

THE PREOPERATIONAL CHILD'S CONCEPT OF
FAMILY STRUCTURE

By

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Scope and Method of Study: The purpose of the study was to further define the preoperational child's concept of family structure. Seventy children at the Woodlawn Cooperative Nursery School in Wichita, Kansas were first identified as preoperational by The Cognitive Developmental Level Test. A series of 12 pictures were presented to the children in a random order and the subjects were asked, "Is this a family?" Responses were recorded on the score sheet. When the subject gave a negative response, he/she was asked, "Why not?" and the explanation was also recorded on the score sheet. The 12 pictures consisted of groupings of human and nonhuman figures. Sixty-eight of the subjects were retested one week later. Rank order comparisons were made to analyze the data.

Findings and Conclusions: The preoperational children most often identified the mother, father, child, grandmother, grandfather grouping as a family. The pictures with human figures perceived at least 74 percent positive responses. The three cat pictures received 60 percent positive responses and the other pictures of objects and unrelated animals received from 26 to 38 percent positive responses. The findings agreed with previous research in that the children most often defined family as having at least a mother, father, and child and least often defined it as having only a mother and child. The responses of the 68 children retested remained stable over a period of one week, with 91 percent overall agreement.

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THE PREOCCUPATIONAL CHILD'S CONCEPT OF
FAMILY STRUCTURE

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CHAPTER I

INTRODUCTION

Background Information

The family has long been considered the basic unit of society. Anshen (1959) wrote, "the importance of the family as a fundamental social unit and the role of the family in determining the character and structure of society are fully accepted by all men and women of insight" (p. 3). Family structure has traditionally been described as nuclear or extended; however, because of a multitude of societal changes, a third structure has emerged--the single parent family. Clausen (1978) postulated that a variety of societal changes are influencing family structure, including higher divorce rates, more working women, lower birthrates, and more single women. Preliminary reports of the 1980 United States' Census indicate that the number of families maintained by women with no husband have increased approximately 50 percent in the last decade.

Research involving the family, particularly children's understanding of family, has primarily focused on the understanding of family roles. In a review of the literature concerning children's understanding of concepts, Dubin and Dubin (1965) found 27 research studies of young children's view of parental roles and behavior. In this review there were no studies concerned with the children's concept of family structure. Moore, Bickhard, and Cooper (1977) and

Jones (1979) found that children, even those living in the single parent structure, tended to define family as the traditional nuclear structure. Jones (1979) argued that "in order to be able to understand or predict the implication of the changes in the institution of family for children, we need to know more about how children define family" (p. 1).

A serious limitation encountered in research on the child's point of view is the assumed unreliability of their responses. Almy, Chittenden, and Miller (1966) felt that "young children are notoriously erratic in their responses in almost any sort of testing situation" (p. 56). In her research about children's concept of family structure, Jones (1979) concluded there was need for further "validation of the research method" (p. 78).

Purpose

The overall purpose of this study was to contribute to knowledge about children's concept of family through further defining the pre-operational child's understanding of family structure as well as determining the reliability or stability of their responses to an instrument. In order to discover how children define family structure, 12 pictures representing human as well as nonhuman groupings were presented to the children. To determine the reliability, i.e., stability, of the responses the series of 12 items was shown to each subject twice, with seven days between presentations.

Research Questions

The research questions addressed in this study were:

1. Would the responses of the preoperational children remain stable over a period of seven days?
2. Which of the 12 possible family configurations would most often be chosen as family by the preoperational children?
3. Would preoperational children discriminate between the human and nonhuman characteristics of the items in the pictures presented?
4. Would the responses of these children be similar to children's responses collected in previous research?

Definitions

The following definitions are given for terms which apply to this study:

1. Concrete Operational Thought - "The stage of concrete intellectual operations (the beginning of logic) and of moral and social feelings of cooperation (ages 7 to 11 or 12, or 'middle childhood')" (Piaget, 1967, p. 6).
2. Preoperational Thought -
The stage of intuitive intelligence, of spontaneous interpersonal feelings, and of social relationships in which the child is subordinate to the adult (ages two to seven years, or 'early childhood') (Piaget, 1967, p. 5).
3. Test-Retest - "In this method a given test, A, is administered on a certain day, and a week later the same test is readministered to the same individuals" (Downie, 1958, p. 76).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The family has historically been viewed as a primary social institution. Research has provided an understanding of the preoperational child's concept of roles performed by family members. However, in recent years the family has undergone a variety of structural changes. In view of these changes, family research from the preoperational child's perspective has recently focused on the child's concept of family structure. Research on the child's perspective has presented the researcher with methodological dilemmas which must be considered as additional investigations are planned. A review of literature focused on children's concepts of family role and structure and on methodological problems specifically related to assessing perceptions and concepts held by young children will be presented.

Preoperational Child's Concept of Family Roles

Numerous studies have been concerned with the preoperational child's understanding of the roles performed by various family members. In a review of the literature pertaining to children's social perception, Dubin and Dubin (1965) reported that:

By age three children are clearly able to draw distinctions between the social functions performed by males and

those performed by females. Distinctions between sexes are perceived very early and at about the same chronological age there occur clear ascriptions of functional roles to each parent which are probably made up of a combination of sex distinctions and parental role distinctions (pp. 818-819).

Mott (1954) interviewed 18 four-year-olds and 18 five-year-olds to determine their concepts of mother. In addition to the interview, the children were asked to draw pictures of activities performed by mothers. The verbal responses from all but four children indicated the mothers worked in the home; however, the children's drawings presented mothers in a variety of roles outside the home, including occupational and recreational roles.

Finch (1955) used three research techniques to assess the preoperational child's concept of parental roles. She studied the responses of children aged three to seven years from 20 families in both the laboratory and the home environment. When presented pictures of parents performing 13 different roles, the children viewed the father as sole economic provider and the mother as sole housekeeper and "contributor to the species." Finch also used an interview and doll play technique to determine the children's understanding of parental roles. These research techniques also revealed the children's perceptions of mother as the housekeeper and caregiver and the father as the economic provider.

Emmerich (1959) focused on the preoperational child's distinction between parent and child roles. He presented 48 cards which included 12 pictures of each of four pairs--mother-girl, father-boy, mother-father, and girl-boy--to 88 subjects from 42 through 73 months of age. The major finding reported that the children viewed parental roles as "high power" and child roles as "low power" positions.

Kagan and Lemkin (1960) interviewed 67 subjects from three to eight years of age by both direct and indirect methods to determine the children's perception of mothers and fathers. "Boys and girls saw the father in relation to the mother as stronger, the boss of the house, smarter, and the major agent of punishment" (p. 442).

Schvaneveldt, Fryer, and Ostler (1970) interviewed 86 three to five year olds twice to discover the preoperational child's concept of "goodness" and "badness" of parents. According to Schvaneveldt et al., there were "no significant differences between males and females in regard to perception of mothers and fathers, and the child's major orientation to their mothers and fathers is that of 'goodness'" (p. 99).

Jones (1979) explored the preoperational child's concept of family roles. She interviewed 56 children from one- and two-parent families and reported that regardless of family type, children described "what mothers do" in a wider variety of dimensions than they used to describe fathers. Jones also reported that children from both family types viewed mothers in more traditional activities and fathers in more cross-sexed activities.

Preoperational Child's Concept of Family Structure

Interviews of 28 children aged three through 13 by Moore et al. (1977) consisted of six pictures of different configurations of family members. Responses indicated that the children most often defined family as either a mother, father, and child or a mother,

father, grandmother, grandfather, and child. The single parent and child configuration was least often defined as family.

Jones (1979) presented pictures of the six possible family configurations used by Moore et al. (1977) to 56 preschoolers from one- and two-parent families. She reported

The family configurations identified as 'family' by the largest percentage of both two-parent and one-parent children were:

1. Mother, father, grandmother, grandfather, and child.
2. Mother, father, and child (p. 28).

Jones also found that mother-child families were least often defined as families by children from both family types and reported that

Results of the present study support those of Moore (1977) that family composition appears to be defined normatively as at least two parents and a child, with one-parent/child families identified least often as families (p. 78).

Methodological Problems

Almy et al. (1966) stated that "young children are notoriously erratic in their responses in almost any sort of testing situation. This fact could impose serious limitations in interpreting the data" (p. 56). These "erratic responses" predicted by Almy et al. imply a methodological dilemma of reliability when research has been attempted from the preoperational child's perspective. Kerlinger (1973) defined reliability in terms of stability and dependability. In order to control for reliability, i.e., dependability or stability, Downie (1958) suggested use of the test-retest method. "In this method a given test, A, is administered on a certain day, and a week later the same test is readministered to the same individuals" (p. 76).

Jones (1979) suggested the need for further validation of the research technique utilized in her study. She presented pictures of six different family configurations to preoperational children and "over 70% of the sample identified all six configurations as family" (p. 78). This raised the question of whether the children were giving discriminating responses or replying from a response set. Methodological revisions suggested by Jones included the presentation of subject combinations that could not be considered families, i.e., inanimate objects, as well as the inclusions of families with two same sex adults with a child.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The overall purpose of this study was to contribute to knowledge about children's concepts of family through further defining the pre-operational child's understanding of family structure as well as determining the reliability or stability of their responses to an instrument. In order to discover the discriminations made by children in defining family structure, 12 pictures representing human as well as nonhuman groupings were presented to preoperational children. To determine the reliability, i.e., stability, of the responses, the complete series of 12 pictures was shown to each subject twice, with seven days between presentations. The responses to the first six items were compared with the results of earlier studies.

Subjects

The subjects of this study were 70 Caucasian preschoolers enrolled at the Woodlawn Cooperative Nursery School in Wichita, Kansas. Sixty-eight of these subjects were retested a week after the first presentation. In the first sample of 70 children, 39 were girls and 31 boys, and 68 were from two-parent homes and 2 from single parent homes. Two girls were not retested because of absences. The scores

to the first six items in the Wichita, Kansas, sample were compared with the scores of 84 preschoolers interviewed in Oklahoma, Texas, and Louisiana (Powell, Jones, Wedemeyer, and Claypool, 1980).

Research Instruments Used

Cognitive Developmental Level Test

A cognitive developmental level test, developed by Bernstein and Cowan (1975) Koocher (1972), and Moore (1977), and adapted by Jones (1979), was used to classify the child's cognitive level as either Preoperational, Transitional, or Concrete Operational according to the theories of Piaget. These levels were defined by Piaget (1967) as:

The pre-operational level is the stage of intuitive intelligence, of spontaneous interpersonal feelings, and of social relationships in which the child is subordinate to the adult (ages two to seven years, or 'early childhood'). The stage of concrete intellectual operations is the beginning of logic and of moral and social feelings of cooperation (ages seven to eleven or twelve, or 'middle childhood') (p. 5).

The test included three areas of conservation: (1) mass, (2) number, and (3) volume. Subjects were classified as preoperational if they failed two or more tasks. Subjects who failed one task were classified as transitional. Subjects who passed all tasks were classified as concrete operational and were eliminated from the study. The Cognitive Developmental Level Test may be found in Appendix A.

Family Configuration Interview

The interview consisted of 12 pictures of possible family configurations. The pictures included drawings of humans, animals, and inanimate objects. The six pictures of possible family configurations

utilized by Moore et al. (1977) and Jones (1979) were the first six items on the Family Configuration Interview. These six were:

1. Mother, father, grandmother, grandfather, child
2. Grandmother, grandfather
3. Mother, father
4. Mother, father, child
5. Father, child
6. Mother, child

Based upon recommendations by Jones (1979), six other possible family configurations were developed by the investigator and included in the instrument. Jones (1979) recommended the addition of pictures with two same sex adults to help clarify whether preschoolers perceived parents as two opposite sex adults or just two adult figures.

Two new configurations in this instrument were:

1. Mother, grandmother, child
2. Father, grandfather, child

Jones also suggested the inclusion of some pictures that did not contain human figures to help determine whether preschoolers were just responding positively to every picture presented. Two pictures were added to the instrument that consisted of animals. One of these pictures was of three cats, while the other had three unrelated animals--a dog, a cat, and a bird. A third picture added to the instrument was of three objects--a car, an umbrella, and a ball. The final picture contained a combination of living and nonliving objects--a tree, a pig, and a doll. The Family Configuration Interview is in Appendix B.

Data Collection and Scoring Procedures

The Cognitive Developmental Level Test was first administered to the children in the preschool setting. The test consisted of three conservation tasks--mass, number, and volume. Those children failing at least one task were classified as preoperational and included in the sample. Scoring procedures for the Cognitive Developmental Level Test are located in Appendix A.

The Family Configuration Interview was administered a week later to all children identified as preoperational. The test was conducted with individual children in the preschool setting. Ten interviews were conducted in approximately 45 minutes. The 12 pictures were numbered on the back and placed face down in front of the subject. Random selection was determined by the child choosing the order of viewing. Each child was asked, "Which picture should we look at first? Which picture should we look at next?" For each picture the subject was asked, "Is that a family?" The subject's response was recorded on the score sheet. A "yes" was recorded for every picture in which at least one figure was identified by the subject as family. For a negative response the subject was asked, "Why not?" The subject's explanation was recorded on the score sheet. The Family Configuration Interview Score Sheet is located in Appendix C. A retest was given to each subject exactly one week after the first administration.

Data Analysis

For Research Question One the relationship between initial test and retest responses was examined through the use of percent of

agreement between the responses given in the two testing situations. For Research Questions Two, Three, and Four descriptive statistics were used. Frequencies and percentages of responses were calculated and tables and bar graphs were used for reporting results.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The data were collected by use of family configuration pictures presented to each subject individually. The children included in the sample were enrolled in the Woodlawn Cooperative Nursery School in Wichita, Kansas. Seventy children were interviewed for the first sample. Sixty-eight of the first sample were interviewed a second time exactly seven days after the first presentation.

Analysis of the Research Questions

This study sought to further define the preoperational child's understanding of family structure as well as to determine the reliability of their responses. Research Question One attempted to determine whether the responses of the preoperational children remain stable over a period of seven days. The children gave responses that were stable over a period of seven days. A 91 percent of agreement between the test and retest samples suggests that children do have concepts or pre-concepts of family which can be expressed behaviorally but not verbally. These pre-concepts were apparently clear enough to serve as a base for children's making stable, reliable, responses. These findings refute the widely held notion expressed by Almy et al. (1966) that young children's responses cannot be depended upon.

Research Question Two sought to identify which of 12 possible family configurations would most often be chosen as family. In both the test and retest, the picture with the grandmother, grandfather, mother, father, and child received the highest percentage of positive responses identifying it as a family. In the initial test, 94% of the responses were positive for the drawing, while in the retest 91 percent of the responses were positive. The father, mother, child picture had the second highest percentage of positive responses, 90 percent in the initial test and 84 percent in the retest. Tables I and II, items 1-8, present the rank order positions for the pictures with human figures for each test.

The third research question attempted to identify discriminations made by preschoolers between human and nonhuman items in the pictures. Tables I and II present rank order positions for all 12 pictures in both tests. In both tests the drawings with human figures received 74 percent or higher positive responses. The picture with three cats received approximately 60 percent positive responses in both samples. The picture with the cat, dog, and bird received 36 percent positive responses in the test sample and 38 percent in the retest sample. The picture with the pig, doll, and tree received 33 percent positive responses in the test sample and 37 percent in the retest sample. Some children identified only the pig and/or the doll as family and not the tree, and these responses were scored as "yes." In both samples the picture with the car, umbrella, and ball was least often identified as a family, with only 26 percent positive responses.

In the initial test of 70 children, 18 children responded "yes" to all eight pictures with human figures and "no" to all four pictures

TABLE I
FAMILY CONFIGURATION INTERVIEW RESULTS--INITIAL TEST

Drawings	Yes	No	Percent Positive	Rank
1. Mother, Father, Grandmother, Grandfather Child	66	4	94	1
2. Grandmother, Grandfather	55	15	79	6.5
3. Mother, Father	56	14	80	5
4. Mother, Father, Child	63	7	90	2
5. Father, Child	55	15	79	6.5
6. Mother, Child	52	18	74	8
7. Grandmother, Mother, Child	59	11	84	3.5
8. Grandfather, Father, Child	59	11	84	3.5
9. Big Cat, Medium Cat, Small Cat	43	27	61	9
10. Car, Umbrella, Ball	18	52	26	12
11. Dog, Cat, Bird	26	44	36	10
12. Pig, Doll, Tree	23	47	33	11

TABLE II
FAMILY CONFIGURATION INTERVIEW RESULTS--RETEST

Drawings	Yes	No	Percent Positive	Rank
1. Mother, Father, Grandmother, Grandfather Child	62	6	91	1
2. Grandmother, Grandfather	57	11	84	2.5
3. Mother, Father	56	12	82	4
4. Mother, Father, Child	57	11	84	2.5
5. Father, Child	54	14	79	6
6. Mother, Child	54	14	79	6
7. Grandmother, Mother, Child	53	15	78	8
8. Grandfather, Father, Child	54	14	79	6
9. Big Cat, Medium Cat, Small Cat	41	27	60	9
10. Car, Umbrella, Ball	18	50	26	12
11. Dog, Cat, Bird	26	42	38	10
12. Pig, Doll, Tree	25	43	37	11

without human figures. Six children responded "yes" to all eight pictures with humans and to the picture with three cats and "no" to the three remaining pictures. Also in the first group of 70 children, 15 children said "yes" to every picture presented.

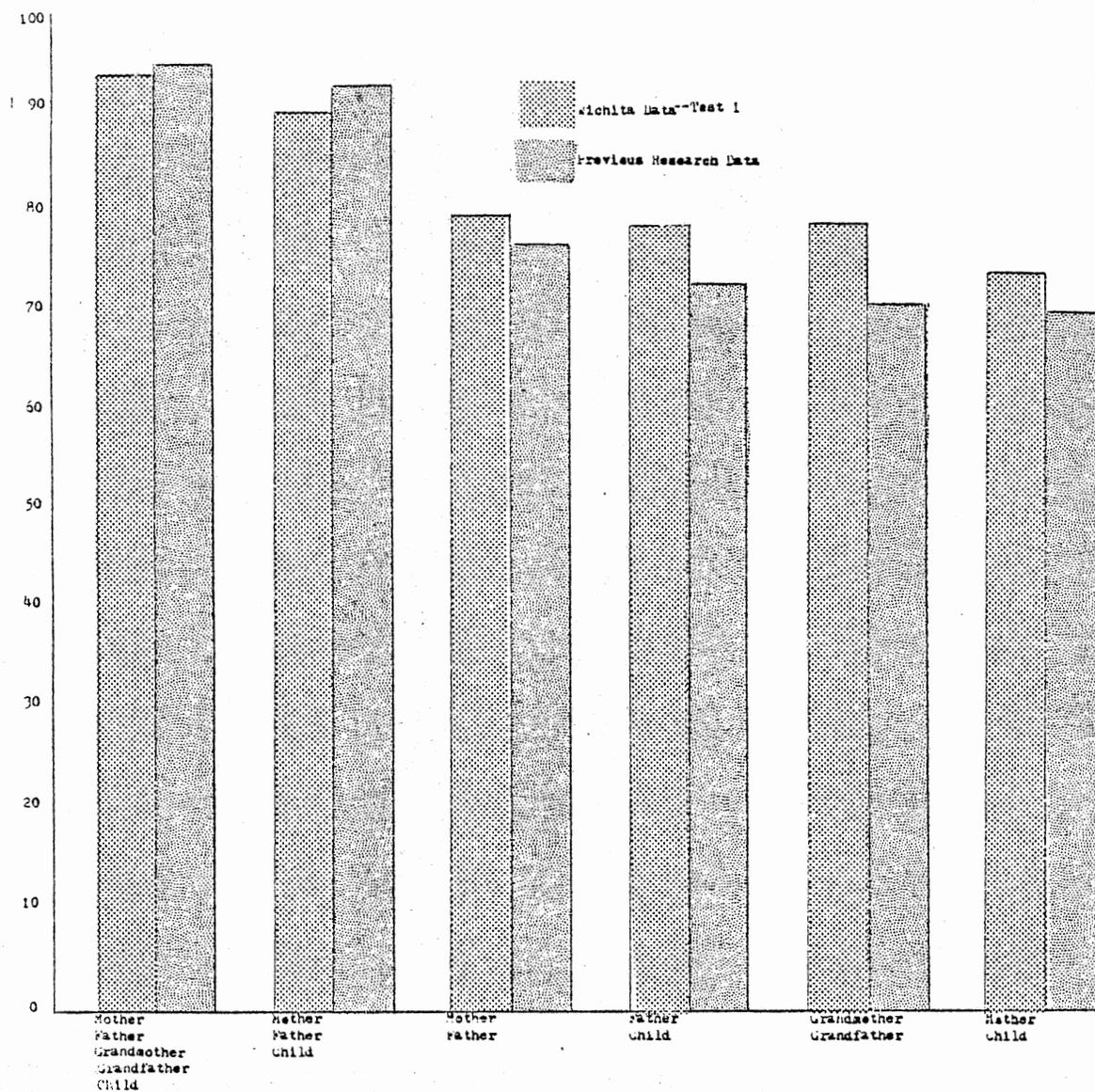
In the retest of 68 children, 19 responded "yes" to all eight pictures with human figures and "no" to all four pictures without human figures. Seven children responded "yes" to all eight pictures with humans as well as the picture of three cats and "no" to the remaining three pictures. In the retest, 16 children responded "yes" to every picture presented.

Explanations given for not responding positively to any of the four pictures without human figures included:

1. Naming the items pictures
2. "Because they are animals"
3. "Because they are not people"
4. "Because it doesn't have a mother, father, or brother"
5. "There is no mommy or daddy dog"
6. Remarking that there wasn't a pig family or members of the pig family were missing

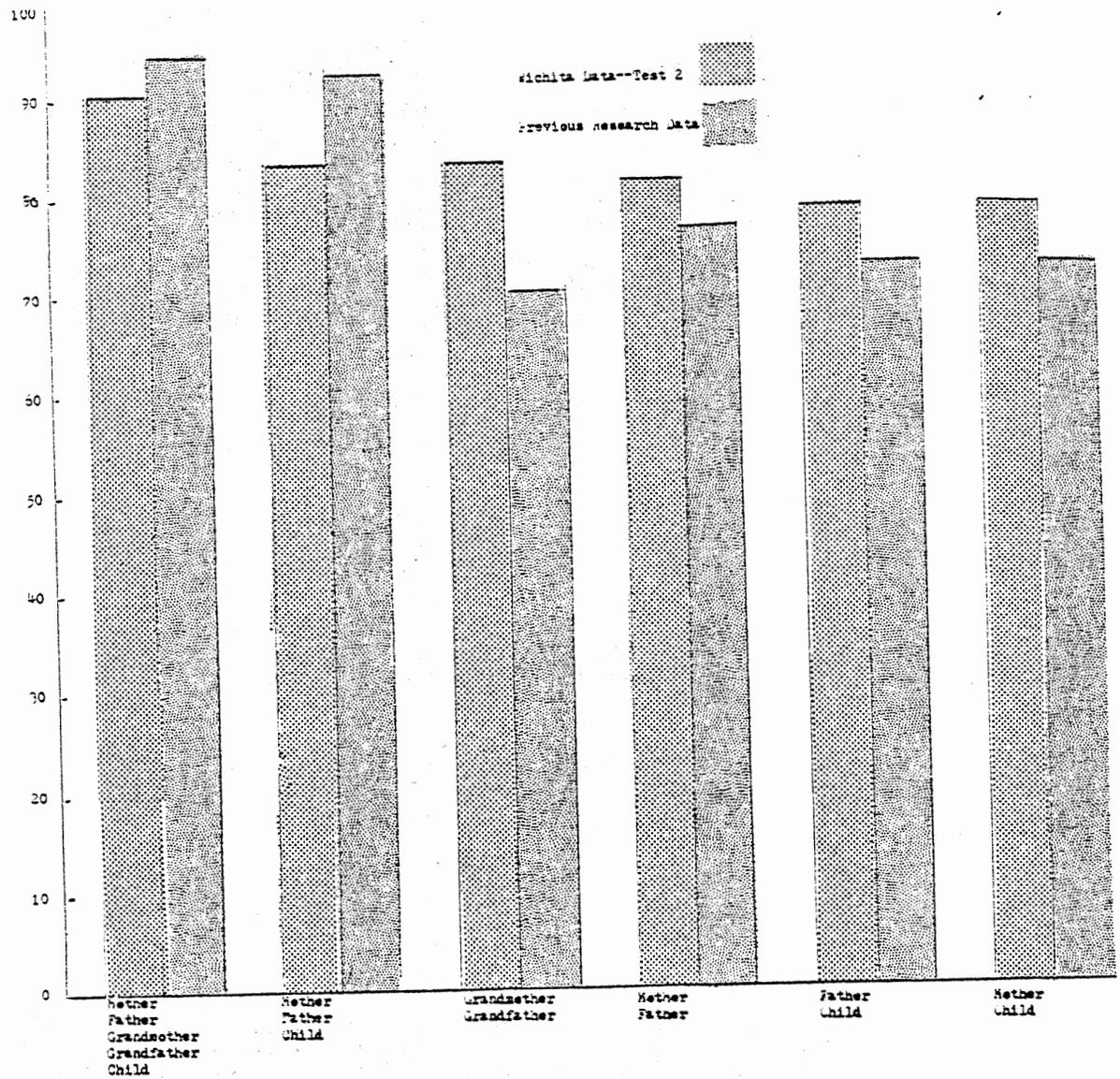
A complete list of explanations for negative responses can be found in Appendix D.

The final research question attempted to discover how these children's responses would compare with previous research. Figures 1 and 2 compare the responses of the Wichita, Kansas, subjects with the responses from previous research (Powell et al., 1980) using the six items which were the same in both instruments. In both the Wichita, Kansas, data and the Powell et al. data, the picture of grandmother,



Source: Powell, Jones, Wedemeyer, and Claypool (1980)

Figure 1. Percentage of Responses to Original Six Items, Wichita Initial Test and Previous Research



Source: Powell, Jones, Wedemeyer, and Claypool (1980)

Figure 2. Percentage of Responses to Original Six Items, Wichita Retest and Previous Research

grandfather, mother, father, and child received the highest percentage of positive responses. The picture of mother, father, and child was the second highest in both groups. In the initial Wichita, Kansas, test and in the Powell et al. data, the ranking was the same for all six pictures. The mother, child picture received the lowest percentage of positive responses in both the current tests and in the Powell et al. data. All of the pictures, in all groups, received over 70 percent positive responses.

Evaluation of Methodology

The instrument presented to the children was judged to be an effective tool. An overall agreement of 91 percent was found between the initial test responses and the retest responses for the 68 children. This instrument was found to be a manageable method to use because of the brief time involved in interviewing the children. The instrument was utilized in two short sessions in the preschool room, enabling responses to be obtained in settings where children are already located. The children perceived it as a game and were actively involved in determining the random order the items were presented in. Some children requested to repeat the items time and again. No material rewards were offered to the children for their participation.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The overall purpose of this study was to further define the preoperational child's understanding of family. In order to discover the discriminations made by children in defining family structure, 12 pictures representing human as well as nonhuman groupings were presented to the children. To determine the reliability, i.e., stability, of the responses, 68 of the 70 subjects were shown the series of 12 items exactly one week after their first presentation.

The data presented in Chapter IV is summarized as follows:

1. The first research question was designed to identify the reliability, i.e., stability, of the responses of preoperational children. The responses of the 68 children retested remained stable over a period of seven days. Ninety-one percentage of overall agreement was found between the initial test and retest responses.
2. The second research question was designed to identify which of 12 possible family configurations would most often be chosen as family by the preoperational children. Analysis of the data by rank order revealed that in both the test and retest samples the picture with the grandmother, grandfather, mother, father, child was most often identified as family.

The third research question was designed to identify whether discriminations were made by preoperational children between human and nonhuman items in the pictures when defining family configuration. Analysis of the data by rank order showed that the eight pictures with different human groupings received from 74 to 94 percent positive responses; the three cat picture received 60 percent positive responses, while the pictures of nonrelated animals and objects received from 26 to 38 percent positive responses.

The fourth research question was designed to compare results of this sample with previous research. Analysis of the data by rank order revealed that the picture with mother, father, grandmother, grandfather, child was most often chosen as family by this sample and earlier samples in previous research. The mother, father, child picture received the second highest number of positive responses, while the mother, child picture received the least number of positive responses in this sample and previous samples.

Conclusion

The data summarized in the first section of this chapter and reported in detail in Chapter IV are used as the basis from which the following conclusions are drawn:

1. Preoperational children define family as having at least two parents and a child.
2. Single parent groupings are not as frequently identified as family as two-parent groupings.
3. Preoperational children recognized human and animal families; however, unrelated animals and objects were not as frequently recognized as families.

Recommendations

1. Further research could include pictures with more than one child as siblings were often mentioned as missing in pictures not defined as family by preoperational children.
2. Future research should include interviews with children from other ethnic backgrounds.

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APPENDIXES

APPENDIX A

COGNITIVE DEVELOPMENTAL LEVEL TEST

Mass

Investigator: "I have two balls of clay for you to look at."
Place before the child two balls of clay of equal size. Ask the child, "Are the balls of clay the same size?" If the child does not feel that the balls are equal, ask the child, "Which one is bigger?" Take a little off of the bigger one and place it on the smaller one until the child agrees that they are the same. Then in front of the child roll one of the balls out into a sausage shape. Now ask the child, "Are they still the same size?" Yes, "How do you know?" No, "Which one is bigger?"

Scoring

When the one ball of clay is rolled out into a sausage shape the preoperational child will say they are not equal. The concrete operational child will be able to say that they are still equal.

Number

Investigator: Place before the child four red disks in a row and then just below that row in one-to-one correspondence another row of four blue disks. Ask the child, "Do these two rows have the same number of disks?" Then the investigator will take the red row of disks and put them into a pile in front of the child. Now ask the child, "Do they still have the same number?" Yes, "How do you know?" No, "What one has more?"

Scoring

The preoperational child will not be able to say the rows are the

same after one has been made into a pile. The concrete operational child will be able to say that they are the same even after the shape has changed.

Volume

Investigator: Place before the child two beakers of water, the same size beakers and the same amount of water. Ask the child, "Do these have the same amount of water?" If the child doesn't think they are equal, ask the child, "Which one has more?" Adjust the beakers until the child agrees that they are the same. In front of the child, pour one beaker of water into a taller and smaller cylinder type container, then ask the child, "Do they still have the same amount of water?" Yes, "How do you know?" No, "Which one has more?"

Scoring

The preoperational child will not be able to say that the amount of water is equal after the shape has been changed. The concrete operational child will be able to agree that they are still equal even after the shape has been changed.

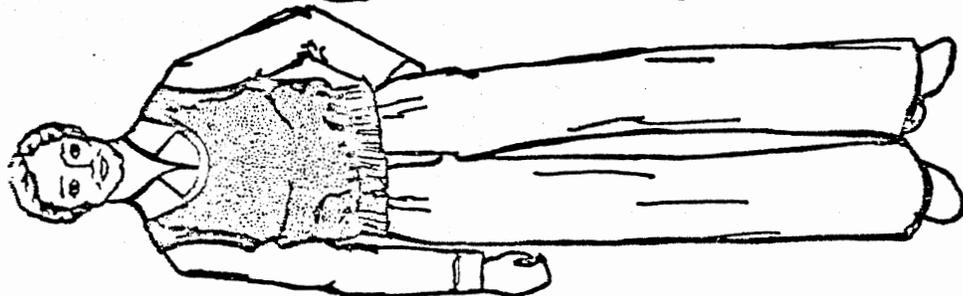
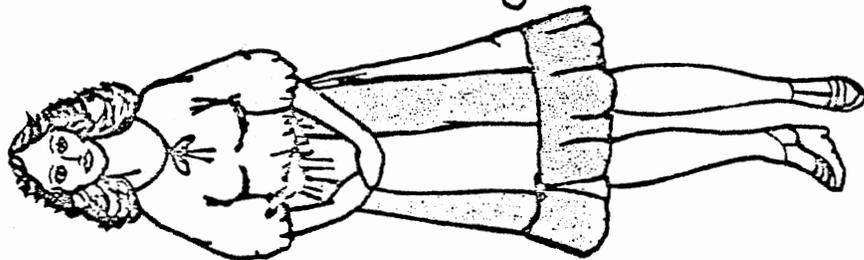
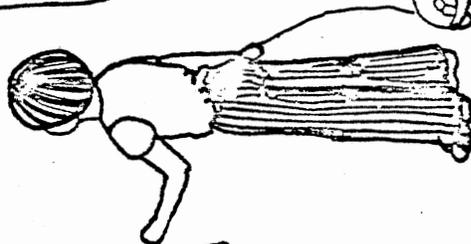
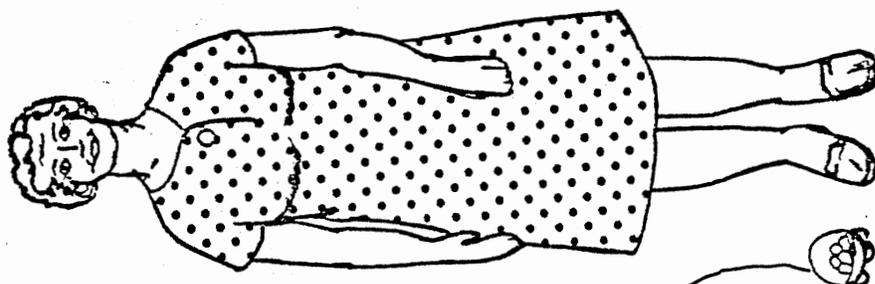
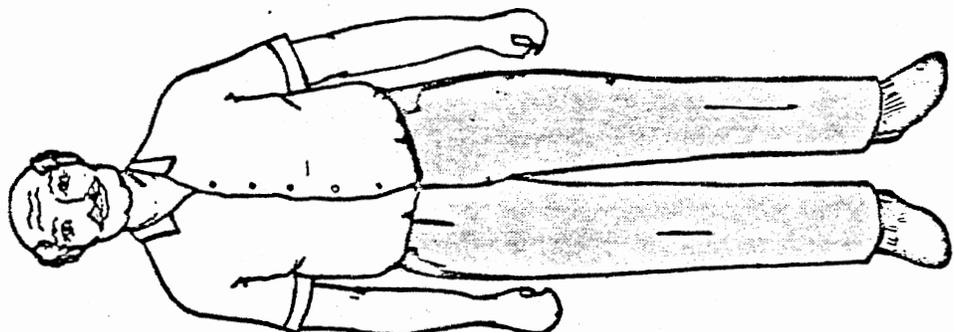
APPENDIX B

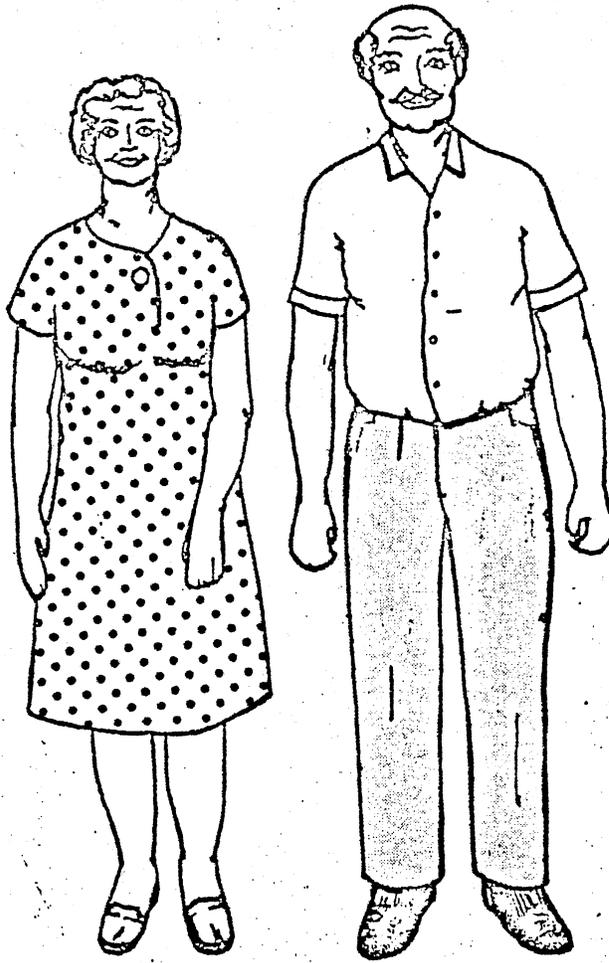
FAMILY CONFIGURATION INTERVIEW

FAMILY CONFIGURATION INTERVIEW

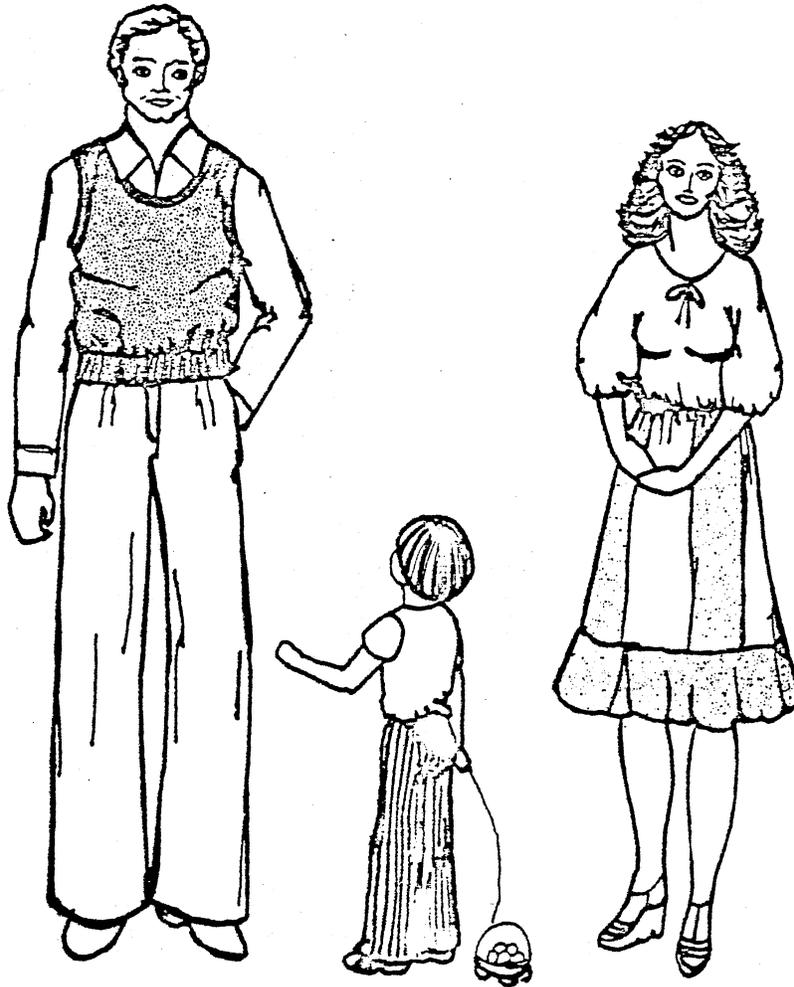
Is this a family?

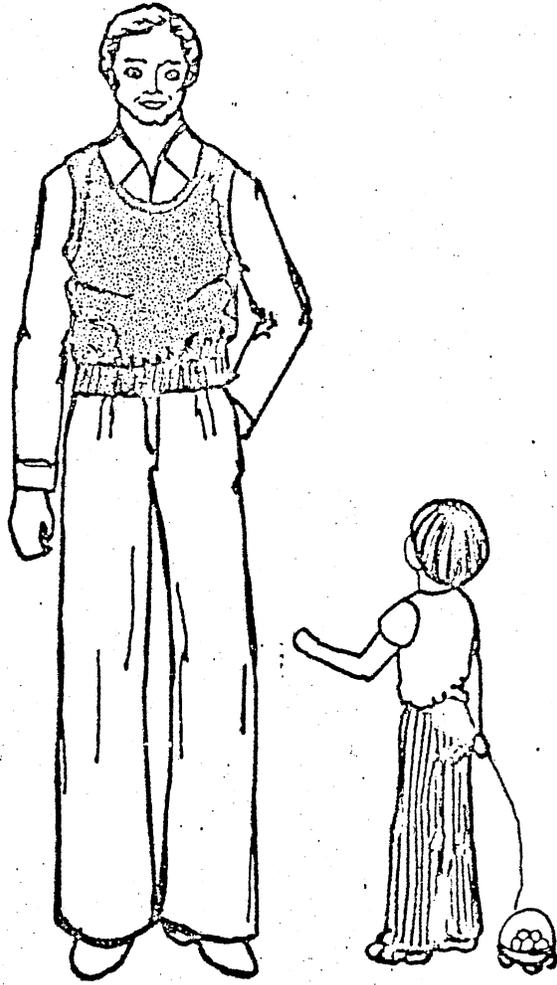
1. Mother, father, child, grandmother, grandfather
2. Grandmother, grandfather
3. Mother, father
4. Mother, father, child
5. Father, child
6. Mother, child
7. Mother, grandmother, child
8. Father, grandfather, child
9. Big cat, medium cat, small cat
10. Car, umbrella, ball
11. Dog, cat bird
12. Pig, doll tree



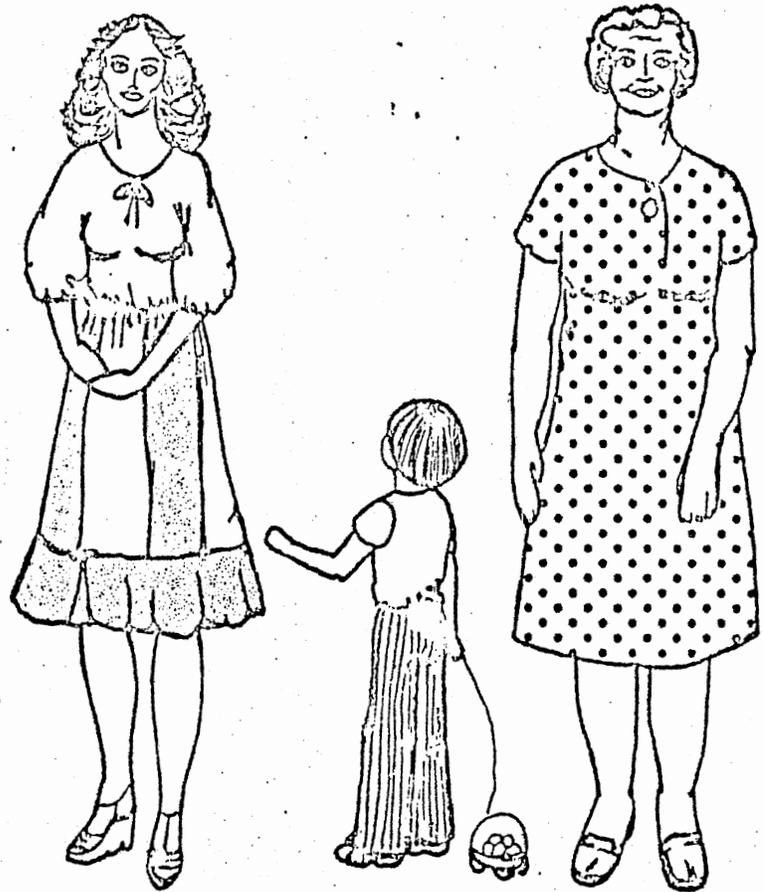


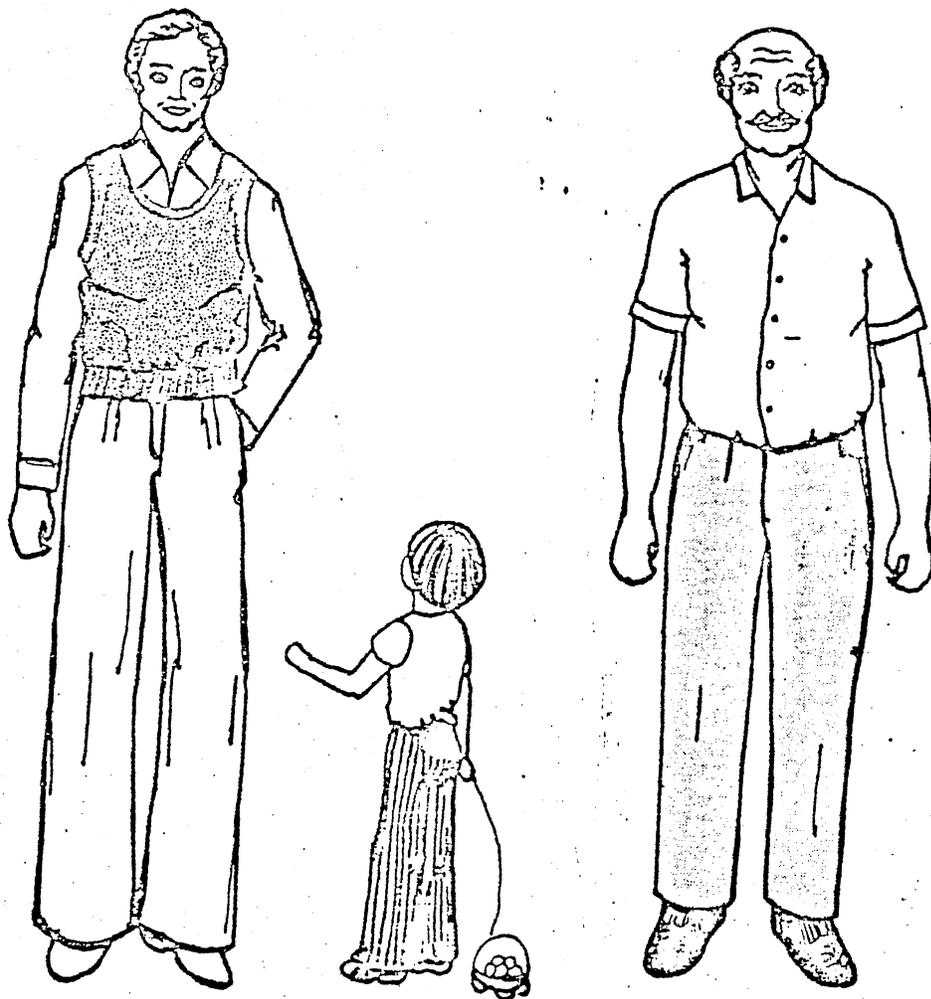


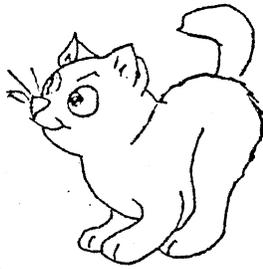
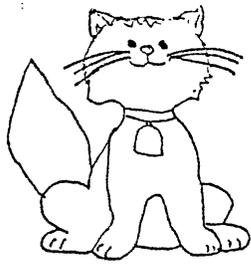


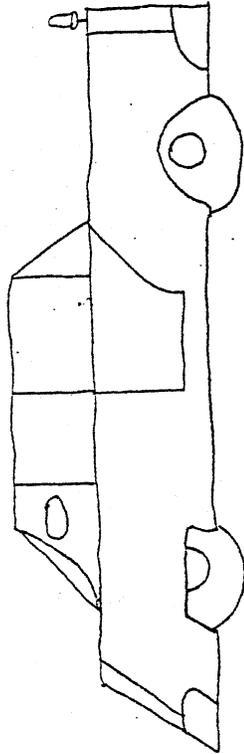
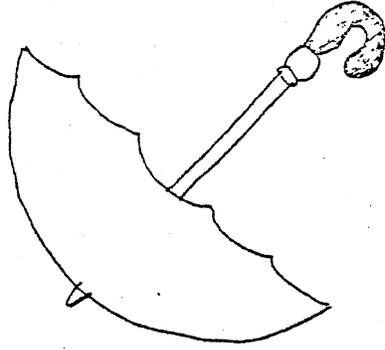
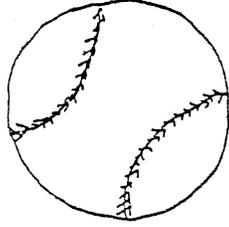




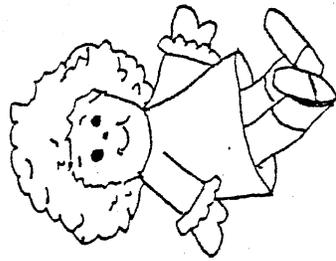
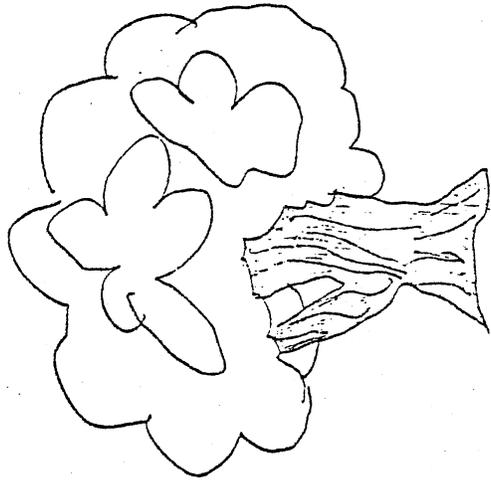












APPENDIX C

FAMILY CONFIGURATION INTERVIEW SCORE SHEET

Subject Number _____
 Piagetian Tasks Passed:
 Conservation of Mass _____
 Conservation of Number _____
 Conservation of Volume _____

Total Tasks Passed _____
 Preoperational _____

Family Configuration Interview Score Sheet

Is this a family?				
Drawings	Yes	No	Don't Know	If No, Why Not?
1. Mother, Father, Grandmother, Grandfather, Child				
2. Grandmother, Grandfather				
3. Mother, Father				
4. Mother, Father, Child				
5. Father, Child				
6. Mother, Child				
7. Grandmother, Mother, Child				
8. Grandfather, Father, Child				
9. Big Cat, Medium Cat, Small Cat				
10. Car, Umbrella, Ball				
11. Dog, Cat, Bird				
12. Pig, Doll Tree				

APPENDIX D

EXPLANATIONS FOR NEGATIVE RESPONSES

ITEM ONE--Mother, Father, Grandmother, Grandfather, Child (Test 1)

--"It's just a grandma, grandpa, mom, dad, and kid, not a family."

--"It's two different families."

--"It's everything."

--"Because there is a grandma and grandpa."

ITEM ONE--Mother, Father, Grandmother, Grandfather, Child (Test 2)

--"Need a dog and a kid."

--"There's too many people; you need another boy."

--"Because there's a grandfather and grandmother."

--"There's too many people."

--"Doesn't have the boy."

ITEM TWO--Grandmother, Grandfather (Test 1)

--"It's just a daddy and mother." (2)

--"Need some children and that would be a family."

--"It's just two people." (4)

--"Because they are a grandfather and a grandmother."

--"Need another girl."

--"It's a girl and a boy."

--"It's just a daddy and a mom; need some children."

--"No boy." (3)

--"Doesn't have the two children."

ITEM TWO--Grandmother, Grandfather (Test 2)

--"It's just a grandma and a grandpa." (2)

--"Need two boys."

--"It's two people." (2)

--"Grandma is too little."

--"Doesn't have a kid." (3)

--"No boy."

ITEM THREE--Mother, Father (Test 1)

--"It's just a daddy and a mother; they need to talk to each other."

--"Need some children." (3)

--"It's two people." (4)

--"There should be a girl."

--"There's no baby."

--"It's just two, a man and a lady."

--"There's no brother."

--"The grandma's missing."

--"Doesn't have a boy."

ITEM THREE--Mother, Father (Test 2)

--"Just a dad and mom." (3)

--"Need two boys."

--"No daughter."

--"It's just two people." (3)

--"Doesn't have a kid." (3)

--"No boy."

ITEM FOUR--Mother, Father, Child (Test 1)

--"Just a dad, mom, sister; has to have a dog and brother."

--"It's just 1-2-3 people."

--"Doesn't have another boy."

--"Not sure why not." (2)

--(pointing to the mother) "That's not his (the child's) mother."

ITEM FOUR--Mother, Father, Child (Test 2)

--"Need a dog and one more kid."

--"Need another boy."

--"Only three people." (2)

--"Father too little."

--"Doesn't have the little boy."

ITEM FIVE--Father, Child (Test 1)

--"Because it's just a daddy, boy, and toy."

--"There should be a mommy and another boy." (2)

--"It's a little person and a big one."

--"It's just two people." (4)

--"There's no mommy." (4)

--"Didn't know why not."

--"Only daddy and boy; needs mother."

--"Mommy and grandmother are missing."

--"Doesn't match; needs a mommy."

ITEM FIVE--Father, Child (Test 2)

--"Just a dad and boy; needs mom, dog, and sister."

--"No mommy." (5)

--"Just a little girl and a man; needs a boy and mother."

- "It's just two people."
- "Only two people; need four or five people."
- "Just one parent; need mom."
- "It's dad and brother; needs sister and mother."
- "Just a father and child."
- "It has just a girl and boy."

ITEM SIX--Mother, Child (Test 1)

- "Just a mom and boy and toy."
- "Because there's only two pictures; no dad."
- "It's a little girl and a big girl."
- "It's just two people." (3)
- "The daddy is missing." (4)
- "There's only a girl and a boy."
- Did not know why not.
- "Just a mom and boy; needs a dad." (3)
- "No father, sister, or brother."
- "Doesn't have the dad and boy."

ITEM SIX--Mother, Child (Test 2)

- "Just a mom and child." (2)
- "Only two persons; need dad and another guy."
- "No daddy." (5)
- "It's a little girl and big mommy."
- "It's just two people." (2)
- "Mom is too little."

--"Just a boy and mom."

--"Doesn't have the boy."

ITEM SEVEN--Mother, Grandmother, Child (Test 1)

--"It's just mom, grandmother, boy, and toy."

--"Needs a dad, not a grandma."

--"It's two girls and another girl."

--"It's only three people."

--"There's two girls."

--"No dad." (2)

--(pointing to the mother) "That's not child's mother."

--"It has two ladies."

--"It's just mother, grandmother, child; the daddy and grandpa are missing."

--"Doesn't have the boy."

ITEM SEVEN--Mother, Grandmother, Child (Test 2)

--"Just mom, grandma, kid; need dog and daddy."

--"Two girls and one boy; need to have a dad."

--"Because it has two ladies."

--"Because it has a grandma; needs a dad."

--"It has two ladies and one girl."

--"It's three people." (2)

--"There's no father." (2)

--"Grandma's not the child's mother."

--"No daddy; he's at work."

--"Doesn't have a daddy and grandpa."

--"Two mothers and one boy."

--"Two girls and no daddy."

ITEM EIGHT--Father, Grandfather, Child (Test 1)

--"It's just a grandpa, daddy, and kid."

--"Because there's two daddies."

--"Need a mom, not a grandpa."

--"There's two men and a girl."

--"It's three people."

--"It has two boys."

--Did not know why not.

--"No mom."

--"Only two boys; needs two girls."

--"It's a grandpa, daddy, boy; needs mother, sister, and baby brother."

--"Doesn't have the little boy or mommy."

ITEM EIGHT--Father, Grandfather, Child (Test 2)

--"Just a grandfather, father, child with toy." (2)

--"Need a mother." (3)

--"Because there are two men."

--"Because there is a dad, grandpa, and girl; needs a mother."

--"Two men and little girl; needs mom, dad, boy, and girl."

--"It's three people." (2)

--"Grandpa's not the child's father."

--"Two men; no mommy."

--"Doesn't have mother and grandmother."

ITEM NINE--Big Cat, Medium Cat, Small Cat (Test 1)

- "Because they are cats." (17)
- "Because they are kitty, bunny, and dog."
- "Because they are cat, squirrel, kitten."
- Did not know why not. (3)
- "Because they are different."
- "Because it is 1-2-3."
- "Because they are animals." (3)

ITEM NINE--Big Cat, Medium Cat, Small Cat (Test 2)

- "It's cats." (22)
- "Need dad, mother, children."
- "They are animals." (2)
- "They are 1-2-3 toys."
- "The last kitten is too little."
- "They are 1-2-3 cats."

ITEM TEN--Car, Umbrella, Ball (Test 1)

- "They are a car, umbrella, and ball." (44)
- "Because they are playing ball, driving the car to the beach, and using the umbrella."
- "Because they are not the same."
- "The ball isn't a dad, the car isn't two boys, and the umbrella isn't a mom."
- Did not know. (3)
- "Doesn't have mother, father, or brother."
- "They are not people."

ITEM TEN--Car, Umbrella, Ball (Test 2)

--"They are a car, umbrella, and ball." (42)

--"They are going to the beach in the car with the umbrella and the ball."

--"Need some boys."

--"Doesn't have any people." (5)

--"It is 1-2-3 toys."

--"Doesn't have mother, father, brother."

ITEM ELEVEN--Dog, Cat, Bird (Test 1)

--"It's just a dog, cat bird." (32)

--"Because they are animals." (4)

--"Because the dog would have to be a dad, the cat a mom, and the bird two kids."

--"It's 1-2-3."

--Did not know why.

--"Because they are not people."

--"There's no mommy or daddy dog."

--"One dog, one cat, one bird."

--"It is just different animals."

--"It's a zoo."

ITEM ELEVEN--Dog, Cat, Bird (Test 2)

--"It's a dog, cat, bird." (36)

--"Need boy, dad, mother, and another boy."

--"Has some animals."

--"One-two-three toys."

--"Doesn't have a mom or dad kitten."

--"They are all different."

--"It doesn't have two cats."

ITEM TWELVE--Pig, Doll, Tree (Test 1)

--"It's just a tree and pig."

--"It's a pig, doll, tree." (38)

--"Because they are not all the same."

--"Because the pig isn't related to the doll or tree."

--Did not know. (4)

--"Because there is a pig."

--"The pig and tree not family, not real people."

--"There's no mommy or baby pig."

ITEM TWELVE--Pig, Doll, Tree (Test 2)

--"It's a pig, doll, tree." (39)

--"There's not a pig family."

--"The pig, doll, tree are not a dad, boy, mother, or baby."

--"It is 1-2-3 toys."

--"It doesn't have a baby pig or dad."

--"Doesn't have two more dolls."

1
VITA

Deborah J. Mitchell Norris

Candidate for the Degree of

Master of Science

Thesis: THE PREOPERATIONAL CHILD'S CONCEPT OF FAMILY STRUCTURE

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