlier history, of children going through this part of



growing up. The adolescent child goes through a constant change of behavior patterns and growth and has the ability to be a different kind of person, altering his behavior from month to month and from day to day.

The writer states that adolescence is a complicated process to understand and may be defined as:

A phase of growth, beginning with the physical and emotional changes of puberty, and ending when the individual has attained maximum physical growth and some sort of stable character structure. (28: p. 32)

New and baffling problems face the adolescent. Problems which, through the security of home and family, he has never had to face before, but now that he is grasping at independence he must think about. Among these vital problems, new to his thinking, are ways he can achieve independence, new thoughts and attitudes toward the opposite sex, choosing a vocation, and evolving a standard of ethics that is gratifying to him.

Another writer has indicated that because of these new, agitating, and conflicting uncertainties and fears of his age, his behavior pattern may take on strange overt acts. There seems to be a tearing apart of values previously accepted, a wholesale denial of any worth in the parents themselves, or of any value in ideas, plans, and hopes that parents may voice, regardless of the previous and probably good relationship between the parents and child. His defiance of authority is one of the greatest social manifestations of this age. These boys and girls whose behavior has changed so markedly need help from the same parents whom they accuse regularly of failing to understand them. Many times, the teen-ager will be heard to say "Oh, you just don't understand," and turn away angry and upset. So often, the child who needs the most help cannot communicate or tell why he feels and acts as he does. (13)

A review of literature concerning adolescents revealed that teen-agers behave in three different roles; at times they act as an adult,

with a very mature outlook, grown up in so many ways; the next day they may behave as a child; while most of the time they are behaving in typical adolescent or teen-age fashion.

In summary, the adolescent, through his years from twelve to perhaps twenty, is passing through a stage in his development and growth that is very changeable. Since he may be in conflict with himself and the reality of the outside world, he feels his way along, many times forcing, unreasonably, his ideas upon his family in a way that his parents find hard to understand. He may wonder inwardly if what he is doing is the path he wants to follow.

#### Attitudes of Parents and Points of Friction

From the parents' point of view there seems to be a feeling that the rearing of an adolescent child is a matter of great concern. Stein (28) found that when the adolescence of children corresponds, as it often does, with middle-age parents, that many of these parents find it hard to suffer so many losses at one time. The parents are faced with the problem of allowing the adolescent to achieve his independence and of controlling their own desires to retain the child they have always loved.

Parents are confronted with two conflicting drives. One is of anxiety and insecurity that may arise from the feeling that they feel no longer loved by the child and may feel that they are abandoned and deserted. Second, they desire at the same time to see their child grow up and take his place in the world as a well-adjusted adult.

One of the social manifestations of adolescent behavior, as previously mentioned, is defiance of authority. Many parents accept or try to accept this as a necessary stage in the adolescent's development. If more adults were understanding and less shocked by adolescent behavior

and would make a useful search for causes and remedies, a greater understanding between parents and child might result. (28)

Landis (19) stated that wise parents recognize that when a child enters high school he begins a period of full-time participation in the teen-age group and he must feel secure enough to be able to stand alone. His peer group definition of situations becomes more important to him than the way his parents feel about many problems. It is by the standards of the teen-age group that he judges his successes or failures and not by those of his parents. Because of the fact that at probably fourteen years old he enters the high school group, his parents have had only twelve to fourteen years to give him the experience he needs in making decisions and acquiring strength of judgment to finally become an independent moral adult.

It seems reasonable to assume that through the adolescent period it is more a matter of guiding in the right direction, rather than using the technique of punishing and forbidding in order to bring about more harmonious relations. Long (22) supports this assumption when she stated that disobedience of early youth was still present in some adolescent children but that in the adolescent group studied, very few unsatisfactory behavior characteristics as found in children of younger ages, were apparent. She also found that 80 per cent of the problems reported were concerned with behavior of children under twelve years of age. From this it would appear that either earlier behavior problems disappeared as the child reached adolescent age, or the parents were baffled and unable to understand the behavior problems of their adolescent children and so did not report them.

The main points of friction between parents and children as found

by Connor (8) were those of dating and mate selection, the number of activities outside the home other than dating, and nagging on the part of parents.

Lynd and Lynd (23) found that the most frequent sources of disagreement were the hour of coming in at night, number of nights out during the school week, spending money, use of the automobile, and boys and girls chosen as friends. As clashes seem likely to occur due to the impetuosity of adolescence and the more mature and experienced ways of adults, it is necessary for parents to safeguard their children from the kinds of situations which would perhaps warp the child's personality. The way in which this protection takes place, whether it be authoritarian or democratic in manner is of vital importance to the child.

Clashes or conflicts occur too, as Duvall (10) points out, from the fact that two generations hold different points of view. Young people of today know only the economy of abundance, are used to prosperous times, and of money coming easy. Clashes result, too, from the fact that ways of living have changed from the time when the parents were in their teens. Parents may be trying to hold on to outmoded practices, insisting and demanding that their adolescents do things just as they did when they were their age.

Duvall (10) further stated in a recent study that there was found a better adjustment between mothers who have part-time jobs, and their teen-agers, because of more varied interests on the part of the mother, rather than when a mother centered her whole interest in her children.

#### Parental Practices Found Helpful for Parents of Adolescent Children

A review of the literature revealed little concerning the specific

practices which parents used to promote harmonious relationships with their adolescent children. However, general suggestions were found that appear to be helpful to parents through this period of adjustment.

Landis (19) compared the effectiveness of authoritarian and democratic methods of guiding children of adolescent age. He found that young people in democratically administered homes were much better adjusted, had fewer conflicts with parents, were on more confidential terms with their parents, were better adapted to the peer group, to school and to their community than those of authoritarian families. The children from the authoritarian homes checked many more problems than those from the democratic type home. He further found that parents who use the democratic method not only have greater influence with their children in the long run, but also, draw greater loyalty and respect, than the parent who assumes that he has sufficient knowledge to "order and forbid."

Briggs and Schulz (4) found in considering the question of authority and discipline:

. . . the weight of evidence of the trends toward increased democracy in parent-adolescent relationships seems to support the statement that the family is making a transition from the traditional or authoritarian family to a more democratic family group. (p. 284)

The results of the foregoing study (4) also indicate the following facts:

1. that out of twenty-six sets of husbands and wives, twenty-three mothers and twenty fathers agreed that, contrary to the accepted concept in current professional writing (1955) that the father should be the head of the family.
2. that twenty-one sets of parents agreed that after having been warned, teen-agers should take the responsibility for their acts.
3. twenty-four sets of parents did not agree that "Teen-agers should have the family car whenever they wanted it."
4. sixteen sets of parents agreed that "Parents should set a

definite time for a person in middle teens to return home from a date."

5. Responses suggested a trend toward emphasis on money management conforming to an adult pattern rather than a development of self-confidence and independence in the individual through learning by experience. (p. 281)

Authoritarian tendencies were indicated in positive responses to such statements as "The teen-ager should report to his parents how he spends his allowance" and also in the negative responses to statements as "a teen-ager has a right to his share of the family income." The responses in the six areas studied indicated both authoritarian and democratic trends, but more evidence pointed toward increased democratic trends. (4)

In a study of "What Teen-Agers Think of Their Parents," conducted under the direction of the Michigan Department of Public Instruction and Michigan State College (25) the following was found: few older boys felt their parents explained why they wanted something done that was thought best for the child; older boys often thought punishment unfair, particularly punishment on the part of the mother. Teen-agers said they obeyed their fathers more exactly than their mothers; and ten per cent of older boys obeyed, if convenient.

Sowers (27) concluded that older children desire admirable traits in their parents, such as kindness, sincerity, fairness, and justice. They want companionship with their parents and feel that when parents are out too much socially that it affects family happiness. They desire a voice in family plans and in decisions affecting them, and they expressed the wish that when problems are discussed they might present their side of the question for fair consideration. They are not inclined to be critical of parents but said if they were parents they would be more up-to-date, understanding, and just than their own parents.

A study by Stodgill (29) corresponded to Sowers' findings. They agreed that the general feeling of parents should evidence a friendly and helpful attitude, and show confidence through guidance, in the child's ability to think and act. Parents should encourage children to tell their troubles, anxieties, and concerns; they should respect the child's opinion and allow him to work independently but provide guidance in ways which he will accept. Parents should give honest answers to questions and encourage the adolescent to assume responsibility and leadership and give praise when it promotes more growth.

Goldberg (14: p. 160) wrote: "Let us be patient with the adolescent, let us work on his purposes and desirable behavior will follow." Parents in the face of conflicts, must do their best to understand the motives with the hope that this understanding will give them greater tolerance. The child whose individuality has been respected by his parents, faces adulthood with confidence and self-respect. The modern world is an individualistic one and has no place for the morally frightened and weak, it demands quick thinking and self assurance. A great deal of the responsibility for teen-age difficulty can be traced to the actions and behavior of adults as the adolescent imitates those about him.

Lerch (21) stated: "The way adults go--so go our youth, thus--let adults set the right example, and the teen-ager will follow the pattern." (p. 49)

Stein (28) stated that adolescence leads somewhere. Fortunately, neither its "charms" nor its characteristic disturbances last forever. The aggressive energies that were expressed in many rebellious ways become the driving force of adulthood--the lawyer, the laborer, the executive. The adolescent becomes a well-defined person, distinct from his parents and without the need "to be at war" with them. Parents need

to understand that adolescence is not a straight march ahead but is full of complications and that they should treat the often crude, regressive characteristics of the adolescent with understanding. Reasonable discipline and attention to health is necessary, just as at ten years of age, and let him know about family integrity and good standards and decency. "Every parent makes mistakes, but what adolescent can tolerate a parent who is never wrong?" (p. 33) This experience of going through adolescent growth should be a maturing, enriching experience for parent and child alike.

Stein (28) aptly states: "We may take comfort in the thought that we will be compensated for the loss of a child's love and dependence when we regain his love and affection on a new level, a love less intense but far steadier and much freer of conflict." (p. 35)

In summary, adolescence is a period difficult to understand. Since it is a time when conflict is present, it is important that parents be understanding, sympathetic and willing to respect the need for privacy and independence which is so characteristic of the adolescent child.

It is perhaps the uneven nature of teen-age development that necessitates guidance rather than demanding and forbidding. Perhaps this is why there is little reference to specific discipline measures or little about what parents actually do when definite problems arise.

In light of the foregoing knowledge concerning adolescents it seems that the specific practices which parents find effective for harmonious parent-child relations would seem to merit study.

#### Purpose of the Study

Therefore, the purpose of the present study is threefold. First, to determine the specific practices a group of parents are using with



their adolescent boys. Second, to gain information that may help parents who may have problems concerning their adolescent boys; and third, to ascertain information that may be of value to the teacher of family relations and child development, and to others who may be counseling with boys of adolescent age.

## CHAPTER II

### METHOD AND PROCEDURE

#### Subjects

The subjects for this study were the parents of the junior and senior boys attending school in a southwestern university town with a population of approximately 20,000. These parents responded to a letter from the investigator in which she asked for their cooperation in a future interview which concerned parental practices which these parents felt made for good relationships with their boys.

Early in the fall semester, 1957, permission was obtained by the investigator to secure the names and addresses of junior and senior boys from the school administration. Two hundred seven boys were enrolled at the time this information was secured. Names of parents who were listed in the telephone directory were mailed a letter of inquiry including a return card to the investigator. (See Appendix A).

Thirty parents responded to the 207 letters mailed. The investigator was able to schedule an interview with twenty-eight of these parents and they form the complete sample of this investigation. Two others responded but in one case the parent had responded in order to obtain help with her problems concerning her adolescent boy; and the investigator was unable to contact the parents of another boy for the final interview.

The investigator recognizes that this is not a representative sample, but in light of this limitation, there seems to be value in knowing what

this select group of parents say they do in relation to practices with their adolescent boys. Basis for choosing this group was twofold:

1. boys at this age are strongly feeling their independence
2. literature revealed that parental control at this time posed problems.

Information concerning the occupation of both the mother and the father, the age of the boy, the number of siblings in the family, and the boy's ordinal position was obtained and written on the interview sheets. This information is shown in Tables I, II, and III.

TABLE I

## AGE OF BOYS STUDIED

Sixteen year olds	Seventeen year olds
9	19
Total 28	

TABLE II

## DISTRIBUTION OF SAMPLE ACCORDING TO OCCUPATIONAL LEVEL OF FATHER AND MOTHER

Occupation of Father	Total	Occupation of Mother	Total
Teacher	11	Housewife	23
Minister	1	Office Manager of Oil Company	1
Dentist	1	School Secretary	1
Accountant	1	Teacher	1
Soil Scientist	1	Maid	1
Maintenance crew Foreman	1	Nurse anesthetist	1
Business men	4		
State Agriculture Officers	2		
Extension worker	1		
Grocery Clerk	1		
Oil Field Worker	1	Note: 1 widow	
Common laborer	1	1 divorcee	
Total	26		28

TABLE III  
NUMBER OF SIBLINGS OF BOYS STUDIED

Total Boys 28	
Number of Boys	Number of Siblings
5	0
11	1
6	2
3	3
2	4
1	5
Eight families had an older boy	
Five families had an older girl	

TABLE IV  
ORDINAL POSITION OF BOYS STUDIED

Ordinal Position	Number of Boys
Oldest	12
Second	10
Third	1
Fourth	-
Fifth	1
Only Child	4

#### Selection of Method

A combination of the interview and the unstructured questionnaire method was selected for several reasons. Jahoda, Deutsch and Cook (17) state the following advantages of the interview method:

1. There is a flexible opportunity to solicit information through questions; in addition there is the opportunity both to observe the subject as he responds to questions and to observe the total situation to which the subject is responding.
2. There is always the possibility of rephrasing questions to make sure that they are understood or of asking further questions in order to clarify the meaning of the subject's response.
3. Its flexibility makes the interview a far superior technique for the exploration of areas where there is little basis for knowing either what questions to ask or how to formulate them.
4. There is more opportunity to appraise the validity than in the questionnaire method.

5. The interviewer is in a position to observe not only what the respondent says but how he says it.

6. It is the more appropriate technique for revealing information about complex, emotionally-laden subjects or for probing beyond public attitudes to the more covert, private sentiments.

7. There is much more chance to produce a permissive situation and one in which an atmosphere can be created whereby the interviewer can obtain essential information as well as side lights pertaining to the question. (p. 157)

Burchinal and Hawkes (5) state at present there are increasing numbers of research problems in areas of home economics which demand non-laboratory data. In many cases the data from these investigations are being obtained from interviews with family members. The interview method:

1. Yields a high percentage of cooperation inasmuch as most people when reasonably approached are willing to cooperate.

2. It can be made to yield an almost perfect sample, which alleviates the concern that investigators have after obtaining a forty or perhaps a sixty per cent return on a mail questionnaire.

3. The respondent will generally permit the interviewer to engage in a much larger block of his time.

4. This method is more likely to be correct than is information obtained by other techniques, because the interviewer can clarify seemingly inconsistent responses. (p. 167)

Goode and Hatt (15) state that interviews have become of greater importance in contemporary research because of the reassessment of the qualitative interview. The interview is likely to be unstructured in character and more in the nature of a probing conversation. This is felt to be a powerful instrument for obtaining information.

Since a hypothesis was not to be tested as to what practices parents use for good relationships with their adolescent boys during these two years as juniors and seniors in high school, this more flexible, permissive technique of the interview questionnaire method was decided upon as the best method of obtaining information for this investigation.

#### The Questionnaire

A questionnaire was designed to be used by the investigator to

evoke parental responses concerning the three problem areas which had been identified through a survey of previous studies.

These were:

1. The hour of coming in at night
2. The use of the family car or the boy's own
3. The boy's use of his earnings.

The questionnaire used by this investigator was unstructured in that a qualitative interview was desired. Goode and Hatt (15) state that an unstructured questionnaire is more in the nature of an interview guide and requires certain items of information about each respondent, but allows the interviewer to rephrase the questions in keeping with the understanding of the situation.

Parten (26) supports this point by stating that the questionnaire may be stated or rephrased by the interviewer so that it can be understood at various levels of education, by the respondent.

The three questions formulated in the questionnaire for the respondent were:

1. Tell me what practices you use which you feel have made for good relationships between you and your boy concerning the hour he comes in at night.

2. Tell me what practices you use which you feel have made for good relationships between you and your boy concerning the use of the family car or the boy's own.

3. Tell me what practices you use which you feel have made for good relationships between you and your boy concerning the use of your boy's earnings.

Probing questions were added under each main question as a reminder to be asked by the investigator in case the respondent did not contribute

the needed information. (Appendix A)

### The Interview

The investigator contacted by telephone those parents who had responded with the self-addressed card which had been mailed with the letter of inquiry, which indicated they were willing to cooperate in the study. Appointments were made for an interview at the convenience of the parents. Interviews took place between October, 1957 and January, 1958.

All interviews were held in the homes of the parents by the investigator of this study. Fourteen of the twenty-eight interviews were with both parents, thirteen with the mother, and only one with the father alone. The length of the interview was approximately one hour.

The questions for each area were read to the respondents and followed by the probing questions as they were needed. Verbatim replies were recorded insofar as possible. Immediately after the interview the investigator reviewed the questionnaire sheet to be sure everything had been recorded and explained clearly in writing at the time of the interview.

Parents, as well as being cooperative, were extremely interested in talking about the three problem areas concerning their adolescent boys.

### Identification of Statements of Parental Practices

All statements on the interview sheets were reviewed by two persons, independently of each other. One person was the investigator, the other a person trained in the field of family relations and child development.

Those statements pertaining directly to the questions asked were identified so that later classificatory units could be structured.

TABLE V  
PERCENTAGE OF AGREEMENT IN IDENTIFICATION  
OF STATEMENTS OF PARENTAL PRACTICES

Areas	Percentage of Agreement of Investigator and Trained Person
Coming in at Night	99
Use of Family Car or Boy's Own	100
The Boy's Use of his Earnings	100

#### Identification of the Categories

When the investigator and a second person trained in the field of Family Relations and Child Development were sensitized to the statement practices for all three areas, in their judgment the following categories seemed to emerge:

Mutual Understanding Between Parents and Boy

Responsibility Accepted by the Boy

Responsibility Accepted by Parents

Few Hard and Fast Rules Set by Parents

Expectations of Parents

Others

These same two persons sorted the statements from the first eleven interviews into temporary categories to determine whether the categories were suitable classifications for the statements of parental practices.

This method is recommended by Jahoda, Deutsch and Cook (17) who point out that:

In working with unstructured evidence the first problem is to arrive at decisions as to the aspects of the material which are to be categorized, that is, the classificatory principles to be used in establishing sets



of categories. If no hypothesis is previously designed the selective principle should be the emerging hypothesis. The first step toward the discovery of working hypothesis which yield classificatory principles is to read through the material so as to sensitize oneself to crucial matters. (p. 259-260)

When a high per cent of agreement was reached after sorting the statements of the practices from the first eleven interviews, the categories were then defined and statements were chosen which exemplified the defined category. These were placed on envelopes and included in the instructions which were used by the same two persons, one the investigator, the other, a person trained in the field of family relations and child development, for sorting all of the statements of parental practices. (Appendix B)

The percentage of agreement was low in two areas:

RESPONSIBILITY ACCEPTED BY PARENTS

EXPECTATIONS OF PARENTS

Upon examination it seemed that these two categories could not be clearly defined separately and that they should be combined into one category and stated as: EXPECTATIONS OF PARENTS.

All definitions of categories were re-examined and clarified. Additional examples were selected from each specific problem area to facilitate the sorting of the statements of parental practices which were to be sorted by two raters who were in no way familiar with this investigation.

The revised categories, clarified definitions, and additional statements are listed in Appendix B.

The categories were again checked by the investigator and the second person trained in the field of family relations and child development to test their agreement on the revised categories. The per cent of agreement for these two persons is shown in Table VI.

TABLE VI  
 PERCENTAGE OF AGREEMENT OBTAINED BY INVESTIGATOR AND  
 TRAINED PERSON AFTER REVISION OF CATEGORIES

Categories	Agreements	Disagreements	Percent
Area: Coming in at Night			
Mutual Understanding	22	1	95
Responsibility Accepted by Boy	12	0	100
Expectations of Parents	48	6	88
Few Hard and Fast Rules	20	2	90
Others	3	1	75
Area: Use of Family Car or Boy's Own			
Mutual Agreement	18	6	75
Responsibility Accepted by Boy	20	4	86
Expectations of Parents	66	7	90
Few Hard and Fast Rules	2	0	100
Others	1	3	25
Area: Concerns Use of Boy's Earnings			
Mutual Understanding	8	1	88
Responsibility Accepted by Boy	36	3	92
Expectations of Parents	39	3	92
Few Hard and Fast Rules	1	1	50
Others	5	0	100

#### Rater Reliability

To establish reliability of the categories which these two persons had developed, two other raters who were not in any way connected with this study were given the statements of parental practices to sort into the final categories. Each category with exemplifying statements of parental practices was placed in a separate envelope in which the raters were to place the statements after they were sorted. Instructions (Appendix A) were given to the two raters. Their inter-rater reliability is shown in Table VII.

The percentage of agreement was computed by the following formula: (17)

$$\frac{\text{number of agreements}}{\text{number of agreements plus number of disagreements}}$$

TABLE VII  
 PERCENTAGE OF AGREEMENT OBTAINED FOR RATER-RELIABILITY

Categories	Agreement	Disagreements	Percent
Area: Coming in at Night			
Mutual Understanding	19	1	95
Responsibility Accepted by Boy	13	1	92
Expectations of Parents	58	2	96
Few Hard and Fast Rules	18	3	86
Others	1	1	50
Area: Use of Family Car or Boy's Own			
Mutual Understanding	19	14	58
Responsibility Accepted by Boy	15	2	88
Expectations of Parents	65	9	88
Few Hard and Fast Rules	0	2	0
Others	1	2	33
Area: Concerns Use of Boy's Earnings			
Mutual Understanding	8	3	72
Responsibility Accepted by Boy	36	11	76
Expectations of Parents	34	8	81
Few Hard and Fast Rules	1	1	50
Others	1	3	25

In all three areas the percentage of agreement is low in the category of OTHERS. Since very few statements of practices were placed in this category, this may indicate that the other four categories were suitable for classification of the statement practices.

Very few statements were placed in the category of FEW HARD AND FAST RULES in the two problem areas:

Use of the family car or the boy's own;

The boy's use of his earnings;

which caused the percentage to be low.

Since the percentages are low also in the category of MUTUAL UNDERSTANDING in the same two areas, this may be an indication that this particular category was not as suitable to these two areas as it was for the area--Coming in at night.

### CHAPTER III

#### ANALYSIS OF DATA AND FINDINGS

The data, for purposes of analysis, are presented in three tables, one table for each problem area, which were as follows:

Time of coming in at night

Use of the family car or the boy's own car

The boy's use of his earnings.

These tables include the mean, the per cent, and the total number of parental practices for each category as they were classified by two raters.

TABLE VIII

#### SUMMARY OF STATEMENTS OF PARENTAL PRACTICES BY RATERS

Total Number Responses for Area 113				
Problem Area: Parental Practices Concerning Time of Coming in at Night				
Category	Number of Statements			% Total Responses
	Rater 1	Rater 2	Mean Number	
Mutual Understanding Between Parents and Boy	20	20	20	17.6
Responsibility Accepted by Boy	13	14	13.5	11.9
Expectations of Parents	59	58	58.5	51.7
Few Hard & Fast Rules	19	20	19.5	17.5
Others	2	1	1.5	1.3

Table VIII contains a summary of the statements of parental practices for the area, Time of Coming in at Night. This table revealed that over one-half of the total number of statements fell in the category of EXPECTATIONS OF PARENTS. The next highest number of responses or approximately one-sixth of the statements fell in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY.



Next to expectations for their children as a basis for parental practices, parents had a "talk-out" or a discussion about problems of time for coming in at night with the boys, although there was little difference between this category and the one of FEW HARD AND FAST RULES.

The category, RESPONSIBILITY ACCEPTED BY BOY, had the least number of statements of parental practices or little more than a tenth of the total statements. This may indicate that with respect to coming in at night, parents give the boy very little responsibility and are definite in their expectations of when he should be in at night. (Appendix C)

Table IX contains a summary of the statements of parental practices for the problem area, Use of the Family Car or the Boy's Own Car.

TABLE IX

## SUMMARY OF STATEMENTS OF PARENTAL PRACTICES BY RATERS

Total Number Responses for Area 116				
Problem Area: Parental Practices Concerning Use of Family Car or Boy's Own				
Category	Number of Statements			% Total Responses
	Rater 1	Rater 2	Mean Number	
Mutual Understanding	29	24	26.5	22.8
Responsibility Accepted by Boy	17	15	16.1	13.7
Expectations of Parents	68	73	70.5	60.7
Few Hard and Fast Rules	1	1	1	.8
Others	1	3	2	1.7

Fourteen boys owned their cars, two others planned to buy one in the summer of 1958, and twelve boys shared the family car. Almost three-fourths and the highest number of statements of parental practices fell in the category, EXPECTATIONS OF PARENTS. It may be remembered that this was the highest category in the problem area, Coming in at Night. This showed a consistency on the part of parents in reporting their parental practices with expectations as a basis for determining their

boy's use of the car as well as determining the time for his coming in at night.

More than a fourth of the statements fell in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY. However, most of the statements in this category concerned the use of the family car rather than the boy's own car. There was an indication of a "talk-out" of plans between the boy and his parents concerning the use of the family car. This category also received the second highest number of responses as in the problem area, Coming in at Night.

Less than one-fifth of the statements fell in the category, RESPONSIBILITY ACCEPTED BY THE BOY, which may mean that perhaps parents are unwilling to let the boy take too much responsibility concerning the car, whether it be the family car or his own car.

Since only one statement fell in the category, FEW HARD AND FAST RULES, this may be an indication that this group of parents had definite rules and regulations concerning the use of the car.

Table X summarized the statements of parental practices in the area of the boy's use of his earnings. Almost one-half of the statements fell in the category, RESPONSIBILITY ACCEPTED BY THE BOY, which indicated that most of these parents let the boy take the full responsibility in spending the money which he earned. Since no physical danger is involved, parents may be willing to place more responsibility on the boy in relation to how he spends his money than on the time he comes in at night or on how he uses the car. The fact that less of the family money is involved may make a difference in the parental practices employed. However, there was only a slight difference between the number of responses in this category and the category, EXPECTATIONS OF PARENTS, which had been the highest in the other two problem areas.

TABLE X

## SUMMARY OF STATEMENTS OF PARENTAL PRACTICES BY RATERS

Total Number Responses for Area 93				
Problem Area: Parental Statement Practices Concerning Use of Boy's Earnings				
Category	Number of Statements		Mean Number	% Total Responses
	Rater 1	Rater 2		
Mutual Understanding	8	11	9.5	10
Responsibility Accepted by Boy	45	38	41.5	45
Expectations of Parents	37	39	38	41
Few Hard and Fast Rules	2	1	1.5	1
Others	1	4	2.5	2

Most of these expectations as stated in this category concern the practice that the boy bank some of his money, that he pay for his personal expenses such as dates and gifts, which parents call "luxury items."

Less than a tenth of the statements of practices fell in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY, and this may indicate that a discussion or an agreement about spending had been reached by the boy and his parents.

In addition to the foregoing analysis of the data, a descriptive treatment of the parental practices in relation to each category may be found in Appendix C.

## CHAPTER IV

### SUMMARY

The purpose of this study was basically threefold: to determine the specific practices a group of parents were giving their adolescent boys; to gain information that may help parents who may have problems concerning their adolescent boys; and third, to ascertain information that may be of value to the teacher of family relations and child development and to others who may be working with boys of adolescent age.

The subjects were twenty-eight sets of parents of junior and senior boys attending school in a southwestern university town. The data were obtained through an interview between the investigator and the twenty-eight sets of parents.

For purposes of analysis, the data were classified into five categories. The same categories were used for all three problem areas, but each area was analyzed separately. These categories were:

MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY

RESPONSIBILITY ACCEPTED BY BOY

EXPECTATIONS OF PARENTS

FEW HARD AND FAST RULES

OTHERS

Inter-rater reliability was tested and the per cent of agreement was computed.

When these data were analyzed the largest number of statements of parental practices fell in the category, EXPECTATIONS OF PARENTS, for



two problem areas, Time of Coming in at Night and the Use of the Family Car or the Boy's Own Car. The largest number of statements for the remaining area, The Boy's Use of His Earnings, fell in the category, RESPONSIBILITY ACCEPTED BY THE BOY.

The second largest number of statements of parental practices fell in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY, for the two problem areas, Time of Coming in at Night and Use of the Family Car or the Boy's Own, while the second largest number of statements in the third problem area, The Boy's Use of His Earnings, fell in the category, EXPECTATIONS OF PARENTS.

The third largest number of statements of parental practices differed in all categories for the three problem areas. In the area, Time of Coming in at Night, these fell in the category, FEW HARD AND FAST RULES. In the area, Use of the Family Car or the Boy's Own, these fell in the category, RESPONSIBILITY ACCEPTED BY THE BOY. In the area, The Boy's Use of His Earnings, these fell in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY.

The fourth largest number of statements fell in the category, FEW HARD AND FAST RULES for two problem areas, Use of the Family Car or the Boy's Own Car and The Boy's Use of His Earnings. The fourth largest number of statements for the remaining problem area, Time of Coming in at Night fell in the category, RESPONSIBILITY ACCEPTED BY THE BOY.

The descriptive analysis of this study will be found in Appendix C, where all statements of parental practices have been listed under the category in which the raters placed them.

This study was essentially a pilot study, the sample used was too small, and not representative of the general population, to warrant generalizations. Hence, these will not be forthcoming. The findings of

this study are based on what a small group of parents said were the practices they used to promote good relationships with their adolescent boys.

The results of this study are in accord with some of the authorities on parental practices in all respects. Briggs and Shultz (4) found that the majority of parents did not agree that "Teen-agers should have the family car whenever they wanted it," which corresponds to the findings in this study since in the problem area, Use of the Family Car or the Boy's Own, the largest number of statements of parental practices fell in the category, EXPECTATIONS OF PARENTS. Often the statements by parents indicated that the family car was not "turned over" to the boy without restrictions.

This study further substantiated the fourth statement of Briggs and Shultz (4) which was that the majority of parents agree that "Parents should set a definite time for a person in middle teens to return home from a date." (p. 281)

This study also supported Folsom's (12) statement that democracy does not mean an absence of discipline and punishment but rather that obedience is valued as a necessary means to an end. The fact that the largest number of statements fell in the category, EXPECTATIONS OF PARENTS and the second largest number of statements in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY, seems to support this statement.

This study did not substantiate the fifth statement of these same authorities (4) where they found the trend toward money management conformed to an adult pattern rather than a development of self-confidence and independence. The largest number of statements for the problem area, The Boy's Use of His Earnings, fell in the category, RESPONSIBILITY

ACCEPTED BY THE BOY which may seem to indicate that parents in this study did tend to give the boy independence with respect to the use of his earnings.

Landis (19) and Briggs and Shultz (4) found that increased democracy seemed to be the trend in parent-adolescent relations while in this study the largest number of statements of parental practices fell in the category, EXPECTATIONS OF PARENTS. This may not be an indication that democracy did not function in these homes, but only, that in two problem areas in this study expectations ranked highest. The third problem, which was The Boy's Use of His Earnings, supports the democratic trend. Since the second largest number of statements of parental practices fell in the category, MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY, this may indicate that next to expectations as a basis for determining parental practices, there is a talking over or a discussion of problems which also supports the democratic trend.

The differences in parental practices in this study, although slight, and those related in the review of literature may indicate the need for a further investigation in these and other problem areas.

Recommendations for further study are:

Repeat this study on a larger sample and one more representative of the general population;

Study the parental practices with adolescent girls as well as boys;

Study the adolescent boy's reactions to parental practices.

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## APPENDIX A



Question II. Concerns the use of the family car or the boy's own.

Does your boy have a car of his own or do you share the family car? Tell me what practices you use which you feel have made for good relationships between you and your boy concerning the use of the car.

1. How was the purchasing of the boy's car handled?
2. How is the problem of upkeep managed?
3. If the family car is shared, what part of the upkeep, if any, is the boy expected to manage?

Question III. Concerns parents of boy who is employed outside the home.

Tell me what practices you use concerning the use of your boy's earnings.

1. How is the problem handled if he wishes to purchase something of which you, as parents, do not approve?
2. How much sharing of the family expenses do you expect of your boy, if any?



OKLAHOMA STATE UNIVERSITY  
COLLEGE OF HOME ECONOMICS  
STILLWATER

DEPARTMENT OF  
RELATIONS & CHILD DEVELOPMENT

October 21, 1957

Dear Parent:

The purpose of this letter is to ask your help in a research study that concerns parents and their adolescent boys. This study is under the supervision of the Family Relations and Child Development Department of Oklahoma State University.

The value of this research depends upon your cooperation. I, too, am the mother of an adolescent boy. Would you be willing to discuss with me the ways which you feel make for a good relationship between you and your boy concerning:

- (1) The time he comes in at night
- (2) The use of the family car or his own
- (3) The guidance given in the use of money he earns outside the home

In order that you may express yourselves freely, names will not be used in any way in this study.

Your cooperation will be sincerely appreciated. Please check the enclosed card and mail at your earliest convenience.

At the completion of this study you will be sent a copy of the findings.

Sincerely yours,

Margaret D. Galloway  
Graduate Student.

Josephine Hoffer, Assistant Professor  
Family Relations and Child Development

Instructions to Raters for Sorting Statements  
(from interviews) into Categories

This problem is concerned with practices parents of adolescent boys say promote good relationships between the boy and his parents in three main problem areas: (1) coming in at night, (2) the use of the family car or the boy's own car, and (3) how the boy spends his money. The statements parents made in an interview on an open end questionnaire have been studied and classified into categories. The same categories apply to each problem area. A fifth category was added and called "others" to provide flexibility for the raters.

1. Please study the definitions of each category and become familiar with the examples on each envelope before making your decision.
2. After you have read each statement place it in the category where you feel this statement belongs.
3. Place in the "others" category any statement which does not seem to fit in one of the four main categories.
4. FIRST--read and sort the statements concerning the area for "coming in at night."
5. Do not be concerned with how few or how many may fall into each category.
6. Please refer to definitions and examples often while sorting for each category.
7. There is no specific order in which to sort the categories on "use of the car" and "spending," but do sort the category of "coming in at night" first.

APPENDIX B

TEMPORARY CATEGORIES BEFORE REVISION WITH  
DEFINITIONS AND EXEMPLIFYING STATEMENTS

1. MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY IS THE BASIS FOR DETERMINING PARENTAL PRACTICE--means that there has been a talking over of the problem by the parents and boy, the outcome of which is usually satisfactory to both parties but may only be satisfactory to the parents or to the boy. In either case an understanding has been reached in which the parents and the boy agree upon the practice.

- EXAMPLES: 1. Parents and boy talked over the hour of coming in. The boy did not always agree but this was expected of him.
2. Mother, father and boy talked over his personal responsibilities and he understands this.
3. Parents and boy talked over the time the boy expects to be home, before he leaves the house.

2. RESPONSIBILITY ACCEPTED BY THE BOY IS THE BASIS FOR DETERMINING PARENTAL PRACTICE--means that the boy consents or agrees to be accountable for his actions regarding his parents' trust of him, or that the parents have relinquished the responsibility to the boy.

- EXAMPLES: 1. Practically takes care of the whole upkeep of the car.
2. Parents and boy discussed pros and cons of the situation and then the problem is left to the discretion of the boy.
3. Parent's feel boy's earnings are his own and he may do as he sees fit with his money.
4. Boy makes his own decisions about spending his money.

3. RESPONSIBILITY ACCEPTED BY PARENTS IS THE BASIS FOR DETERMINING PARENTAL PRACTICE--means that parents feel it a duty or a privilege to provide for the boy's needs and do not expect the boy to assume responsibility.

- EXAMPLES: 1. Boy does not pay for any of the upkeep on the car even though he uses it.
2. Washing the car but nothing else is expected of the boy when he uses the family car.
3. Boy buys some clothing he especially wants but his parents do not expect him to do this.

4. FEW HARD AND FAST RULES SET BY PARENTS IS THE BASIS FOR DETERMINING PARENTAL PRACTICE--means that few, if any, designated rules on the part of the parents concerning the actions of the boy.

- EXAMPLES: 1. We have as few hard and fast rules as possible.
2. Parents have set no hard and fast rules as yet.
3. No hard and fast rule is set but he is expected in at a reasonable hour.

5. EXPECTATIONS OF PARENTS IS BASIS FOR DETERMINING PARENTAL PRACTICE-- means that parents state certain rules and regulations concerning boy's actions. These are the expectations of the parents for the boy.

- EXAMPLES: 1. This year the boy is expected to be in by twelve o'clock.
2. Parents expect boy to buy a bond every two weeks.
3. In return for allowance money the boy is expected to do certain tasks.

6. OTHERS--any statement which does not seem to fit in any of the other categories.

REVISED CATEGORIES WITH DEFINITIONS  
AND EXEMPLIFYING STATEMENTS

1. **MUTUAL UNDERSTANDING BETWEEN PARENTS AND BOY IS THE BASIS FOR DETERMINING PARENTAL PRACTICE**--means that there has been a talking over, a discussion or an agreement either before or after a problem arises, the outcome of which is usually satisfactory to both parties but may only be satisfactory to the parents or to the boy. In either case an understanding has been reached in which the parents and the boy agree upon the practice.

- EXAMPLES:**
1. If boy is out later than expected the parents and boy talk this over together.
  2. Curfew of 11:30 set by parents and boy, (implying discussion or talk-out)
  3. If boy stays out too late parents and boy talk it over.
  4. Occasionally he is later than expected and parents and boy talk it over.

2. **RESPONSIBILITY ACCEPTED BY BOY IS THE BASIS FOR DETERMINING PARENTAL PRACTICE**--means that the boy consents or agrees to be accountable for his actions regarding his parent's trust of him; or that the parents have relinquished the responsibility to the boy.

- EXAMPLES:**
1. If boy is later than expected he telephones parents.
  2. Parents leave time of coming in up to the boy.
  3. If boy is out with the boys, he comes in fairly early.
  4. Before the boy goes out he states what time he expects to be home.
  5. No real check has been made on when the boy comes in, but it has always been a reasonable time.

3. **EXPECTATIONS OF PARENTS IS THE BASIS FOR DETERMINING PARENTAL PRACTICE**--means that parents state or imply certain rules and regulations concerning boy's actions. These expectations of the parents may be stated in positive form as, "This year the boy is expected to ---," or "Parents expect boy ---," or in the negative form as, "Parents do not expect---." This also means that parents expect to provide for the boy's needs in various ways and do not expect the boy to assume full responsibility.

- EXAMPLES:**
1. Boy is expected in, in forty-five minutes after event is over.
  2. Parents set curfew of eleven o'clock.

3. Parents decided boy should be in by 11:30.
  4. Straight talks by parents since boy was young about responsibility as to family life.
  5. Parents accepted (or expected) that the boy was always thirty minutes later than the appointed time for coming in.
  6. Boy is to phone if later than expected (this indicates a parental expectation)
4. FEW HARD AND FAST RULES SET BY PARENTS IS THE BASIS FOR DETERMINING PARENTAL PRACTICE--means that few, if any, designated rules on the part of the parents concerning the actions of the boy.

EXAMPLES: 1. We have as few hard and fast rules as possible.

2. Parents have set no hard and fast rule as yet.

3. No hard and fast rule is set but he is expected in at a reasonable time.

4. Athletics or work govern time of coming in.

5. No time set for coming in at night.

6. Time of coming in depends on the function attended.

5. OTHERS--any statement which does not seem to fit in any of the other categories.

## APPENDIX C



## AGREEMENT OF STATEMENTS OF PARENTAL PRACTICES

Area: COMING IN AT NIGHT

Category: Mutual Understanding Between Parents and Boy

Total Number of Statements: 23

Classified by four persons:

The boy and his mother decided this together.

Parents talked over the hour of coming in with the boy.

Parents and boy talked over his personal responsibility and the boy understands this.

Mutual understanding that the boy be in at twelve o'clock. This is on dates or with the boys.

Compromise settled upon if there is a disagreement on the part of parents and boy for the time of coming in.

Both parents and boy notify one another if there is any change of plans concerning the hour of coming in.

Mutual agreement between boy and parents regarding hour of coming in.

Parents and boy talked it over and chose a reasonable time for boy to be in.

If boy is out later than expected the parents and boy talk this over together.

Parents and boy talk over where he is going before he leaves, also who he is going with and about what time he will come home.

Parents and boy talk over the approximate time he feels he will be home, before he leaves the house.

Discussion between boy and parents about time of coming in. Twelve-thirty was agreed upon from dances and twelve o'clock when no particular function.

Curfew of eleven-thirty set by parents and boy. Week nights, ten.

Hour is twelve-thirty week-ends by mutual agreement. This is on dates.

If the boy was later than expected, parents and boy discussed this.

Consideration is expected between parents and boy.

There has always been a mutual understanding between boy and parents.

Occasionally he is later than expected and parents and boy talk it over. There is always a good relationship.

If boy stays out too late, then the parents and boy talk it over.

Classified by Two Persons:

If boy is later than expected, this is discussed and he is usually deprived of the use of the car for a while.

It is understood by mother and boy before he leaves, at what time he can be expected home. No limit is set.

No punitive measures are used. Parents and boy do not antagonize each other and there is a good relationship.

Classified by One Person:

Boy did not always agree with parents but this was what was expected of him.

Category: Responsibility Accepted by Boy

Total Number of Statements: 13

Classified by four Persons:

Parents leave the time of coming in up to the boy.

Time of coming in is in boy's hands, parents trust him.

Parents feel the boy should know what a reasonable hour is.

Boy telephones if he is going to be later than expected. This boy is stable and can be depended upon.

Boy states whether he will be exceptionally late or not on certain occasions.

Boy telephones if he is going to be later than expected.

If boy is out with the boys he comes in fairly early.

Boy usually phones if he is going to be later than expected.

Responsibility is placed on the boy for time of coming in.

Before the boy goes out he states at what time he will be home.

If boy is later than expected he telephones parents.

No real check has been made on when the boy comes in, but it has always been a reasonable time.

Classified by Two Persons:

The earlier the boy begins to take responsibility for his actions the more he can be depended upon.

Category: Expectations by Parents

Total Number of Statements: 62

Classified by Four Persons:

He went out most evenings at sixteen but was expected home around eleven.

This year at seventeen he is expected to be in at twelve on week-ends, earlier on school nights.

If anything happened that he could not get in at the appointed time he was asked to phone his parents.

In early adolescence the boy was expected in at nine or nine-thirty.

Parents decided boy should come in at eleven-thirty or twelve.

Parents accepted fact that boy was always thirty minutes later than the appointed time set for coming in.

After episode of staying out very late one night, the parents told the boy that he better make an understanding with himself to get in on week-nights at twelve. (Since this boy was anti-social, parents felt two or two-thirty was acceptable on dates.)

Parents had curfew of eleven o'clock week-ends and ten on school nights.

Father wants boy in at exact time but mother allows some leeway.

If boy is out longer than expected, he is to let his parents know.

Straight talks by parents since the boy was very young about responsibility as to family life.

Limitation is twelve unless a very unusual occasion.

Boy expected home directly after function ends, no running around.

Boy is to phone parents if he expects to be later than anticipated.

Ten o'clock set time for coming in on school nights and this is to sponsored affairs.

Parents try to have boy phone if he is to be later than expected.

Twelve o'clock deadline on week-ends.

Boy is agreeable to time of coming in but does not like a fuss made if he is later than expected.

Boy finally realized he had to get in when told.

Boy is denied some privilege if he is out later than time set.

Plan originally was for boy to be in at eleven, but this year, his seventeenth, he rebelled.

Boy is expected in about forty-five minutes after event is over.

Boy is expected in at ten or ten-thirty on week-nights.

This year the boy has rebelled about having to call if he is out later than expected.

Boy is expected about forty or forty-five minutes after event is over.

It must be ten or ten-thirty on school nights for coming in.

Parents decide what time the boy will come in.

Week-nights the boy is expected in at nine o'clock if out at all, unless there is a very special occasion that he must attend.

Week-ends the boy is expected in at twelve or twelve-thirty.

If boy sees that he is going to be later than he has told his parents he would be home, he is to telephone.

Boy definitely not to be late on school nights as he needs his rest. Time set is usually nine.

Parents expect boy at approximate time set but do not want him to rush unnecessarily and perhaps have an accident.

If boy was later than expected, mother made a big fuss and told boy she worried for fear he might have been hurt, etc. This, she feels has helped make him feel responsible.

Boy is not to be any later than thirty minutes after the appointed time he stated.

Car privilege is taken away if boy is later than he is expected to be in.

Boy must state where he is going before leaving.

His dating is specific. He either takes girl to show, swimming, etc. No running around.

Boy was expected in earlier in early adolescence; not as much discretion left up to him.

Boy is expected earlier on school nights.

The boy works until ten on school nights and the parents expect him in by eleven.

In early adolescence the parents expected boy in earlier and the parents felt it was easier to tell him what to do when he was younger.

If boy is out much later than expected, he is deprived of car for a few days.

Boy works until nine but is expected in around ten or ten-thirty on school nights and twelve on week-ends.

If boy has a date they expect him in at a reasonable hour, usually eleven-thirty or twelve.

Boy must be in earlier on week-nights.

Mother "gets on to him" if he does not come in at a reasonable hour.

Boy does not go out much during week but if he does he is expected home immediately after the function ends.

One night boy was much later than expected and his parents told him exactly what was expected of him.

Classified by Three Persons:

Boy did not always agree with parents but this was what was expected of him.

Parents have tried to teach boy not to roam streets but to come home when affair is over.

The one time the boy stayed out much later than expected, his mother said to him, "I guess you have tried your wings." This was all.

Parents have allowed a little time after the expected time as there has been quite a bit of driving to do to get home, and they did not want an accident.

Classified by Two Persons:

No set time for coming in on school nights--this is governed by function attended. He is expected to be in a half hour after function is over.

No specific hour is set but boy is expected in at a reasonable time.

The earlier the boy takes responsibility for his actions the more he can be depended upon.

In early adolescence it was more difficult for boy to get in on time. He simply forgot what time it was, as he was just beginning to drive the car.

In early adolescence boy did not go out on school nights and was in by eleven on week-ends.

If boy was later than expected, this is discussed and he is usually deprived of the use of the car for a while.

It is understood by mother and boy before he leaves at what time he can be expected home. No limit is set.

If he is later than expected he is reprimanded and the action discussed.

Classified by One Person.

Twelve o'clock is about the time the parents expect the boy but there is no exact time set.

No specific time is set for the boy, but he must be home at a reasonable hour.

Category: Few Hard and Fast Rules

Total Number of Statements: 24

Classified by Four Persons:

Few hard and fast rules. Parents and boy talk over where he plans to go and about what time he will be home.

No specific hour is set for coming in. Parents feel child may rebel if unreasonable plan made by parents.

Few hard and fast rules as yet. He is expected around eleven.

Boy not required to meet an exact deadline.

No exact hour set for coming in.

During the week the activity rules the time for coming in.

No definite hour set for time of coming in, but parents like to know approximate time in case of emergency.

Time of coming in depends upon the function attended.

Deadline never set on time to be in.

Few hard and fast rules set for coming in.

There is no time set for coming in, but it must be a reasonable time after the occasion is over.

No hard and set rule but a reasonable time is the expectation.

No hard and fast rule for coming in.

Athletics govern the time the boy comes in.

No time set for coming in. Boy studies in library and he comes in around ten-thirty or eleven.

No specific time is set but boy must be home at a reasonable hour.

Work has governed the time of coming in.

Classified by Three Persons:

Twelve o'clock is about the time the parents expect the boy but there is no exact time set.

No specific time is set but boy must be home at a reasonable hour.

Classified by Two Persons:

No set time for coming in on school nights--this is governed by the function attended. He is expected to be in a half hour after function is over.

No specific hour set but boy is expected in at a reasonable time.

Classified by One Person:

Important factor is where he is and not what time he comes in.

Parents have tried to teach boy not to roam streets but to come home when the affair is over.

Parents have allowed a little time after the expected time as there has been quite a bit of driving to do to get home, and they did not want an accident.

Category: Others

Total Number of Statements: 4

Classified by Four Persons:

If parents know who the boy is with, this makes a big difference whether they worry or not.

Classified by Three Persons:

Important factor is where he is and not what time he comes in.

Classified by Two Persons:

No punitive measures are used. Parents and boy do not antagonize each other and there is a good relationship.

Classified by One Person:

The one time the boy stayed out much later than expected, his mother said to him, "I guess you have tried your wings." This was all.

Area: USE OF FAMILY CAR OR BOY'S OWN CAR

Category: Mutual Understanding Between Parents and Boy

Total Number of Statements: 36

Classified by Four Persons:

He is very considerate about asking for the car in advance and the parents state in advance when they want it.

Planning ahead is biggest factor in working out use of car.

Consideration for each other's use of family car given.



Second car is jointly owned by father and boy.

Boy is allowed to use jointly owned car whenever he wants it.

Boy may share family car any time his parents are not using it.

Boy shares family car, may use it at any time, except the time his mother needs it.

Parents and boy work out arrangement together for family car.

Mutual agreement is worked out for use of the car.

Main concern in sharing car is that everybody get where he is going.

Family car is shared and boy may have it almost any time that the parents do not need it.

A mutual agreement for car is worked out by parents and boy.

Family car is shared and it is available to boy at most any time.

Classified by Three Persons:

Boy will get set of keys on birthday for the family car and he may share this.

Boys and parents bought a second car together.

If boy has a date he makes arrangements ahead of time with parents.

Financing of boy's car was shared by parent and boy.

Classified by Two Persons:

There are two cars, boy drives second one and calls it his.

There is a joint upkeep on boy's car. Boy has the responsibility of upkeep but if he gets in a tight spot, parents help out.

Father has an old car which he uses so there is no car problem for the family.

Boy may use the family car for transportation purposes.

Parents and boy share family car and boy is to arrange with parents whether he can have car before he asks for a date.

Boy shares family car but cannot run around in this.

Boy can have family car when his mother does not need it.

When brother needs the shared car, the younger brother is allowed to use the family car. He must take the family where they have to go first.

Boy uses the family car if the parents are not planning to use it.

Boy may have mother's car when she is not going to use it.

Classified by One Person:

Almost without limit boy is permitted to use the second car.

Boy may have mother's car for meetings and dates--not for school.

Boy is permitted to use family car for dates if parents are not going to use the car.

Boy is in a car pool so only needs to drive family car once a week.

Boy has an investment in second car, money he earned himself.

Boy may use family car once a week for his personal use (dates).

Family has two cars. Boy uses one and maintains upkeep on this.

Boy has own car but this is for school and errands. He uses family car for dates and he can have this car any time his parents do not need it.

Boy did not like the limiting of the car but accepted this.

Category: Responsibility Accepted by Boy

Total Number of Statements: 25

Classified by Four Persons:

Boy's own car will be maintained financially by him.

Boy saved enough to buy his own car.

Boy may use his own car whenever he wishes.

Boy bought car with his earnings.

Repairs and gas are taken care of by boy.

Boy and his college brother share a car.

Boys completely manage the upkeep of their car.

Boy owns car and is paying for it.

Boy puts gas in car when he uses it and he is buying tires for it.

Boy may drive his own car any time he wishes.

Classified by Three Persons:

If boy takes the responsibility of buying his own car, it would be satisfactory with parents for him to have a car.

Boy has an investment in second car, money he earned himself.

Family has two cars, boy uses one and maintains upkeep on this.

Classified by Two Persons:

Boy will buy car with his own money and with uncle's help.

Boy is expected to help with upkeep of family car if he uses it.

Boy takes practically all care of upkeep on his car.

Boy purchased his car with a little financial aid from his father.

Boy puts gas in family car when he wants to use it an extra time other than his parents have stated.

Boy pays for gas entirely and parents hope he will be able to pay for repairs.

Classified by One Person:

Boy buys all of gas but repairs are taken care of by father.

Boy puts gas in family car but is not expected to. The rest of upkeep is by parents.

Boy is expected to take care of complete upkeep on his car.

Category: Expectations of Parents

Total Number of Statements: 82

Classified by Four Persons:

Parents have insisted their boy wait until old enough before driving at all.

Instead of getting his date first he finds out whether he can plan to use the car first.

Boy has put gas in the car a few times but is not expected to do so.

Boy is not expected to run around in his car.

Boy is not permitted to take car out of town.

Mother will pay insurance on boy's car the first year.

Boy will be expected to fully take care of upkeep on his car.

No upkeep expected on family car by boy.

Boy is expected to use summer earnings to buy his car.

Parents do not feel the boy can take full responsibility yet for owning a car.

If boy shows he can be trusted he may do as he sees fit.

Boy expected to help with upkeep of family car when he uses it.

Boy is not permitted to go out of town with his car.

Boy uses family car when his is out of gas. He is not expected to put gas in the family car.

Boy is expected to transport brothers and sisters.

Boy buys gas but major upkeep and insurance maintained by parents.

Boy sometimes uses family car for dates and trips because of better tires. Expected to keep this car washed.

Boy does not buy gas for family car.

Mother bought a second car to help solve problem of car for boy. The father did not want the boy using his car as it was a company car.

No upkeep on family car expected by boy.

Boy is expected to taxi younger children for use of family car.

Boy is expected to put gas in family car only if he runs out of gas.

Boy is expected to maintain upkeep of his car with exception of tires and brakes.

Boy is not expected to put gas in family car.

If boy is earning any money he may put some gas in, but is not expected to do so.

Boy has own car, father bought it, but would advise anyone else against this.

Father felt he lacked things as a boy and therefore wanted his boys to have them, so bought cars for them but this did not work out for the best.

The boy was to take responsibility for financial upkeep of his car, but this did not work out.

Boys were expected to contribute gas to family car but this did not work out.

Boy owns car but cannot use it whenever he wants to.

Boy drives it any time it is a reasonable place where he is going.

Dad helps out if boy needs a little financial assistance on car.

No upkeep is expected of boy on family car.

Second car was to be boy's, but he was expected to take his mother wherever she needed to go.

Father feels the boy does not take mother enough places, but she feels she can walk.

Boy drives the family car some, but no upkeep is expected on this car.

Boy is not expected to pay for upkeep on family car.

Boy may use family car when second car is not running and is expected to buy gas for it when he does.

Parents help out if boy is short on money.

No upkeep on family car is expected of boy.

There are two cars. Boy may use the mother's car but is limited to using it for dating to two nights a week. For meetings he may use it more often.

Whenever boy is working he is expected to put gas in car.

Boy very seldom drives the family car and not at all for his own use.

Parents bought a second car for boy to use and he is expected to put gas in it when he is working.

Gas but not repairs are expected of boy concerning his car.

Now that the boy uses the family car he is expected to wash it and is not expected to pay any on upkeep.

No upkeep is expected in family car.

When boy is working, he is expected to put gas in the car, however if he does not have enough money he is not expected to do this.

Boy is not permitted to run around in car, but to use it reasonably.

Parents will help him if he cannot pay for repairs.

The boy is not expected to take care of any upkeep on the car, nor to put gas in it.

Boy is not expected to put gas in car.

Boy is not allowed to use family car much of the time.

Boy is not expected to put gas in the family car when he uses it.

Classified by Three Persons:

Boy buys all of gas but repairs are taken care of by father.

Boy may have his mother's car for meetings and dates, not for school.

Boy is permitted to use family car for dates if parents are not going to use the car.

Father spent about \$1200 altogether on purchase and repairs and he now feels that this is not best for the boy.

Boy puts gas in family car but is not expected to. The rest of upkeep is by parents.

Boy cannot just drive around in his car.

Boy may use the family car once a week for his personal use (dates).

Boy has his own car but this is for school and errands. He uses family car for dates and he can have this car any time his parents do not need it.

Boy did not like the limiting of the car but accepted this.

Boy is expected to take care of complete upkeep on his car.

Classified by Two Persons:

Boy will buy car with his own money and with uncle's help.

There is a joint upkeep on boy's car. Boy has the responsibility of upkeep but if he gets in a tight spot parents help out.

Boy is in a car pool so only needs to drive family car once a week.

Father has an old car which he uses so there is no problem for family.

Boy takes practically all care of upkeep of car.

Boy purchased his car with a little financial aid from his father.

Boy may use family car for transportation purposes.

Parents and boy share family car and boy is to arrange with parents whether he can have car before he asks for a date.

Boy shares family car but cannot run around in this.

Boy can have family car when his mother does not need it.

When older brother needs the shared car, the younger brother is allowed to use the family car; he must take the family where they have to go first.

Boy pays for gas entirely and parents hope he will be able to pay for repairs.

Boy uses the family car if the parents are not planning to use it.

Boy may have mother's car when she is not going to use it.

Classified by One Person:

Boy will get set of keys on birthday for the family car and he may share this.

An uncle gave the car to the boy.

If boy has a date, he makes arrangements ahead of time with his parents.

Financing of boy's car was shared by parent and boy.

Category: A Few Hard and Fast Rules

Total Number of Statements: 2

Classified by Three Persons:

Almost without limit the boy is permitted to use the second car.

Few hard and fast rules about expenses on car. Boy is not expected to share these.

Category: Others

Total Number of Statements: 5

Classified by Four Persons:

An uncle gave the car to the boy.

Classified by Two Persons:

There are two cars, boy drives second one and calls it his.

Classified by One Person:

Father spent about \$1200 altogether on purchase and repairs and he now feels that this is not best for the boy.

Boy is in a car pool so only needs to drive family car once a week.

Few hard and fast rules about expenses on car. Boy is not expected to share these.

Area: BOY'S USE OF HIS EARNINGS

Category: Mutual Understanding

Total Number of Statements: 12

Classified by Four Persons:

Boy talks it over with mother if a large expenditure is involved.

Boy and parents may go half and half on certain things.

After the discussions about saving and value of money, no further guidance has been given.

Parents go half way on all issues, they work out a compromise with the boy.



The allowance figure was arrived at after the boy figured out his essential needs, as clothing, school lunches, personal items, etc.

Parents feel the main factor about spending is open communication between the parents and boy.

Parents and boy discussed a sensible way of spending money.

Classified by Two Persons:

Parents talked to boy about values received for money spent.

Boy and parents talk over at times what he expects to spend for, but parents feel money is boy's and he should manage it.

Classified by One Person:

Mother does not approve of purchase of gun, father does approve so mother half heartedly agrees to purchase.

Boy does not buy clothes as a rule but if he wants any special clothing, the parents might ask him to pay half.

Category: Responsibility Accepted by Boy.

Total Number of Statements: 44

Classified by Four Persons:

Boy makes his own decisions about spending his money.

Judgment of spending his money is left up to the boy.

Boy is allowed to use his own judgment in spending his money.

Boy has complete control of his money.

Boy saves quite a bit of his money.

Boy buys some of his clothing.

Parents consider boy's money his business.

Boy banks most of his money.

Boy buys some clothing at the beginning of school.

Boy keeps enough out for current personal expenses and luxury items.

If boy has money parents expect him to use his own judgment in spending it.

Boy banks part of his money.

Parents might suggest that a certain thing was foolish to buy but they would not prohibit it as the money is the boy's.

Parents may try to discourage something boy wants to buy but they do not insist that he not go ahead and buy it.

Boy spends as he sees fit, parents do not feel they have any jurisdiction over this.

When boy began to earn money, he felt his mother should stop his allowance.

On trips boy pays his share of sight-seeing fees, cokes, etc. also buys cokes for his get-togethers at home.

Boy banks his money except for running expenses.

Boy uses his earnings for personal items, band trips, extra clothing he may want.

Parents feel money is boy's own and he may use it as he sees fit.

Earnings are boy's own and he may spend as he chooses.

Boy banks a good portion of his allowance plus his earnings.

Boy maintains his personal expenses.

Boy completely manages his money.

Parents try to guide boy in spending but they feel he should spend it as he sees fit as the money is his.

Parents do not object to what boy spends for as this is his money.

Parents suggest, but the money is the boy's to use as he sees fit.

Boy buys some extra clothing he may want, that the parents cannot afford to buy for him.

Parents leave the responsibility of spending his money up to the boy.

Almost complete personal living costs as room and board, clothing, dental work, cleaning, etc. are maintained by boy in summer from earnings.

In summer boy does use his money for his personal expenses, as dating, etc.

Parents feel boy has a right to buy what he sees fit.

Spending of his money is up to the boy entirely.

Mother may suggest but the responsibility is boy's.

Money is boy's to do as he sees fit.

Classified by Three Persons:

Boy buys some of his clothing although parents do not expect this.

Boy buys some of his clothing though he is not expected to.

Classified by Two Persons:

Within reason the parents allow boy to spend his earnings as he sees fit.

Parents feel money, outside of personal expenses, is the boy's to spend as he sees fit.

Boy and parents talk over at times what he expects to spend for, but parents feel the money is the boy's and he should manage it.

Boy is not expected to share any family expenses but does quite a bit on his own.

Classified by One Person:

Mother does not approve of purchase of gun, father does approve, so mother half heartedly agrees to purchase.

Mother feels boy spends too much on science-fiction; the father does not agree.

The half of his earnings which is not banked is his to spend as he chooses.

Parents are in disagreement about boy spending for beer. This is one thing they feel they do not know the answer to.

Mother disapproved of boy buying a motor scooter, father approved, so boy bought it.

Category: Expectations of Parents

Total Number of Statements: 45

Classified by Four Persons:

Boy is not expected to buy his clothing.

Boy is expected to buy some of his clothing.

Boy never buys his clothing.

Boy is expected to bank some of his money.

Boy is expected to consider his coming expenses and save enough for those.

Parents insist boy save half of earnings except this summer when he bought his car.

Parents teach independence and values through expecting boy to buy a part of his clothing.

Boy gets an allowance in addition to money he earns.

Boy is expected to take care of all his personal needs except food and lodging with his allowance and own earnings.

Boy is expected to bank some part of his money.

Mother allows boy to spend up to \$25 per month, the amount she had been paying him before he earned, and he must bank the rest.

Boy is expected to buy any special clothing he may want, records, entertainment, haircuts, etc.

Mother has refused one thing which boy wanted to buy--a motor scooter.

Parents feel idea of boy's earning money is primarily for college.

Family pays \$50 per month allowance to boy. He has certain jobs to fulfill for this.

If family go out to dinner together, boy is not expected to pay his share.

Parents expect boy to bank a certain amount. He uses the rest for personal expenses in summer and winter.

Parents expect boy to bank most of his money.

Boy is expected to buy some of his clothing when earning money.

Boy gets \$2 per week allowance besides using his earned bank money for his personal expenses.

Parents guide boy in spending and they feel he should keep an account of his money to overcome his carelessness with his money.

Dad bought mower for the boy and the parents expect boy to pay half of this cost as he is earning money from it.

Parents expect boy to bank most of his money in preparation for college.

Boy is expected to use his earnings for his personal expenditures.

If the problem came up that he wanted to buy something of which his parents did not approve, they would simply tell him he could not do it.

Parents insist boy buy a bond every two weeks, when he is earning money, the rest he can spend as he may choose.

Parents give boy an allowance to supplement his earnings.

Parents expect boy to pay for his personal expenditures as dates, haircuts, etc. from his earnings and allowance.

The parents do not specify what the boy spends his money for, other than that he pay his running expenses.

Parents expect boy to fully maintain his car, school expenses, part of his clothing, and all of his personal items. The rest of money he earns he may spend as he sees fit.

Parents expect boy to put a certain amount of earnings in church pledge, and most of the rest in savings account.

Parents pay boy's complete expenses in winter.

Boy is expected to put away a certain amount of his earnings toward college, clothes and insurance.

After he has saved a certain amount the boy may spend as he wishes.

Classified by Three Persons:

Boy does not buy clothes as a rule but if he wants any special clothing, the parents ask him to pay half.

The half of his earnings which is not banked is his to spend as he chooses.

Parents did not feel an allowance worked out at all, as the boy was spending for things which the parents did not approve (as for smoking).

## Classified by Two Persons:

Parents talked to boy about values received for money spent.

Within reason the parents allow boy to spend his earnings as he sees fit.

Parents feel money, outside of personal expenses is the boy's to spend as he sees fit.

Boy is not expected to share any family expenses but does quite a bit on his own.

## Classified by One Person:

Boy buys some clothing although parents do not expect this.

Parents talked to boy about value of saving money, at least part of it.

Mother disapproved of boy buying a motor scooter, father approved so the boy bought it.

Boy buys some of his clothing though he is not expected to.

## Category: Few Hard and Fast Rules

Total Number of Statements: 2

## Classified by Four Persons:

Mother and dad suggest to boy but no hard and fast rules.

## Classified by One Person:

Parents talked to boy about value of saving money, at least a part of it.

## Category: Others

Total Number of Statements: 6

## Classified by Four Persons:

Parents do not pretend to know all the answers.

## Classified by Three Persons:

Mother feels boy spends too much on science-fiction, the father does not agree.

Parents are in disagreement about boy spending for beer. This is one thing they feel they do not know the answer to.

Classified by Two Persons:

Mother does not approve of purchase of gun, father does approve, so mother half heartedly agrees to purchase of gun.

Mother disapproves of boy buying a motor scooter, father approved, so boy bought it.

Classified by One Person:

Parents did not feel an allowance worked at all, as the boy was spending for things which the parents did not approve (as for smoking).

VITA

Margaret Dowdy Galloway

Candidate for the Degree of

Master of Science

Thesis: PRACTICES WHICH PROMOTE HARMONIOUS RELATIONSHIPS WITH  
ADOLESCENT BOYS AS REPORTED BY A GROUP OF PARENTS

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Personal data: Born at Prospect Park, Pennsylvania, June 22, 1914,  
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