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ATTITUDES OF MOTHER-FATHER PAIRS
TO CHILD-REARING PRACTICES

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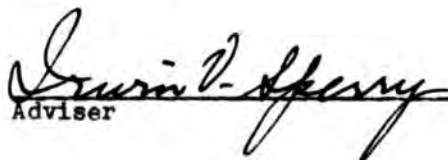
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V.R.K.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Much as each culture outlines, defines and controls the general bounds of its group's behavior, the individual family unit establishes norms of behavior for its members. Authorities in the areas of sociology and psychology have placed emphasis upon the permanent effect of the interaction between family members on the young child. Research has revealed that much of a child's behavior is or has been motivated by the attitude of his parents. According to this theory, certain behavioral characteristics of the child can be traced to corresponding attitudes or behavior in one or both of his parents. Although a review of the literature reveals a profound relationship between certain parental attitudes and child behavior, there is an increasing need for more knowledge in relation to the degree of agreement or disagreement toward child-rearing methods of mother and father pairs, specifically, the factors that tend to affect this similarity or dissimilarity of attitudes.

The child's first environment, his home, markedly influences his behavioral pattern toward himself and others. The child may sense intuitively the psychological climate of the home although he does not fully comprehend the meaning behind his parents' behavior. The importance of parental agreement on child-rearing methods is not clearly understood. Most authorities are in agreement that a child's good or bad adjustment cannot be attributed to one particular procedure, practice, or technique

used by the parents, but rather to their attitude toward the child as an individual.

It is the thinking of some that certain areas of a child's behavior are more affected by one parent's attitude than by the other parent's. Some studies tend to place stress upon the mother-child relationship by emphasizing the importance of the mother's attitudes upon the physical and mental being of the young child. It has been concluded by some that there is a slight relationship between mothers' acceptance of their children and their children's acceptance of their peers. Conversely, few studies have shown this relationship between the socio-metric rank of the children and the fathers' attitudes toward child-rearing. Likewise, negative relations have been found between the views held by fathers and certain behavior of their nursery school children.

In the present study, it is hoped that through the tracing of certain factors in the parents' backgrounds, the relationship between the parental attitudes of mothers and fathers might be elucidated. This, in turn, might later help to determine whether the attitudes of both mothers and fathers equally influence the child's physical, mental, and social adjustment.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to:

- (1) determine whether there is a significant difference between the attitudes of mothers and fathers toward certain child-rearing practices, and
- (2) determine the relationship of such attitudes toward certain child-

rearing practices and such factors as (a) age and education of parents, (b) number of brothers and sisters of parents and their ordinal position, (c) number of children in the home, (d) and number of years associated with a nursery school.

Importance of the study. One needs only to visit for a short while in the home of a young child to sense the feelings of antagonism that sometime exist between parents in regard to their views toward child rearing. Most parents enter the family experience with differing backgrounds, experiences, and emotional make-ups. Generally speaking, each parent enters parenthood with a definite idea of what he thinks is best for his child. As will be seen in Chapter Two, there are many forces acting upon the formation of these attitudes. It is not unusual for one parent to become quite disturbed with the other spouse over differing attitudes toward child rearing. Two rather common accusations made by fathers, as incurred by this investigator during her interviews, were that their wives tended to be too lenient with the children and inconsistent in their methods. The mothers were sometimes accused of showing favoritism toward one particular child. Conversely, it was not uncommon for the mothers to describe their spouses as being impatient and overly strict with the children.

The assumption that parental attitudes are crucial factors in child adjustment is justified through research findings. Although reports of a number of investigations show a tendency for married partners to be similar in regard to personality traits and other characteristics, a rather wide range of coefficients is reported for attitudes and other personality variables.

The results of the present investigation should help to determine if there is basis for this general feeling of dissimilarity of attitudes toward child-rearing held by parents. It is also anticipated that the present study will help elucidate factors affecting this similarity or dissimilarity of attitudes toward certain child-rearing practices in one group.

II. DEFINITIONS OF TERMS USED

Although investigators may be working toward the same end and dealing with the same terminology, their interpretation of such often differs. It is necessary at this point to clarify those terms employed in the present study which would have definite bearing upon its interpretation.

Attitude. An attitude was considered to be a general emotional and intellectual state of readiness to act in a positive or negative direction as a result of personal experience and inborn tendencies.

Authoritarian methods. Authoritarian methods were methods incorporated by the parent who placed strict rules and regulations upon the child with severe punishment for misbehavior.

Democratic methods. Democratic methods were methods incorporated by the parent who fostered discussion, explanation, and reasoning between parent and child.

Age of parent. The age of the parent referred to the chronological age of the parent, at the time of the interview, taken to the nearest birth date.

Education of parent. The education of the parent referred to the

total years completed in primary, secondary, undergraduate school, graduate school, higher specialized training, or other professional training.

Ordinal position. The ordinal position referred to whether the parent was born an only child, the oldest child, the youngest child, or the middle child in his family.

Number of children in the home. This item included all of the children born of the parent pair being interviewed.

Number of years associated with a nursery school. This item referred to the total number of years in which the parents had been exposed to the atmosphere of a nursery school. This also included association with the Toddler's School, recently incorporated into the Woman's College Nursery School's program.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The arrangement of the remainder of the thesis was organized into chapters which include (1) a review of literature relating previous terms and methods used to assess parental attitudes and corresponding studies relevant to the present problem; (2) a detailed description of the methods and procedures employed in the study; (3) a description of the findings using twenty-one mother-father pairs who had one or more children enrolled in the Woman's College Nursery School; and (4) an overview of the study, findings, and conclusions.

CHAPTER II

REVIEW OF THE LITERATURE

Literature on the definition of attitude. As often occurs in the fields of education, psychology, and sociology, certain words or expressions become overworked and are used indiscriminately. A review of the literature shows the term attitude to take on a different meaning to each investigator. The intangibility of human actions has made it difficult to construct a concise, meaningful, and acceptable definition of attitude. The Committee on Education for Citizenship, in an effort to construct a more concise definition of the term, approached it from a sociological standpoint. Voelkler found their definition to be a satisfactory approach and quoted it as follows:

An attitude is properly settled behavior, a settled manner of acting because of habitual feeling or opinion. Three factors or aspects are here present, (I) an habitual mode of thinking, (II) a settled interest, (III) a settled mode of acting as growing out of habitual feeling or thinking. These three aspects give issue to three types of attitudes, according as one or the other element is emphasized: (I) a point of view (apperceptive attitude); (II) an interest; (III) an action attitude.¹

Thurstone, whose methods of attitude scale construction have been widely followed, gave the following definition of attitudes in the late twenties:

Attitudes denote the sum total of a man's inclinations and feelings, prejudices or bias, preconceived notions, ideas,

¹P. F. Voelkler, "The Function of Ideals and Attitudes in Social Education," Teachers College Contributions to Education, 1921, No. 112, p. 47.

fears, threats and convictions about any specific topic.²

Kanner³ based his definitions of attitude on its Latin derivation, "aptus," meaning apt, prone, or suited. He viewed this aptness as being something individual, depending on the varied experiences which have prepared an individual knowingly or unknowingly to meet a situation and to act accordingly to these previously formed feelings. Denoting a specific area of attitudes, he mentioned the most common types of parental attitudes in our culture to be those of parental rejection and parental overprotection. This definition more nearly approaches the one accepted by the present study as described in Chapter One.

A review of the literature revealed that parental attitudes roughly form two major categories of child-rearing methods. The first category consists of authoritarian methods. The second category of child-rearing methods based upon parental attitudes consists of democratic methods. Democratic methods tend to be the most currently used by our culture. There exist many variations between these two philosophies of child-rearing practices.

Literature on the etiology of parental attitude. The etiology of parental attitude is by no means clear, and many theories concerning its origin have been projected into literature. The many experiences impinging upon an individual's environment complicate the tracing of atti-

²L. L. Thurstone, "Attitudes Can Be Measured," American Journal of Sociology, 33:529-44, 1928.

³Leo Kanner, "Unwholesome Parental Attitudes and Children's Behavior," Education, 69:263-70, January, 1949.

tudes to a definite source. It is necessary to consider some of the current theories relating to the etiology of attitude in order to help determine the basis for agreement or disagreement between mothers and fathers in regard to their child-rearing methods.

The literature revealed little information on the personality characteristics of parents with differing attitudes toward child-rearing. Block,⁴ in trying to determine if there were a relationship between certain personality characteristics of fathers and their child-rearing attitudes, found a positive correlation. Working with a restrictive group and a permissive group of fathers, selected by personality scales, it was found that restrictive fathers tended to be constricted, submissive, suggestible individuals with little self-assurance. Self-reliant, ascendant and effectively functioning individuals characterized the permissive fathers.

An interesting speculation as to the source of parental attitudes was advanced by Anderson.⁵ He theorized that attitudes carry over from one area to another. A parent who exhibits feelings of disgust, abruptness, rigidity and sternness toward one area of his child's development, such as toilet training, will tend to let his behavior be influenced by these same feelings in other areas.

⁴Jack Block, "Personality Characteristics Associated with Fathers' Attitudes Toward Child-Rearing," Child Development, 26:41-8, March, 1955.

⁵C. M. Anderson, Beyond Freud (New York: Harper Brothers, 1957), pp. 37-54.

Symonds⁶ in attempting to identify the etiology of parental attitude outlined several causal factors which appeared to be involved: (1) the transference to the child of feelings once held by the parents for some other person; (2) the child's becoming rejected through the placement of the parents' feelings of guilt or shame upon him; (3) a transference of ambitions by the parent onto the child, thereby compensating the parent for his own inability to achieve these ambitions; (4) the neglecting of the child through the competition with the parent's career or outside interests; (5) the need of the parent of forcing a child by a parent to be a parent to him; (6) the responsibility which a parent assumes in the family situation; and (7) the adoption of certain attitudes by the parent as defenses against conflicting attitudes of grandparents in the family.

Levy's⁷ classic work concerning maternal overprotection unfolded a seven-factor analysis of the etiology of maternal overprotection: (1) a woman's inability to bear a child and the ensuing frustration; (2) bearing a child who has or had possessed a greater hazard for survival than is normally found; (3) sexual incompatibility with husband; (4) social isolation; (5) unhealthy emotional development in early life; (6) development of dominating characteristics through the assumption of excessive responsibility in childhood; and (7) thwarted ambitions.

⁶P. M. Symonds, The Psychology of Parent-Child Relationships (New York: D. Appleton-Century, Inc., 1939), pp. 47-53.

⁷D. M. Levy, "Paper on Maternal Overprotection," Archives of Neurology and Psychiatry, 25:886-889, April, 1931.

Harris and Gough⁸ pointed to studies having shown a positive and appreciable correlation between attitudes of children and of their parents in various attitude areas. Reportedly, these correlations ranged from about +.20 to about +.80, with characteristic values in the range +.40 to +.55. The implication of these correlations is that it is natural for a child to develop attitudes similar to those of his parents since these parental attitudes produce a pervasive family atmosphere, within which the child's personality develops.

Most of the above studies relate the origin of parental attitude to the early childhood experiences of the parent. Generally speaking, it can be said that parents tend to adopt some of those child-rearing methods used by their own parents.

Literature on the measurement of attitude. The degree to which an attitude can be measured is controversial. Even those investigators asserting their measurability possess different concepts as to the most reliable method of attitude assessment. Most investigators are in agreement that it is impossible to assume that the totality of an individual's attitudes may be measured. Thurstone's unbiased concept of the reliability of the measurement of attitudes gave basis for current research being done in this area when he stated:

. . . We shall measure the subject's attitudes expressed by the acceptance or the rejection of opinions. But we shall not thereby imply that he will necessarily act in accordance with the opinions that he has endorsed. Let this limitation be clear. The measure-

⁸D. B. Harris, H. G. Gough, W. E. Martin, "Children's Ethnic Attitudes: II. Relationship to Parental Beliefs Concerning Child Training," Child Development, 21:169-81, September, 1950.

ment of attitudes expressed by a man's opinions does not necessarily mean the prediction of what he will do. If his expressed opinions and his actions are inconsistent, that does not concern us now, because we are not setting out to predict overt conduct. We shall assume that it is of interest to know what people say they believe even if their conduct turns out to be inconsistent with their professed opinions. Even if they are intentionally distorting their attitudes, we are measuring at least the attitude that they are trying to make people believe they have.⁹

Sherman¹⁰ traced studies relating to character, closely associated with attitudes, as far back as 372 and 288 B. C. Attempts in objectifying studies of attitudes have been made only within the past fifty years. Many different methods and combination of methods have been used through the ages for the measurement of attitudes. Sherman found these techniques to be grouped mainly into three methods: rating scales, questionnaires and tests, and mechanically objective measurements. He named the most commonly used methods to be self-rating, rating by others, and ranking. The first procedure as outlined by Sherman was employed by the subject when the self-rating method was used:

1. The subject makes an absolute judgment of the presence or absence of the given traits in himself.
2. The subject checks the points on a numerically arranged scale which he believes represents the degree in which the trait is present in himself.
3. In the use of the paired objectives, one desirable, the other undesirable, the subject checks the one which he believes applies to himself.
4. In the man-to-man comparison, the subject compares himself with the "scale men" (previously selected by the experimenter).¹¹

⁹Thurstone, *op. cit.*, p. 533.

¹⁰Mandel Sherman, "Theories and Measurement of Attitudes," *Child Development*, 3:15-28, 1932.

¹¹*Ibid.*, p. 20.

When the ratings are by others, the same techniques are used as in the self-rating method. Those doing the rating must be in a capacity to know the subjects well.

Ranking can be done by either the examiner or by others:

1. In self-ranking the examiner shifts any given number of words and phrases written on separate slips of paper into the order of merit he believes they represent in the living of life.
2. In ranking by others, the observer ranks the persons by arranging them on a sliding scale from the highest to the lowest according to the degree in which they possess the given trait.¹²

Among the most commonly used methods of measuring attitudes are questionnaires and tests. These may require a verbal or written response by the subject himself or by others about the subject. Included in the most commonly used form of questionnaires are:

1. Crossing out of words which are distasteful or which are considered irrelevant.
2. Word association. Upon hearing the stimulus word, the subject immediately responds with the first word which occurs to him.
3. Series of questions to be answered:
 - (a) By yes or no, or true or false.
 - (b) By written answers which may involve only brief replies but may also involve lengthy ones concerning perhaps the solution of social problems, etc.
4. Series of situations are described involving choice, following each one of which are three or more solutions or responses from which the subject selects the one he would use.
5. Statements of fact are given, each followed by several conclusions. The subject is to check only those conclusions which are established by the facts given in the statement itself.¹³

The method of parental attitude assessment used in the present study was a questionnaire consisting of statements related to attitudes toward children to which the parent could respond with one of four

¹²Ibid., p. 20.

¹³Ibid., p. 20.

alternatives. A more detailed description of this scale will follow in Chapter Three.

Selected literature of methods used in previous studies. Following are descriptions of methods or instruments used in selected studies. The main purpose of the writer was to describe these techniques rather than to report the findings of studies incorporating them.

A study by Gertrude Laws¹⁴ published in 1927, using fifty mothers, was the first really systematic attempt found to determine the feelings of parents. The results indicated that the mothers tended to rate themselves lower in relation to their child-rearing practices and relations with their children than did qualified observers. Conversely, these mothers tended to place a higher rate on the behavior of their children than did the observers. The observers based their ratings of mother-child interaction and child behavior by previously established criteria.

One of the first attempts toward objective measurement of practices used by parents and the behavior of children in the home was developed by Jack.¹⁵ The original purposes were to determine the efficiency of parents in child-rearing and to determine whether their participation in an organized parent education class would effect this efficiency. A schedule

¹⁴Gertrude Laws, "Parent-Child Relationships--A Study of the Attitudes and Practices of Parents Concerning Social Adjustment of Children," Columbia University Contribution to Education, No. 283 (New York: Teachers' College, 1927), pp. 11-22.

¹⁵Lois M. Jack, "A Device for the Measurement of Parental Attitudes and Practices," University of Iowa Child Welfare, Vol. 6 (Iowa City: University of Iowa, 1932), pp. 135-49.

was devised with the hypothesis that the parent's efficiency in child-rearing can be determined by a means of scoring his parental practices and the behavior of his children. The method used was of the interview type. Many of the questions dealt with the routine of the home and centered around the general behavior of the child or his parents. The subject could react to the question in one of the following five ways: Always, Frequently, Sometimes, Seldom, or Never. Another section of the schedule was set up in the form of certain problems commonly experienced in parent-child relations. One of a number of probable methods of dealing with the problem was checked. The interview form also included a list of play materials which might possibly be available to the child in the home. After observing those play materials in the home, this list was checked. The interviewer then obtained all other needed information by direct questioning. Standards of child behavior and parental practice served as a basis for scoring the schedule. These standards were devised by five local authorities. In order that the schedule could be a more reliable instrument, the scoring key was arranged in yearly age levels. Each subject was interviewed twice.

Koch, Dentler, Dysart and Streit¹⁶ in an effort to measure parental attitudes concerning children's freedom devised a scale using Thurstone's method as an outline. After the preparation of a series of statements by each of the four authors, the group criticized and evaluated them. Those statements not meeting the criteria upheld by two widely known authorities

¹⁶H. L. Koch, et al., "A Scale for Measuring Attitude Toward the Question of Children's Freedom," Child Development, 5:253-266, September, 1934.

were rejected. Highly trained judges then sorted the statements in accordance to their leniency or sternness. Sixty-six items were selected from the original 123 items. In order to determine the scale's reliability, the items were divided into two scales. One scale was administered to 359 adults. The second scale was submitted to 233 individuals. When the scores were compiled, there was a correlation of $+0.681$ between the two scales.

During the thirties, Stogdill¹⁷ developed several instruments of the questionnaire type with which the attitudes of parents could be measured. Using an attitude schedule, he compared the feelings of parents and mental hygienists in order to determine what they thought to be some of the most disturbing types of behavior in children. In another investigation, he used a schedule to which he received responses from parents on 50 questions relating to the amount of freedom a child should be allowed to assume. These results were then compared to answers obtained from a group of psychologists participating in the study.

Motivated by the concept that parent-child behavior is too complex to be handled by the objective approach, Champney¹⁸ developed what is referred to as an "armchair factor analysis" method of measurement. He saw the home visit by a trained rater to be most essential in obtaining an accurate measurement of parent behavior. Champney's scales, better known as the Fels Parent-Behavior Rating Scales, consist of 30 scales

¹⁷Ralph M. Stogdill, "Experiments in the Measurement of Attitudes Toward Children," Child Development, 7:31-36, March, 1936.

¹⁸Horace Champney, "The Variables of Parent Behavior," Journal of Abnormal and Social Psychology, 36:5239, 1941.

representing those areas of parent behavior generally considered important in parent-child relationships. These scales were used by trained home visitors. Scoring clues, based upon a "graphic-parallel-vertical" format using "behavior cues" which have been scaled by experts, were given to the investigators as guides.

Although this rating scale has received some criticism as to its degree of reliability, Baldwin, Kalhorn, Breese, and Huffman¹⁹ reported that the reliability of the Fels Parent-Behavior Rating Scales seems to be generally high.

A methodological approach to the assessment of mother-child interaction was used by Merrill.²⁰ The method used was that of direct observation. The behavior interaction of mother and child was viewed by the investigator through a one-way screen during two thirty-minute sessions. Thirty mothers were observed. In order to introduce the element of pressure and thereby to receive a more valuable insight into the mother-child relationship, fifteen of the mothers were advised that the play of their child during the first session had been unsatisfactory and below his capabilities. The behavior of this group was then compared to that of the mothers used as controls, who had received less direction, interference, criticism, and attempts to change their activities.

Wiley,²¹ in an attempt to develop a method of parental attitude

¹⁹A. L. Baldwin, et al., "Patterns of Parent Behavior," Psychological Monographs, 50:75, 1945.

²⁰Barbara Merrill, "A Measurement of Mother-Child Interaction," Journal of Abnormal and Social Psychology, 41:37, 1946.

²¹J. H. Wiley, "A Scale to Measure Parental Attitudes," Speech and Hearing Disorders, 20:284-90, September, 1955.

measurement as a research and clinical tool primarily for the speech clinician, designed a 98-item attitude scale. The original scale consisted of 160 items, divided into eight subscales. Five possible responses were listed for each item: Strongly Approve, Approve, Undecided, Disapprove, Strongly Disapprove. The subscales were classified as items dealing with general home standards, the child's verbal output, the expression of hostility in the child, oral activities, toilet training, attitudes toward sexual behavior and interest in children, parents' attitudes toward differences in raising boys and girls, and crying. The scale was originally administered to upper and lower university student groups, parent groups (divided into two groups--one group being from a Speech and Hearing Clinic and the second group being from a school system having given little counseling) and a graduate level class for clinicians. The reliability of the scale was found to be from +.80 to +.90 on seven of the subscales. Scale eight, with only seven items, was too small for the split-half method employed. An evaluation of the scale found that it might be useful as an instrument for the selection of parents needing counseling and as an indicator of the areas where most help is needed.

Holloway,²² taking part in a family life research project sponsored by the University of Tennessee Agricultural Experiment Station and College of Home Economics, developed an instrument for parental attitude measurement. Three content areas constituted the scales. They were:

²²Mary C. Haynie, "Child Rearing Attitudes of Rural Parents and Child Adjustment," (Unpublished Master's thesis, University of Tennessee, Knoxville, 1957),

(a) Decision Making, (b) Level of Aspiration, and (c) Protectiveness. The Guttman scale analysis technique served as a guide for the construction of the scale. This involved repeated administration of the items to samples of subjects from the population for whom the scales were ultimately intended. The subjects could indicate their reactions to the statement by checking one of the following responses: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Each response possessed a particular weight.

With the hypothesis that the attitudes of parents toward their children are sufficiently consistent and therefore can be measured, Shoben²³ developed and employed the University of Southern California Parent Attitude Survey. This scale has been widely used with groups of parents with problem and non-problem children. A more detailed description of this scale and some of the studies having employed it will be mentioned in a later section.

Literature on corresponding studies relevant to the problem.

Several studies have attempted to measure how much effect mother-father differences of attitudes have had upon the child.

In an effort to determine the nature and intensity of parental and inter-familial attitudes that existed in different cultural areas and to gain some insight into how these attitudes affected the growth

²³Edward J. Shoben, "The Assessment of Parental Attitudes in Relation to Child Adjustment," Genetic Psychology Monographs, 30:101-118, 1949.

and development of children, Martin²⁴ participated in a psychiatric survey. The sample consisted of more than 3,000 children from six Metropolitan Boy's Clubs. This group was comprised of boys from the lowest social and economic groups. The interview method was employed. Aside from other factors connected with the effect of parental attitudes upon the child, it was found that consistent parental attitudes, though they might be quite unwholesome for the child, caused fewer behavior disturbances than unaccountable changing attitudes.

Marklund²⁵ conducted a study in Sweden related to the educational attitudes of parents and teachers of fourth and fifth grade children. This was an effort to determine the effect of such attitudes upon the child's discipline in school. It was found that the greater the difference between the attitude declared by the mother and father respectively, the more disturbing the pupil seemed to be to the teacher.

Anderson²⁶ stated that in regard to inconsistency, disagreement between two people is not as confusing to the child as inconsistency in a single person. He further added that the most important factor is that the child know clearly where his parents stand, even if this is not together.

A review of the literature related few studies comparing the

²⁴Alexander R. Martin, "Study of Parental Attitudes and Their Influence Upon Personality Development," Education, 63:596-608, 1943.

²⁵Sixten Marklund, "School Discipline and Its Relation to Educational Attitudes of Parents and Teachers," Child Development Abstracts, 32:51, 1958.

²⁶Anderson, op. cit., pp. 37-54.

attitudes of mothers and fathers. Usually this aspect of parental attitudes constituted a negligible part of a study.

Radke²⁷ went to considerable length in comparing the feelings of mothers and fathers toward child-rearing methods. She was under the assumption that discipline roles of fathers and mothers appear to be more similar than they were a generation ago. Radke attributed this to the fact that fathers are assuming a more realistic and responsible role in parent-child relations. In a study using 49 children enrolled in a university nursery school and kindergarten, she incorporated the interview method, projective techniques, and experimental situations measuring the children's reactions to various types of adult authority. It was attempted to determine whether the givers of discipline perceived the situation in the same light as the recipients of the discipline. It was found that mothers and fathers did not differ significantly in their philosophy of discipline except in explaining to the child the reason for the discipline he received. Reportedly, mothers tended to explain more frequently than fathers. Differences in parental restrictions and severity of discipline between mothers and fathers were negligible. Mothers allowed the child to have his own way more frequently than fathers, although fathers tended to deprive the child of privileges and pleasures as a form of punishment less often than mothers. The chief supervisor of the child tended to fall more often to the mother's role; she also tended to be the more affectionate and yielding of the parents.

²⁷Marian J. Radke, "The Relation of Parental Authority to Children's Behavior and Attitudes," Institute of Child Welfare Monographs, Series 22, (Minneapolis: University of Minnesota Press, 1946), pp. 24-105.

Symonds,²⁸ in an effort to find evidence of dominance and submission in twenty-eight parent pairs, found that in many instances one parent, usually the wife, held a dominant position in the family. He found it not to be uncommon for this dominant parent to exercise this authority over the child and spouse. The husband was found generally to assume the weak, yielding role. The more dominant parent was reported as often seeming neurotic with a drive to order the people and things about her.

Haynie²⁹ conducted a study to determine the relationships among pupil adjustment and parental attitudes, decision making, level of aspiration, and protectiveness and also to determine the relation between mothers and fathers' attitudes for each of these categories. The subjects used in the study were forty mothers and thirty-eight fathers and their third grade children living in a rural community. She found that in the area of decision making, that for all practical purposes, the attitudes of the mothers and fathers were identical. The fathers scored much higher for level of aspiration for their child than did the mothers. Concerning protectiveness, mothers and fathers scored very similarly.

A spousal similarity in attitudes was reported in a study by Stott.³⁰ Farm, town, and city parents were compared as to their atti-

²⁸Symonds, op. cit., pp. 104-110.

²⁹Haynie, op. cit.

³⁰Leland H. Stott, "Parental Attitudes of Farm, Town, and City Parents in Relation to Certain Personality Adjustments of Their Children," Journal of Social Psychology, 11:325-339, 1940.

tudes toward self-reliance in children and attitudes toward the question of adolescent freedom versus parental control. It was also the purpose of the investigator to determine the relation between these parental attitudes and certain personality variables in children. The children were previously tested in personality scales. Fifty couples returned completed questionnaires. The scores pointed to a correlation between mothers' and fathers' attitudes toward self-reliance and parental control.

A study more nearly approaching the present study was one conducted by Johnston³¹ in 1951. Mothers' and fathers' attitudes were compared in relation to the guidance of their children to independence, choice of play materials, self-assertion, and obedience. A schedule consisting of fifty-six items was prepared by the investigator which covered the above categories. The schedule was submitted to seventeen mothers and seventeen fathers who were participants in a local co-operative nursery school. Their conscious changes in knowledge, attitudes, and practices in rearing their children since participating in the nursery school were also analyzed. Comparisons were made between the mothers and fathers for each area and the whole schedule. It was found that the children were allowed more opportunity to express self-assertion by the mothers than by the fathers. In guiding young children in accepting obedience, mothers and fathers were approximately equal. Rewarding for good behavior was found to be more frequently used by

³¹Norejane Johnston, "A Comparison of Mothers' and Fathers' Practices in Guiding Their Children in Regard to Independence, Choice of Play Materials, Self-Assertion and Obedience," (Unpublished Master's thesis, Michigan State College, Lansing, 1951).

fathers than by mothers. The investigator reported a highly significant correlation coefficient between mothers' and fathers' scores. This finding revealed a definite relation in their thinking in regard to the guidance of children.

Literature on selected studies incorporating the University of Southern California Parent Attitude Survey. Of possible interest to those persons anticipating the use of the University of Southern California Parent Attitude Survey, hereinafter referred to as the U. S. C. Parent Attitude Survey, are the following brief descriptions of investigations based upon its use.

One such published work was that of Kates and Diab.³² This study was directed toward determining the relationship between 172 university students' attitudes about parent-child relationships and their authoritarian beliefs.

Walker³³ attempted to determine the relationship between parental attitudes and the social and intellectual maturity of pre-school children. A battery of tests including an intelligence test and a social maturity scale was administered to the children. A comparison was then drawn between the children's scores and the scores their parents obtained from the present instrument. Included in Walker's study are several excellent

³²S. L. Kates, L. N. Diab, "Authoritarian Ideology and Attitudes on Parent-Child Relationships," Journal of Abnormal and Social Psychology, 51:17, 1955.

³³E. J. Walker, "Relationships Between Parental Attitude and Social and Intellectual Maturity of Pre-School Children," (unpublished Master's thesis, Texas State College for Women, Denton, 1956).

references to studies completed and then in process, using the U. S. C. Parent Attitude Scale.

Using this instrument, Mark³⁴ investigated the existence of differences between attitudes of mothers of schizophrenics toward child behavior and attitudes of mothers of non-schizophrenics.

In a previously mentioned study by Harris, Gough, Harrison, and Martin³⁵ a modification of the scale was used. Harris and associates attempted to test the hypothesis that authoritarian attitudes of parents concerning child-rearing practices are related to a greater incidence of ethnic bias in the children.

Another work concerning maternal attitudes in schizophrenia published by Freeman and Grayson³⁶ studied the relationship existing between the illness of male schizophrenics and the attitudes of mothers. This investigation substantiated the hypothesis that the U. S. C. Parent Attitude Scale is a reliable instrument for measuring parent-child attitudes of mothers of schizophrenics and of control mothers.

³⁴Joseph C. Mark, "The Attitudes of the Mothers of Male Schizophrenics Toward Child Behavior," Journal of Abnormal and Social Psychology, 44:185, 1953.

³⁵Harris, Gough, Martin, op. cit., pp. 169-81.

³⁶Richard Freeman, Harry Grayson, "Maternal Attitudes in Schizophrenia," Journal of Abnormal and Social Psychology, 50:45, 1955.

CHAPTER III

GROUP STUDIED, INSTRUMENT USED, AND PROCEDURES

The University of Southern California Parent Attitude Survey was administered during home interviews to twenty-one mother-father pairs whose children were enrolled in the Woman's College Nursery School. Previously their names and addresses had been acquired through the Nursery School's records. In order to determine whether several variables, such as the parent's age; educational status; number, age, and sex of children; ordinal position of the parent; and length of time associated with a nursery school added significance to the problem, additional information was secured from the parents on the cover sheet of the questionnaire.

The first step in analyzing the data was to determine the degree of similarity or dissimilarity of attitudes between mother-father pairs. The attitude survey, consisting of four subscales classifying attitudes as Dominant, Ignoring, Possessive, and Miscellaneous, provided further basis for a comparison of the attitudes of the parent pairs as well as a total score comparison. It was then determined if the above variables added significance to the scores.

I. THE SITUATION

The Woman's College of the University of North Carolina Nursery School was established in 1927 primarily as a laboratory experience in

child development for students in home economics. Later it was housed in a new, modern, well-equipped building apart from the School of Home Economics. Its program was rapidly becoming centered around the graduate school, research, and other areas related to child development and family life. Although all phases of the Nursery School's program were planned around the individual needs of the child, its main function remained that of furnishing students studying young children with first-hand information and observations. It was with this understanding that the parents enrolled their children in the Nursery School. The parents were most cooperative and often had the college students visit and observe their family situation.

The Nursery School planned its program around two age groups: the Junior Group, or three year olds; and the Senior Group, or four year olds. It was the parents of these two groups with which this study was concerned.

Because of the excellent first-hand social and intellectual experiences afforded through its college sponsorship, the demand for admission of pre-schoolers by local parents was quite large. Admission to the nursery school was on a first-come, first-served basis, although some attempt was made to maintain an equilibrium in boy-girl enrollment as well as in age. At the time of interviewing, there was a total of twenty-two children enrolled in the Junior and Senior Groups.

The Woman's College Nursery School worked closely with the parents of the Nursery School group and regularly scheduled parent-teacher meetings. At these times, the parents were informed of new policies and projects of the Nursery School. Reports in regard to research being done, completed, or to begin were presented to the parents. Other than the scheduled parents' meetings, individual conferences were scheduled

regularly with the parents. Parents experiencing problems with their child or seeking additional guidance were assisted as they requested assistance. Progress reports were kept on all of the pre-schoolers and were reported regularly to the parents.

II. THE SAMPLE

Names and addresses of the parents were obtained from the Nursery School by the investigator in October. The total number of mother-father pairs was twenty-one. Of this number, one mother was Director of the Nursery School and one mother a graduate assistant in charge of the Junior Group. Only one parent pair had more than one child enrolled in the Nursery School. They were the parents of twin girls in the Senior Group.

It is the policy of the Nursery School to promote those three year olds having reached four years of age by January to the Senior Group. Consequently, those four year olds having reached five years of age by January are withdrawn at that time. It was the purpose of the investigator to try to interview all of the first semester parents before this change in January.

The age range of the parents was quite wide. Most of the older fathers had specialized in some profession which probably accounted for their waiting until the middle years to rear their families. The age range of the fathers was greater than that for the mothers. The youngest father was twenty-eight years of age in contrast to fifty-nine years for the oldest. The mean age of the fathers was 40.3 years. The youngest mother was twenty-seven and the oldest forty-six years of age. The mean age for the mothers was 34.7 years.

All of the fathers had completed high school and at least one year of college. Among the fathers, 76.2 per cent were college graduates. Furthermore, 4.4 per cent had completed one or more years of graduate study. Included in this last percentage were three physicians, one psychologist, two lawyers, and one consulting engineer. The mean school years completed for the fathers was 16.8 years. This figure seemed to indicate that the educational status of the fathers was somewhat higher than that of an average sample.

Two of the mothers had not continued their education beyond the high school level. The number of college graduates found among the mothers was identical to that of the fathers. Although identical, all college graduates were not necessarily married to college graduates. It was found that 13.9 per cent more of the fathers had completed one or more years of graduate study than had the mothers. The mean school years completed for the mothers was 15.6 years. This indicated that as a whole, the fathers had completed 1.2 years more of school than had the mothers.

Approximately the same number of mothers and fathers reported themselves as being an only child or the youngest child in their family. Nineteen per cent more fathers than mothers reported themselves as being the oldest child. Twenty-four per cent more mothers than fathers were reported as being a middle child.

Because matched parent pairs belonging to the same family were used in the study, two other variables set up as possibly having a significant effect on the scores were identical for the parents. These

included: the number of children in the home, and the total time associated with a nursery school as a parent.

III. TECHNIQUES

The parents of the Woman's College Nursery School Group were first introduced to the present study during the Fall parents' meeting held at the Nursery School. During the course of the meeting, the purposes of the study were explained, and the parents' cooperation was encouraged.

Names and addresses of the parents were obtained by the investigator from the Nursery School's records. It was her objective to telephone each home, to ask for the parents' cooperation in the study, and to arrange for a convenient time to visit with both parents. It was planned that the parental attitude scale would be administered to both parents, simultaneously, at this time.

An appointment sheet stating the parents' names, address, the name of their nursery school child, and the time and length of the appointment was constructed. The order of appointments was, in most cases, alphabetical. A code system was devised in order that the parents could remain anonymous. It was decided that the letter M would represent the fathers and the letter F would represent the mothers. Numerical numbers ranging from one to twenty-one identified the parent pair. These numbers were assigned according to the parents' alphabetical standing in the group. The couples were coded as M-1 and F-1 through M-21 and F-21, respectively.

Not being fully acquainted with the parents included in the sample, the investigator, upon telephoning the parents, introduced herself. The

parent answering the phone, usually the mother, was asked if she and her husband had attended the recent Nursery School parents' meeting. The parent was reminded that at this time the plans for the present study were described to the group. For those parents who had not attended, the plans and purposes of the study were repeated. They were informed that their cooperation would include meeting with the investigator in their home for approximately one hour. During this time, an eighty-five item parental attitude scale would be administered, separately to both parents. The parents were assured of the anonymity of their scores. As each parent pair consented to cooperate, an appointment was made.

When the investigator arrived for the interview, she introduced herself and chatted informally with the parents for a short while. The parents were then briefed on the purposes of the study if there were indications that they had not fully comprehended these earlier. One of the first verbal reactions of the parents to the study was, "Will we be able to know our individual scores and comparisons?" This question was so prevalent throughout the interviews that it was decided in order for this study to reach its full potentials, the parents should be able to share and compare their scores and their consequent implications. The investigator decided that she would report, in some comprehensible form, the individual scores and their meanings to each parent pair upon completion of the study.

In order that the validity of the attitude survey might remain as high as possible, the parents were asked not to discuss any of the items on the survey other than those on the general information sheet. It was

suggested that all comments in relation to the items be reserved until both parents had completed the survey.

The parents were given the survey and a pencil and asked to discuss the general information sheet in order that certain information pertaining to both parents would be in agreement. The parents were then informed to turn to the second page for instructions. Directions were given orally and also included in the written form as a part of the instrument. They were also informed that there were no "right" or "wrong" answers. The investigator remained in the room during the administration of the survey.

The administration of the survey took approximately twenty-five minutes. The fathers usually finished before their wives. The mothers tended to ponder over their responses more often than did the fathers. The second part of the interview usually took the form of a discussion period, some lasting over an hour. Almost all of the parents requested this discussion and comparison of responses.

The parents' reactions to the survey were quite varied. Occasionally some of the statements would cause some dissension between a mother and father. Although the parents were permitted to compare and discuss their reactions to the statements, they were not permitted to change them. Some of the parents felt that in order to express their true attitudes, a short written explanation was necessary. Other parents felt that they had been inconsistent in some of their responses. In several instances, parents expressed surprise at some of their spouse's attitudes toward some of the items. Upon observing these discussions, it was the investigator's opinion that many of the differences in attitudes

held by parents resulted from a difference in their interpretation of the items. This difference in interpretation is quite understandable when it is realized that the meaning an individual places upon a word is based upon that person's many past individual experiences.

The interviews were conducted over a six weeks' period during November and December. The length of the interviews ranged from one-half hour to two hours and twenty minutes. The average interview lasted approximately one hour.

IV. DESCRIPTION OF INSTRUMENT USED

In an attempt to select an appropriate instrument for parental attitude assessment, the investigator reviewed several instruments in the literature. Although many were found to possess high validity coefficients, they were not applicable to the present sample or, seemingly, were too involved.

The U. S. C. Parent Attitude Survey was selected for use in the present study because of its ease of administration, its applicability to the sample, and its high validity coefficients.¹

The U. S. C. Parent Attitude Survey, an inventory-type test of parental attitudes designed for use with adults, is formulated as a check list, including eighty-five general statements of parental attitude or policy. The informant is asked to indicate for each item whether he Strongly Agrees, Mildly Agrees, Mildly Disagrees, or Strongly Disagrees.

¹Shoben, op. cit., pp. 101-48.

Shoben developed his parent attitude survey upon the hypothesis that parents take sufficiently consistent attitudes toward their children to permit measurement and that those attitudes are significantly related to child adjustment. The original survey, consisting of 148 arm-chair chosen items, was administered to fifty mothers of problem children and to fifty mothers of non-problem children. Items were analyzed for significance and retained in the survey if they differentiated the problem and non-problem groups at the .05 level of confidence or beyond. Eighty-five items were retained.

Responses to the items were weighted according to the differential contribution to discrimination of each of the four response categories. This was in accordance with Guilford's formula as described by Shoben.² Subscales were extracted by classifying the items according to the categories Dominant, Possessive, Ignoring, and Miscellaneous. Summation of the weights for each item within these subscales gave scores for the total scale. These subscales were determined from the survey results by the process of factor analysis. The mothers of non-problem children were characterized as obtaining low scores, depicting more favorable child-rearing attitudes. High scores were indicative of unfavorable attitudes which characterized the mothers of problem children.

Items in the Dominant subscale reflect a parental tendency to put a child in a subordinate role and to expect him always to conform completely to parental wishes under penalty of severe punishment. Items in

²Ibid., p. 127.

the Possessive subscale reflect parental tendencies to pamper a child, to over-emphasize the bonds of affection between parent and child, to encourage the child's dependence upon the parent, and to restrict the child's activities to his own family group. The Ignoring subscale contains items which reflect parental tendencies to disregard the child as an individual member of the family, to regard the good child as one who demands the least parental time, and to disclaim responsibility for the child's behavior. The Miscellaneous subscale consists of miscellaneous items which pertain to no specific attitudinal theme, but tend to foster a parental tendency to display emotionally toned feelings toward a variety of subjects such as religion, sex, and socio-economic differences.

Following its first administration, the survey was applied to a new group of twenty mothers of problem children and twenty mothers of non-problem children. Validity coefficients were computed for the original group and for the new group. Validities on the new group were as follows: Total Score, .769; Dominant, .623; Possessive, .721; and Ignoring, .624. In an attempt to arrive at a norm or ideal score which would more closely approximate the scores of parents of non-problem children, the second group's scores were compared with scores obtained by clinical psychologists. Narrow ranges of scores and smaller standard deviation of the psychologists' scores indicated their agreement on the responses of an ideal parent.

Reliability for the original administration was determined by the split half method and raised by the Spearman-Brown formula. Upon the second administration of the survey to the group of forty mothers,

reliability in the total and three subscales was found to be high. Values were: Total Scales, .95; Dominant, .91; Possessive, .90; and Ignoring, .84.

Despite this retest re-establishing these high validity coefficients of the survey, Gordon³ in an attempt to measure the validity of the U. S. C. Parent Attitude Survey, suggested a lower coefficient of validity than Shoben indicated.

A copy of the U. S. C. Parent Attitude Survey including weights and subscales is found in the appendix.

³J. E. Gordon, "Validity of Shoben's Parental Attitude Survey," Journal of Clinical Psychology, 13:156, April, 1957.

CHAPTER IV

TECHNIQUE AND RESULTS OF PARENTAL ATTITUDE ASSESSMENT

I. DIFFERENCES IN CHILD-REARING ATTITUDES OF MOTHER-FATHER PAIRS

It was one of the purposes of this study to determine whether significant differences existed between certain child-rearing attitudes of mother-father pairs of children in the Woman's College Nursery School, as measured by the U. S. C. Parent Attitude Survey. The null hypothesis, asserting that no significant difference existed, was employed.

The attitude survey, consisting of four subscales reflecting certain child-rearing attitudes, gave basis for a comparison of attitudes within each subscale as well as a total score comparison. Scores on the subscales varied in magnitude because the number of items making up the scales differed one from another.

Treatment of data. The nature of the units to be compared in the study consisted of numerical scores. In order that the significance of differences between the scores of two samples could be determined, the t test was employed.¹ Furthermore, the grouping of the two samples into pairs, more similar than two cases independently selected, necessitated consideration in the method employed. Consequently, the paired measures were compared and the difference for each pair determined. Whether the

¹E. F. Lindquist, Statistical Analysis in Educational Research (Cambridge, Massachusetts: The Riverside Press, 1940), p. 156.

mean of the distribution differed from the null hypothesis parameter of zero was determined by the following formula. This formula also provided a correction for the small sample, otherwise a source of error.²

$$\underline{t} = \frac{M_o - M_H}{\sqrt{\frac{\sum d^2}{n(n-1)}}}$$

The probability of extreme deviations from the population mean is somewhat greater when the sample (N) is small. Therefore, in order to find values for this sampling distribution, the "Students'" distribution was followed.³

In order to avoid the risk of accepting the null hypothesis when a significant difference existed, or rejecting the null hypothesis when it was true, the .05 level of confidence was employed throughout the study.⁴

Possessive subscale. The number of items in the Possessive subscale totaled twenty-one. The items in this subscale reflected parental tendencies to pamper a child, to over-emphasize the bonds of affection between parent and child, to encourage the child's dependence upon the parent, and to restrict the child's activities to his own family group.

The value of t for the distribution of differences for the possessive subscale was 1.5 with a probability of 2.09 at the .05 level

²Ibid., p. 59.

³Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1947), pp. 190-191.

⁴Lindquist, op. cit., pp. 16-17.

of confidence.⁵ Therefore, the value of t failed to be significant at the .05 level of confidence. This indicated that there was no significant difference in the possessive attitudes of the mother-father pairs. Therefore, the null hypothesis, signifying no significant differences in parent pair attitudes, was substantiated and retained.

Dominant subscale. The number of items in the Dominant subscale was thirty-nine. This subscale contained the largest number of items and reflected parental tendencies to put a child in a subordinate role, and to expect him always to conform completely to parental wishes under penalty of severe punishment.

The value of t for the distribution of differences for the Dominant subscale was .88 with a probability of 2.09 at the .05 level of confidence.⁶ Therefore, the value of t failed to be significant at the .05 level of confidence.

These calculations signified that no significant differences existed between the dominant parental attitudes of the twenty-one mother-father pairs. This finding further supported the original null hypothesis, which could, therefore, be retained.

Ignoring subscale. Items in the Ignoring subscale totaled fifteen. This subscale reflected a parental tendency to disregard the child as an individual member of the family, to regard the good child as one who demands the least parental time, and to disclaim responsibility for the

⁵Garrett, op. cit., p. 190.

⁶Ibid.

child's behavior.

The value of t for the distribution of difference for the Ignoring subscale was 1.79 with a probability of 2.09 at the .05 level of confidence.⁷ This indicated that the value of t failed to be significant at the .05 level of confidence. The null hypothesis was supported once again and, therefore, retained.

Miscellaneous subscale. The items in the Miscellaneous subscale, totaling ten, consisted of emotionally-toned statements about a variety of subjects regarding religion, sex, and socio-economic differences.

The value of t for the distribution of differences for the Miscellaneous subscale was .65 with a probability of 2.09 at the .05 level of confidence.⁸ The value of t failed to be significant at the .05 level of confidence. This finding, also indicating no significant differences in certain miscellaneous parental attitudes of parent pairs, gave further support to the null hypothesis.

Total Scores. The total items making up the four subscales numbered eighty-five. The total score gave an indication of the favorableness or unfavorableness of each parent's attitudes toward child-rearing. A high score implied less favorable attitudes while a low score pointed toward more favorable attitudes toward child-rearing practices.

The value of t for the total scores on the U. S. C. Parent Attitude Survey was .53 with a probability of 2.09 at the .05 level of

⁷Ibid.

⁸Ibid.

confidence.⁹ As was evidenced by the non-significant values of t on the subscales, the total score value for t also proved to be insignificant at the .05 level. This finding supported the null hypothesis by indicating that there was no significant difference in the attitudes toward certain child-rearing practices of twenty-one mother-father pairs. Such differences that did exist could be attributed to chance.

Tables of the scores and treatment of data of the subscales and total scores are found in the appendix.

II. EFFECTS OF CERTAIN VARIABLES UPON CHILD-REARING ATTITUDES

It was another purpose of this study to determine whether several variables, such as age and education of parents, ordinal position of parents, number of children, and number of years associated with a nursery school, had significant relationship to the parental attitudes of twenty-one mother-father pairs. With the assumption that these variables would have no significant relationship to the parental attitude survey scores of the parent pairs, the null hypothesis was employed.

Treatment of data. In order that several factors could be studied simultaneously without a materially increased level of significance or the loss of precision in estimating the variance, analysis of variance for a single variable of classification was employed.¹⁰ Analysis of variance represented another method for testing the null hypothesis.

⁹Ibid., p. 59.

¹⁰W. J. Dixon, F. J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, Inc., 1951), pp. 119-121.

The sample, consisting of twenty-one parent pairs, was divided into two groups, one representing the fathers; the other, the mothers. Frequency tables, using four or more intervals, were set up for each variable. Individual scores were listed under the column designating the intervals or conditions under which they were found.

In order to determine the feasibility of this statistical procedure, the mean score of each category of each variable was computed and plotted on a line graph. Some of the graphs indicated apparent significant differences possibly introduced by the variables. It was decided to investigate further each variable. Graphs showing the distribution of mean scores in relation to the variables are found in the appendix.

The data were then tested for significant differences among means. The sum of squares, called between groups, among means, or means, was determined by computing the difference between the sum of the total mean squares of each column and of the mean square of the grand total. The within mean was determined by computing the difference between the sum of the within squares and the sum of the total mean squares of each column. The total mean was determined by computing the difference in the sum of the within squares and of the mean square of the grand total. This latter value equaled the sum of the means and the within means. The mean squares were obtained by dividing the sum of squares by the degrees of freedom. The F ratio was then determined by dividing the mean square by the within mean square. The formulas for testing for significant differences among means for a single variable of classification are as

follows:¹¹

Between sum of squares:

$$\sum_{j=1}^K \left(\frac{\sum_{i=1}^{n_j} x_{ij}}{n_j} \right)^2 - \frac{\left(\sum_{j=1}^K \sum_{i=1}^{n_j} x_{ij} \right)^2}{N}$$

Degrees of freedom
K-1

Within sum of squares:

$$\sum_{j=1}^K \sum_{i=1}^{n_j} x_{ij}^2 - \sum_{j=1}^K \left[\frac{\left(\sum_{i=1}^{n_j} x_{ij} \right)^2}{n_j} \right]$$

Degrees of freedom
 $\sum_{j=1}^K n_j = N-K$

Total sum of squares:

$$\sum_{j=1}^K \sum_{i=1}^{n_j} x_{ij}^2 - \frac{\left(\sum_{j=1}^K \sum_{i=1}^{n_j} x_{ij} \right)^2}{N}$$

Age of parents. The age range of the mothers and fathers was from twenty-seven years to fifty-nine years.

The F ratio for the significant difference of means among fathers' scores in relation to their age was .79 with a significant F ratio of 3.01 at the .05 level of confidence.¹² This value of F failed to be significant at the .05 level, thereby indicating that the age of the fathers did

¹¹Ibid., pp. 121-126.

¹²Ibid., p. 310.

not tend to affect their attitudes toward child-rearing. Although not significant, the fathers' scores tended to be more affected by an increase in age than were the mothers' scores.

The F ratio for the significant difference of means among mothers' scores was .37 with a significant F ratio of 3.55 at the .05 level of confidence.¹³ This value of F also failed to be significant and revealed that the mothers' attitude scores were not affected, significantly, by their age. The null hypothesis, representing no significant difference, was, therefore, retained.

Educational status. The educational status of the parents ranged from twelve to twenty-one years of schooling.

The F ratio for the significant difference of means among fathers' scores in relation to their educational status was 1.40 with a significant F ratio of 3.01 at the .05 level of confidence.¹⁴ This finding, in agreement with the null hypothesis, indicated that the educational status of the fathers did not tend to affect their attitudes toward child-rearing.

The F ratio for the significant difference of means among the mothers' scores in relation to their educational status was .81 with a significant F ratio of 3.01 at the .05 level of confidence.¹⁵ This finding paralleled that of the fathers, namely, that the parental attitudes of the nursery school mothers did not appear to have been affected

¹³Ibid.

¹⁴Ibid.

¹⁵Ibid.

by their educational status. As indicated by the graph, both fathers and mothers who had completed high school or two to three years of graduate school tended to have slightly more favorable parental attitudes than other parents, although this variable was not found to be significant for either group. The most unfavorable parental attitudes were held by those fathers having completed at least four or more years of graduate study.

Ordinal position. The F ratio for the significant difference of means among the fathers' scores in relation to their ordinal position was 1.89 with a significant F ratio of 3.20 at the .05 level of confidence.¹⁶ The ordinal position of the fathers tended to have no effect upon the fathers' scores. Although not significant, from the graph it appeared that those fathers having reported themselves as the youngest child in their families tended to have more unfavorable attitudes toward child-rearing. Fathers reporting themselves as the oldest child in the family tended to have more favorable attitudes toward child-rearing practices.

The F ratio for the significant difference of means among the mothers' scores in relation to their ordinal position was .75 with a significant F ratio of 3.20 at the .05 level of confidence.¹⁷ This value of F did not prove to be significant at the .05 level and indicated that the ordinal position of the mothers did not tend to affect

¹⁶Ibid.

¹⁷Ibid.

their child-rearing attitudes. The graph indicated that the highest scores among the mothers were attained by those who reported themselves as a middle child. Mothers who were an only child or the oldest child tended to attain approximately the same low. Although not significant, the fathers' scores tended to be slightly more affected by their ordinal position than those of the mothers.

These findings, indicating no significant differences in the parents' attitudes and certain variables, supported the original null hypothesis, which was, therefore, retained.

Number of children. The F ratio for the significant difference of means among the fathers' scores in relation to the number of children was 1.18 with a significant ratio of 3.20 at the .05 level of confidence.¹⁸ This finding indicated that the number of children did not appear to affect the fathers' attitudes toward child-rearing practices. The graph, because of a skewed distribution, indicated that as the number of children increased, the more unfavorable were the fathers' attitudes toward child-rearing practices.

The F ratio for the difference of means among the mothers' scores in relation to the number of children was .52 with a significant ratio of 3.20 at the .05 level of confidence.¹⁹ This ratio indicated that the mothers' parental attitudes, likewise, were unaffected by the number of children in the family. Although not significant, the graph indicated that mothers with three children tended to have more unfavorable attitudes

¹⁸Ibid.

¹⁹Ibid.

toward child-rearing practices than those with one, two, or four children. The fathers' scores appeared to be slightly more significantly affected by the number of children than were the mothers'. They also gave some indication that they were affected less favorably with the addition of each child to the family.

Years associated with a nursery school. The F ratio for the significant differences of means among the fathers' scores in relation to the number of years associated with a nursery school was 1.97 with a significant ratio of 3.01 at the .05 level of confidence.²⁰ The indication was that the number of years associated with a nursery school did not appear to have a significant effect upon the parental attitudes of the fathers.

The F ratio for the significant difference of means among the mothers' scores in relation to the number of years associated with a nursery school was .93 with a significant ratio of 3.01 at the .05 level of confidence.²¹ This F ratio was found to be non-significant and indicated that the mothers' parental attitudes, as the fathers', did not appear to be affected by the number of years associated with a nursery school. There was some indication that those parents having been associated with a nursery school for approximately five to six and one-half years had more favorable attitudes than other parents. This finding substantiated the null hypothesis, asserting no significance, and it was, therefore, retained. Although not significant, the graph indicated that

²⁰Ibid.

²¹Ibid.

both fathers and mothers who had been associated with a nursery school for approximately five to six and one-half years tended to have more favorable parental attitudes than other parents.

Tables and graphs of the treatment of variables and scores are found in the appendix.

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSIONS

Summary

The hypothesis upon which this study was based was that twenty-one mother-father pairs of children in the Woman's College Nursery School would not differ significantly in certain attitudes toward child-rearing, and that certain variables, such as age and education of parents, ordinal position of parents, number of children in the family, and the number of years associated with a nursery school would have no significant effect upon their child-rearing attitudes.

The home, being the child's first environment, is viewed as setting the pattern for the child's attitudes toward people, things, and life in general. It is believed that if his parents are not well adjusted, the child will have a poor model to imitate; and he is likely to experience problem behavior similar to that of his parents. The purpose of this study was to determine the degree of parental attitude agreement or disagreement between the members of parent-pairs. This area has received little attention and is not clearly understood. Parents are sometimes antagonistic toward one another over conflicting attitudes regarding their children, although some authorities have reported that certain attitudes of parent-pairs tend to be quite similar.

The etiology of parental attitude gives some insight into the feelings and actions of parents. It is thought that in general parents

tend to adopt those child-rearing methods employed by their own parents. Investigations have shown positive relationships between personality traits of parents and their children. Certain personality characteristics of parents have been found to have a relationship to child-rearing attitudes. Also speculated is the theory that attitudes carry over from one area of parent-child relationships to others.

Generally speaking, it is thought that attitudes can be measured effectively. Although attempts have been made for several centuries to measure various aspects of personality, attempts to objectify attitudes have been made only within the past fifty years. Many methods or combinations of methods have been used for attitude assessment. Grouped into three main methods, they are: rating scales, questionnaires and tests, and mechanically objective measurements.

Methods employed in various parental attitude assessment studies have ranged from self-rating to direct observation by an investigator. Adopting one or more of these methods, studies have attempted to measure how much effect mother-father differences of attitudes have had upon the child. Such studies have revealed that consistent parental attitudes, though they might be quite unwholesome for the child, caused fewer behavior disturbances than unaccountable changing attitudes. Also determined was the greater the difference between the educational attitudes of the parents, the more disturbance the child created at school. Disagreement between both parents has been found to be less confusing to a child than inconsistency in a single parent. Parents have been found not to differ significantly in their philosophy toward discipline. Some studies have reported certain parental attitudes of mothers and fathers

to be practically identical.

The parent-pairs selected for the present study were quite similar in socio-economic and educational status. A rather large age range existed between the parents.

After having been acquainted with the study during a parents' meeting at the Nursery School, each parent-pair was telephoned. At this time their cooperation was affirmed and an appointment arranged at which time an attitude survey could be administered to both parents simultaneously. During the administration of the survey, the parents were not allowed to discuss the statements on the questionnaire. Other necessary information was obtained on the cover sheet of the survey. The interviews were conducted over a six-weeks period. They lasted approximately one hour each.

Earlier, the investigator reviewed several instruments in the literature before selecting an appropriate one for the study. The University of Southern California Parent Attitude Survey was selected for use in the study because of its ease of administration, its applicability to the sample, and its high validity coefficients. It is an inventory-type test of parental attitudes formulated as a check list. The parent was asked to indicate for each statement whether he Strongly Agrees, Mildly Agrees, Mildly Disagrees, or Strongly Disagrees. The survey is comprised of eighty-five items broken down into four subscales revealing dominant, possessive, ignoring, and miscellaneous attitudes toward children. Items in the Dominant subscale reflect a parental tendency to put a child in a subordinate role and to expect him always to conform completely to parental wishes under penalty of severe punishment. Items

in the Possessive subscale reflect parental tendencies to pamper a child, to over-emphasize the bonds of affection between parent and child, to encourage the child's dependence upon the parent, and to restrict the child's activities to his own family group. The Ignoring subscale contains items which reflect parental tendencies to disregard the child as an individual member of the family, to disclaim responsibility for the child's behavior. The Miscellaneous subscale consists of miscellaneous items which pertain to no specific attitudinal theme, but tend to foster a parental tendency to display emotionally toned feelings toward a variety of subjects such as religion, sex, and socio-economic differences.

Upon completion of the interviews, the surveys were scored and the scores and other pertinent information recorded on tabulation sheets. The nature of the units to be compared in the study consisted of numerical scores. In order that the significance of differences between the scores of the mothers and fathers could be determined, the t test was employed. It was necessary to obtain an adjusted formula because of the small sample used. The difference for each pair and whether this differed from the null hypothesis was determined. The four subscale scores as well as a total score gave further basis for comparison.

In order to determine whether several variables, such as age and education of parents, ordinal position of parents, number of children, and number of years associated with a nursery school had significant effects upon the parental attitudes of the parent-pairs, analysis of variance was employed. Frequency tables with four or more conditions or intervals were set up, individually, for the mothers' scores and the fathers' scores. Individual scores were recorded under the category

designating the conditions or intervals in which they were found. The mean scores of each condition, or interval, were plotted on a line graph to determine the feasibility of the above statistical procedure. From this it was determined that each variable should be tested. The data were then tested for significant differences among means.

The findings were analyzed and conclusions made.

Findings

When the parental attitude subscale scores and total scores of twenty-one parent-pairs were compared for significant differences, it was found that no significant difference existed between the dominant, possessive, ignoring, and miscellaneous parental attitudes of mothers and fathers.

Whether several variables appeared to affect the total parental attitude scores of twenty-one parent-pairs was determined and interpreted as follows: (1) that the ages of the fathers or the mothers did not significantly affect certain of the parents' attitudes toward child-rearing; (2) that the educational status of both mothers and fathers had no significant effect upon certain of their child-rearing attitudes; (3) whether the father or mother had been an only child, the youngest, oldest, or middle child had no significant effect upon certain of the parents' parental attitudes; (4) that certain attitudes toward child-rearing practices held by mothers and fathers were not significantly affected by the number of children in the home; (5) that the number of years associated with a nursery school did not significantly affect certain parental attitudes of parent-pairs.

Conclusions

On the basis of the procedures and sample used in this investigation, it may be concluded that:

Mothers and fathers had similar scores in their tendencies to dominate a child by pampering him, restricting his activities, and encouraging his dependence. Also similar were the mothers' and fathers' scores regarding their tending to put a child in a subordinate role and to always expect conformity from him. Scores showing a tendency to ignore a child as an individual and to avoid responsibility for his behavior were similar among mothers and fathers. Parents were in general agreement in regard to the child's ethnic development and other miscellaneous parental attitudes.

Although the ages of both mothers and fathers had no significant effect upon their scores, the fathers' scores appeared to be slightly more affected by an increase in age than were the mothers'. This lack of significance appeared significant on the graph because of the large age span of the fathers. A few older fathers with relatively high scores formed a skewed distribution. This finding was not in keeping with several current findings which indicated a significant relationship between dominant parental attitudes and increased age of parents.

The educational status of neither mothers nor fathers had a significant effect upon their child-rearing attitudes. As indicated by the graph, the number of years of schooling completed tended to affect both parents' scores in the same manner. Among mothers and fathers, those parents having completed two or three years of graduate school, or

only high school, tended to have more favorable attitudes toward child-rearing than other parents. Both mothers and fathers who had completed four or five years of college tended to attain approximately the same scores. Those fathers who had received four or more years of graduate study revealed the most unfavorable attitudes toward child-rearing practices. The uneven distribution of school years completed had a tendency to skew both parents' scores on the graph, especially those of the mothers. In general, the fathers' scores tended to be affected slightly more by their educational status than were the mothers' scores, although neither was significant.

No significant difference was found to exist between the ordinal position of both parents and their parental attitudes. Although not significant, those fathers who were the oldest child in their family tended to display more favorable parental attitudes than any of the parents. Fathers reporting themselves as the youngest child in the family tended to have less favorable attitudes than other mothers and fathers. Mothers having been the middle child in the family indicated a tendency toward less favorable attitudes regarding child-rearing than other mothers. Mothers displaying the most favorable attitudes toward child-rearing tended to be the youngest or the oldest child in their family. That among these parent-pairs more favorable parental attitudes tended to be displayed by those parents reporting themselves as the oldest child, is in keeping with previous studies. It is an assumption that the responsibility placed upon an oldest child would tend later to make him more ready and willing to accept and to share the responsibilities of child-rearing. Although unsupported by this finding, the

family constellation has been reported as having a significant effect on the personality development of an individual.

As the number of children in the family increased, the fathers' attitudes became somewhat more unfavorable, although this did not reach a significant level. This slight trend probably could be attributed to several other influencing factors. Within the father group, those fathers having the most children in the home also tended to have a higher educational status and tended to be older. On previous tests, these variables, although not found to be significant, tended to affect, unfavorably, the fathers' parental attitudes. Another causative factor might be that with an increase in the family comes increased responsibility, and, therefore, more pressures acting upon the father's relationship with his children. Once again the skewed distribution of fathers' scores apparently magnified the non-significant difference that existed between their scores and the number of children in the family. The mothers' scores were less significantly affected by this variable than were the fathers'. Mothers having one, two, or four children tended to have more favorable parental attitudes than mothers with three children. It is the thinking of some that an uneven number of children within a family fosters some partiality on the part of some parents.

The total number of months associated with a nursery school did not have a significant effect upon the parents' scores. Although not significant, the fathers' scores appeared to be affected slightly more by their association than were the mothers'. Those parents who had been associated with a nursery school for approximately five to six and one-half years indicated more favorable parental attitudes than other parents.

Although the nursery school fosters parent education by encouraging parental observation, conferences and general meetings, it may be that other factors are more important in determining parental attitudes of child-rearing practices of this group. Reinforcing this finding are several reports of studies having found only a slight relationship between parent education and an increase in favorable attitudes toward children.

In general it can be concluded that within the sample tested, certain parental attitudes of mothers and fathers did not differ significantly, and that within the father group and the mother group, certain variables did not tend to affect their scores. Although not significant statistically in this investigation, fathers' scores tended to be more affected by certain variables than were the mothers' scores.

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APPENDIX

TABLE II
 A COMPARISON OF DIFFERENCES OF MOTHER-FATHER SCORES
 ON THE DOMINANT SUBSCALE

Pair	M Sample I	F Sample II	Differences	d	d ²
1	145	160	-15	-17.67	312.23
2	175	159	+16	+13.33	177.69
3	177	188	-11	-13.67	186.87
4	148	159	-11	-13.67	186.87
5	155	143	+12	+ 9.33	87.05
6	152	157	- 5	- 7.67	58.83
7	154	167	-13	-15.67	245.55
8	183	168	+15	+12.33	152.03
9	164	161	+ 3	+ .33	.11
10	157	152	+ 5	+ 2.33	5.43
11	162	180	-18	-20.67	427.25
12	162	144	+18	+15.33	235.01
13	177	178	- 1	- 3.67	13.47
14	186	166	+20	+17.33	300.33
15	164	167	- 3	- 5.67	32.15
16	166	168	- 2	- 4.67	21.81
17	178	167	+11	+ 8.33	69.39
18	143	151	- 8	-10.67	113.85
19	188	158	+30	+27.33	746.93
20	175	154	+21	+18.33	335.99
21	138	146	- 8	-10.67	113.85
MEANS	159.48	161.57	+ 2.67		3822.69 = $\sum d^2$

$$t = \frac{M_o - M_H}{\sqrt{\frac{\sum d^2}{n(n-1)}}} = \frac{2.67 - 0}{\sqrt{\frac{3822.69}{21(21-1)}}} = \frac{2.67}{3.017} = .88$$

TABLE III
A COMPARISON OF DIFFERENCES OF MOTHER-FATHER SCORES
ON THE IGNORING SUBSCALE

Pair	M Sample I	F Sample II	Differences	d	d ²
1	45	57	-12	-9.62	92.54
2	57	55	+ 2	-4.38	19.18
3	60	56	+ 4	+6.38	40.70
4	55	53	+ 2	-4.38	19.18
5	50	46	+ 4	+6.38	40.70
6	54	57	- 3	+ .62	.38
7	49	61	-12	+9.62	92.54
8	63	57	+ 6	+8.38	70.22
9	54	58	- 4	-1.62	26.24
10	48	57	- 9	-6.62	43.82
11	56	52	+ 4	+6.38	40.70
12	57	55	+ 2	-4.38	19.18
13	63	56	+ 7	+9.38	87.98
14	48	58	-10	-7.62	58.06
15	48	55	- 7	-4.62	21.34
16	48	56	- 8	-5.62	31.58
17	50	56	- 6	-3.62	13.10
18	54	54	0	0	0
19	55	56	- 1	+1.38	1.90
20	52	59	- 7	-4.62	21.34
21	48	50	- 2	+ .38	.14
MEANS	53.04	57.33	- 2.38		740.82 = $\sum d^2$

$$t = \frac{M_o - M_H}{\sqrt{\frac{\sum d^2}{n(n-1)}}} = \frac{-2.38 - 0}{\sqrt{\frac{740.82}{21(21-1)}}} = \frac{-2.38}{1.33} = -1.79$$

TABLE IV
A COMPARISON OF DIFFERENCES OF MOTHER-FATHER SCORES
ON THE MISCELLANEOUS SUBSCALE

Pair	M Sample I	F Sample II	Differences	d	d ²
1	34	41	-7	-6.29	39.56
2	44	41	+3	+3.71	13.76
3	42	43	-1	-.29	.08
4	32	37	-5	-4.29	18.40
5	35	35	0	0	0
6	40	42	-2	-1.29	1.67
7	47	42	+5	+5.71	32.60
8	46	42	+4	+4.71	22.18
9	39	37	+2	+2.71	7.34
10	42	43	-1	-.29	.08
11	34	43	-9	-8.29	68.72
12	40	33	+7	+7.21	51.98
13	43	37	+6	+6.21	38.56
14	34	42	-8	-7.29	53.14
15	39	39	0	0	0
16	36	45	-9	-8.29	68.72
17	43	44	-1	-.29	.08
18	34	34	0	0	0
19	36	41	-5	-4.29	18.04
20	42	43	-1	-.29	.08
21	42	35	+7	+7.71	59.44
MEANS	39.23	39.95	-.705		494.43 = $\sum d^2$

$$t = \frac{M_o - M_H}{\sqrt{\frac{\sum d^2}{n(n-1)}}} = \frac{-0.705 - 0}{\sqrt{\frac{494.43}{21(21-1)}}} = \frac{-0.705}{1.086} = -.65$$

TABLE V
A COMPARISON OF DIFFERENCES OF THE TOTAL SCORES
OF MOTHERS AND FATHERS

Pair	(Fathers)	(Mothers)	Differences	d	d ²
	M	F			
	Sample I	Sample II			
1	305	331	-26	-28.43	808.27
2	370	332	+38	+35.57	1265.23
3	364	371	-7	-9.43	88.35
4	309	326	-17	-19.43	377.53
5	312	299	+13	+10.57	111.73
6	323	331	-8	-10.43	108.79
7	325	352	-27	-29.43	866.13
8	369	348	+21	+18.43	339.67
9	326	327	-1	+3.43	11.77
10	330	333	-3	-5.43	29.49
11	329	364	-35	-37.43	1401.01
12	336	301	+35	+32.57	1060.81
13	380	341	+39	+36.57	1337.37
14	348	349	-1	-3.43	11.77
15	340	336	+4	+1.57	2.47
16	338	349	-11	-13.43	180.37
17	346	346	0	0	0
18	306	309	-3	-5.43	29.49
19	365	334	+31	+28.57	816.25
20	349	336	+13	+10.57	111.73
21	305	309	-4	-6.43	41.35
MEANS	336.90	334.48	+2.43		8999.58 = $\sum d^2$

$$t = \frac{M_o - M_H}{\sqrt{\frac{\sum d^2}{n(n-1)}}} = \frac{2.43 - 0}{\sqrt{\frac{8999.58}{420}}} = \frac{2.43}{4.583} = .53$$

TABLE VI
ANALYSIS OF VARIANCE OF TOTAL SCORES AND AGE OF MOTHERS

	27-33 Years	34-40 Years	41-47 Years	48-54 Years	55-61 Years
	331	326	332		
	371	333	334		
	299	301	336		
	331	341			
	352	349			
	348	336			
	327	346			
	364	309			
	349				
	309				
T	3381	2641	1002		(T = 7024)
\bar{x}	338.0	330.1	334.0		

$$\text{MEANS: } \left(\frac{3381^2}{10} + \frac{2641^2}{8} + \frac{1002^2}{3} \right) - \frac{7024^2}{21} = 2349644.23 - 2349360.76 = 283.47$$

$$\begin{aligned} \text{WITHIN: } & 331^2 + 371^2 + 299^2 + 331^2 + 352^2 + 348^2 + 327^2 + 364^2 + 349^2 \\ & + 309^2 + 326^2 + 333^2 + 301^2 + 341^2 + 349^2 + 336^2 + 346^2 + 309^2 \\ & + 332^2 + 334^2 + 336^2 - \left(\frac{3381^2}{10} + \frac{2641^2}{8} + \frac{1002^2}{3} \right) \\ & = 2356496 - 2349644.23 = 6851.77 \end{aligned}$$

$$\text{TOTAL: } 2356496 - 2349360.76 = 7135.24$$

Analysis of Variance

	Sum of Squares	d.f.	Mean Square	F ratio
Means	283.47	2	141.74	$F = \frac{141.74}{380.65} = .37$
Within	6851.77	18	380.65	$F_{.95}(2,18) = 3.55$
Total	7135.24	20		

TABLE VII
ANALYSIS OF VARIANCE OF TOTAL SCORES AND AGE OF FATHERS

	27-33 Years	34-40 Years	41-47 Years	48-54 Years	55-61 Years
	364	305	370	346	348
	323	312	309	365	
	325	369	336	349	
	329	326	340		
	305	330	306		
		380			
		338			
T	1646	2360	1661	1060	348 (T.. = 7075)
x	329.0	337.1	332.5	353.3	348.0

$$\text{MEANS: } \left(\frac{1646^2}{5} + \frac{2360^2}{7} + \frac{1661^2}{5} + \frac{1060^2}{3} + \frac{348^2}{1} \right) - \frac{7075^2}{21}$$

$$= 2385632.36 - 2383601.19 = 2031.17$$

$$\text{WITHIN: } 364^2 + 323^2 + 325^2 + 329^2 + 305^2 + 305^2 + 312^2 + 369^2 + 326^2$$

$$+ 330^2 + 380^2 + 338^2 + 370^2 + 309^2 + 336^2 + 340^2 + 306^2 + 346^2$$

$$+ 365^2 + 349^2 + 348^2 - \left(\frac{1646^2}{5} + \frac{2360^2}{7} + \frac{1661^2}{5} + \frac{1060^2}{3} + \frac{348^2}{1} \right)$$

$$= 2395845 - 2385632.36 = 10212.64$$

$$\text{TOTAL: } 2395845 - 2383601.19 = 12243.81$$

Analysis of Variance

	Sum of Squares	d.f.	Mean Square	F ratio
Means	2031.17	4	507.79	$F = \frac{507.79}{640.29} = .79$
Within	10212.64	16	640.29	$F_{.95}(4, 16) = 3.01$
Total	12243.81	20		

TABLE VIII

ANALYSIS OF VARIANCE OF TOTAL SCORES AND
EDUCATIONAL STATUS OF MOTHERS

	12-13 Years	14-15 Years	16-17 Years	18-19 Years	20-21 Years	
	349	331	331	301	336	
	346	348	332			
	309		371			
			326			
			299			
			352			
			327			
			333			
			364			
			341			
			349			
			334			
			336			
			309			
T	1004	679	4704	301	336	(T.. = 7024)
\bar{X}	334.9	339.5	336	301	336	

$$\text{MEANS: } \left(\frac{1004^2}{3} + \frac{679^2}{2} + \frac{4704^2}{14} + \frac{301^2}{1} + \frac{336^2}{1} \right) - \frac{7024^2}{21}$$

$$= 2350566.8 - 2349360.76 = 1206.04$$

$$\begin{aligned} \text{WITHIN: } & 349^2 + 346^2 + 309^2 + 331^2 + 340^2 + 331^2 + 332^2 + 371^2 + 326^2 \\ & + 299^2 + 352^2 + 327^2 + 333^2 + 364^2 + 341^2 + 349^2 + 334^2 + 336^2 \\ & + 309^2 + 301^2 + 336^2 - \left(\frac{1004^2}{3} + \frac{679^2}{2} + \frac{4704^2}{14} + \frac{301^2}{1} + \frac{336^2}{1} \right) \end{aligned}$$

$$= 2356496 - 2350566.8 = 5929.2$$

$$\text{TOTAL: } 2356496 - 2349360.76 = 7135.24$$

TABLE VIII (continued)

Analysis of Variance				
	Sum of			
	Squares	d.f.	Mean Square	F ratio
Means	1206.04	4	301.51	$F = \frac{301.51}{370.58} = .81$
Within	5929.2	16	370.58	$F_{.95}(4,16) = 3.01$
Total	7135.24	20		

TABLE IX
ANALYSIS OF VARIANCE OF TOTAL SCORES AND
EDUCATIONAL STATUS OF FATHERS

	12-13 Years	14-15 Years	16-17 Years	18-19 Years	20-21 Years	
	305	369	370	325	329	
	330	326	364	306	380	
		346	309		348	
		305	312		365	
			323		349	
			336			
			340			
			338			
T	635	1346	2692	631	1771	(T.. = 7075)
\bar{X}	317.5	336.5	336.5	310.5	354.2	

$$\text{MEANS: } \left(\frac{635^2}{2} + \frac{1346^2}{4} + \frac{2692^2}{8} + \frac{631^2}{2} + \frac{1771^2}{5} \right) - \frac{7075^2}{21}$$

$$= 238676.2 - 2383601.19 = 3167.01$$

$$\begin{aligned} \text{WITHIN: } & 302^2 + 330^2 + 369^2 + 326^2 + 346^2 + 305^2 + 370^2 + 364^2 + 309^2 \\ & + 312^2 + 323^2 + 336^2 + 340^2 + 338^2 + 325^2 + 306^2 + 329^2 + 380^2 \\ & + 348^2 + 365^2 + 349^2 - \left(\frac{635^2}{2} + \frac{1346^2}{4} + \frac{2692^2}{8} + \frac{631^2}{2} + \frac{1771^2}{5} \right) \end{aligned}$$

$$= 2395845 - 2386768.2 = 9076.8$$

$$\text{TOTAL: } 2395845.00 - 2383601.19 = 12243.81$$

Analysis of Variance

	Sum of Squares	d.f.	Mean Square	F ratio
Means	3167.01	4	791.75	$F = \frac{791.75}{567.3} = 1.40$
Within	9076.8	16	567.3	$F_{.95}(4,16) = 3.01$
Total	12243.81	20		

TABLE X
ANALYSIS OF VARIANCE OF TOTAL SCORES AND
ORDINAL POSITION OF MOTHERS

	Only Child	Youngest Child	Middle Child	Oldest Child	
	332	331	331	327	
	299	348	371		
	352	301	326		
		336	333		
		349	364		
		346	341		
		309	349		
			309		
			334		
			336		
T	983	2320	3394	327	(T.. = 7024)
\bar{X}	327.3	331.4	339.4	327	

$$\text{MEANS: } \left(\frac{983^2}{3} + \frac{2320^2}{7} + \frac{3394^2}{10} + \frac{327^2}{1} \right) - \frac{7024^2}{21} = 2350194.64 - 2349360.76$$

$$= 833.88$$

$$\text{WITHIN: } 332^2 + 299^2 + 352^2 + 331^2 + 348^2 + 301^2 + 336^2 + 349^2 + 346^2$$

$$+ 309^2 + 331^2 + 371^2 + 326^2 + 333^2 + 364^2 + 341^2 + 349^2 + 309^2$$

$$+ 334^2 + 336^2 + 327^2 - \left(\frac{983^2}{3} + \frac{2320^2}{7} + \frac{3394^2}{10} + \frac{327^2}{1} \right)$$

$$= 2356496 - 2350194.64 = 6301.36$$

$$\text{TOTAL: } 2356496 - 2349360.76 = 7135.24$$

Analysis of Variance

	Sum of Squares	d.f.	Mean Square	F ratio
Mean	833.88	3	277.96	$F = \frac{277.96}{370.67} = .75$
Within	6301.36	17	370.67	$F_{.95}(3,17) = 3.20$
Total	7135.24	20		

TABLE XI
ANALYSIS OF VARIANCE OF TOTAL SCORES AND
ORDINAL POSITION OF FATHERS

	Only Child	Youngest Child	Middle Child	Oldest Child	
	364	312	370	305	
	338	323	309	325	
	305	369	326	329	
		330	340	306	
		336	349		
		380			
		348			
		346			
		365			
T	1007	3109	1695	1265	(T.. = 7075)
\bar{X}	335.7	345.4	339.0	316.3	

$$\text{MEANS: } \left(\frac{1007^2}{3} + \frac{3109^2}{9} + \frac{1695^2}{5} + \frac{1265^2}{4} \right) - \frac{7075^2}{21}$$

$$= 238663.36 - 2383601.19 = 3062.17$$

$$\begin{aligned} \text{WITHIN: } & 364^2 + 338^2 + 305^2 + 312^2 + 323^2 + 369^2 + 330^2 + 336^2 + 380^2 \\ & + 348^2 + 346^2 + 365^2 + 370^2 + 309^2 + 326^2 + 340^2 + 349^2 + 305^2 \\ & + 325^2 + 329^2 + 306^2 - \left(\frac{1007^2}{3} + \frac{3109^2}{9} + \frac{1695^2}{5} + \frac{1265^2}{4} \right) \end{aligned}$$

$$= 2395845 - 2386663.36 = 9181.64$$

$$\text{TOTAL: } 2395845 - 2383601.19 = 12243.81$$

Analysis of Variance				
	Sum of Squares	d.f.	Mean Square	F ratio
Means	3062.17	3	1020.72	$F = \frac{1020.72}{540.10} = 1.89$
Within	9181.64	17	540.10	$F_{.95}(3,17) = 3.20$
Total	12243.81	20		

TABLE XII
ANALYSIS OF VARIANCE OF TOTAL SCORES AND
NUMBER OF CHILDREN OF MOTHERS

	1 Child	2 Children	3 Children	4 Children	
	352	299	331	326	
	333	364	332	341	
	309	301	371	334	
		336	331		
		349	348		
			327		
			349		
			346		
			309		
			336		
T	994	1649	3380	1001	(T.. = 7024)
\bar{X}	331.3	329.8	338.0	333.7	

$$\text{MEANS: } \left(\frac{994^2}{3} + \frac{1649^2}{5} + \frac{3380^2}{10} + \frac{1001^2}{3} \right) - \frac{7024^2}{21}$$

$$= 2349963.8 - 2349360.76 = 603.04$$

$$\begin{aligned} \text{WITHIN: } & 352^2 + 333^2 + 309^2 + 299^2 + 364^2 + 301^2 + 336^2 + 349^2 + 331^2 \\ & + 332^2 + 371^2 + 331^2 + 348^2 + 327^2 + 349^2 + 346^2 + 309^2 + 336^2 \\ & + 326^2 + 341^2 + 334^2 - \left(\frac{994^2}{3} + \frac{1649^2}{5} + \frac{3380^2}{10} + \frac{1001^2}{3} \right) \end{aligned}$$

$$= 2356496 - 2349963.8 = 6532.2$$

$$\text{TOTAL: } 2356496 - 2349360.76 = 7135.24$$

Analysis of Variance				
	Sum of Squares	d.f.	Mean Square	F ratio
Means	603.04	3	201.01	$F = \frac{201.01}{384.25} = .52$
Within	6532.2	17	384.25	$F_{.95}(3,17) = 3.20$
Total	7135.24	20		

TABLE XIII
ANALYSIS OF VARIANCE OF TOTAL SCORES AND
NUMBER OF CHILDREN OF FATHERS

	1 Child	2 Children	3 Children	4 Children	
	325	312	305	309	
	330	329	370	380	
	305	336	364	365	
		340	323		
		338	369		
			326		
			348		
			346		
			306		
			349		
T	960	1655	3406	1054	(T.. = 7075)
\bar{X}	320.0	331.4	340.6	351.3	

$$\text{MEANS: } \left(\frac{960^2}{3} + \frac{1655^2}{5} + \frac{3406^2}{10} + \frac{1054^2}{3} \right) - \frac{7075^2}{21}$$

$$= 2385713.9 - 2383601.19 = 2112.71$$

$$\begin{aligned} \text{WITHIN: } & 325^2 + 330^2 + 305^2 + 312^2 + 329^2 + 336^2 + 340^2 + 338^2 + 305^2 \\ & + 370^2 + 364^2 + 323^2 + 369^2 + 326^2 + 348^2 + 346^2 + 306^2 + 349^2 \\ & + 309^2 + 380^2 + 365^2 - \left(\frac{960^2}{3} + \frac{1655^2}{5} + \frac{3406^2}{10} + \frac{1054^2}{3} \right) \end{aligned}$$

$$= 2395845 - 2385713.9 = 10131.1$$

$$\text{TOTAL: } 2395845 - 2383601.19 = 12243.81$$

Analysis of Variance				
	Sum of Squares	d.f.	Mean Square	F ratio
Means	2112.71	3	704.24	$F = \frac{704.24}{596.0} = 1.18$
Within	10131.1	17	596.0	$F_{.95}(3,17) = 3.20$
Total	12243.81	20		

TABLE XIV

ANALYSIS OF VARIANCE OF MOTHERS' TOTAL SCORES AND
THEIR ASSOCIATION WITH A NURSERY SCHOOL

	4-22 Months	23-41 Months	42-60 Months	61-79 Months	80-98 Months
	299	331	332	331	346
	352	301	371	326	309
	348	341	349	327	
	333	336			
	364	349			
	336	334			
		309			
T	2032	2301	1052	984	655 (T.. = 7024)
\bar{X}	338.7	328.7	350.7	328.0	327.5

$$\text{MEANS: } \left(\frac{2032^2}{6} + \frac{2301^2}{7} + \frac{1052^2}{3} + \frac{984^2}{3} + \frac{655^2}{2} \right) - \frac{7024^2}{21}$$

$$= 2350708.07 - 2349360.76 = 1347.31$$

$$\begin{aligned} \text{WITHIN: } & 299^2 + 352^2 + 348^2 + 333^2 + 364^2 + 336^2 + 331^2 + 301^2 + 341^2 \\ & + 336^2 + 349^2 + 334^2 + 309^2 + 332^2 + 371^2 + 349^2 + 331^2 + 326^2 \\ & + 327^2 + 346^2 + 309^2 - \left(\frac{2032^2}{6} + \frac{2301^2}{7} + \frac{1052^2}{3} + \frac{984^2}{3} + \frac{655^2}{2} \right) \end{aligned}$$

$$= 2356496 - 2350708.07 = 5787.93$$

$$\text{TOTAL: } 2356496 - 2349360.76 = 7135.24$$

Analysis of Variance

	Sum of Squares	d.f.	Mean Square	F ratio
Means	1347.31	4	336.83	$F = \frac{336.83}{361.75} = .93$
Within	5787.93	16	361.75	$F_{.95}(4,16) = 3.01$
Total	7135.24	20		

TABLE XV

ANALYSIS OF VARIANCE OF FATHERS' TOTAL SCORES AND
THEIR ASSOCIATION WITH A NURSERY SCHOOL

	4-22 Months	23-41 Months	42-60 Months	61-79 Months	80-98 Months	
	312	323	370	305	346	
	325	340	364	309	306	
	369	365	348	326		
	330	305				
	329	336				
	349	380				
		338				
T	2014	2387	1082	940	652	(T.. = 7075)
\bar{X}	335.7	341.0	360.7	313.3	325.0	

$$\text{MEANS: } \left(\frac{2014^2}{6} + \frac{2387^2}{7} + \frac{1082^2}{3} + \frac{940^2}{3} + \frac{652^2}{2} \right) - \frac{7075^2}{21}$$

$$= 2387639.64 - 2383601.19 = 4038.45$$

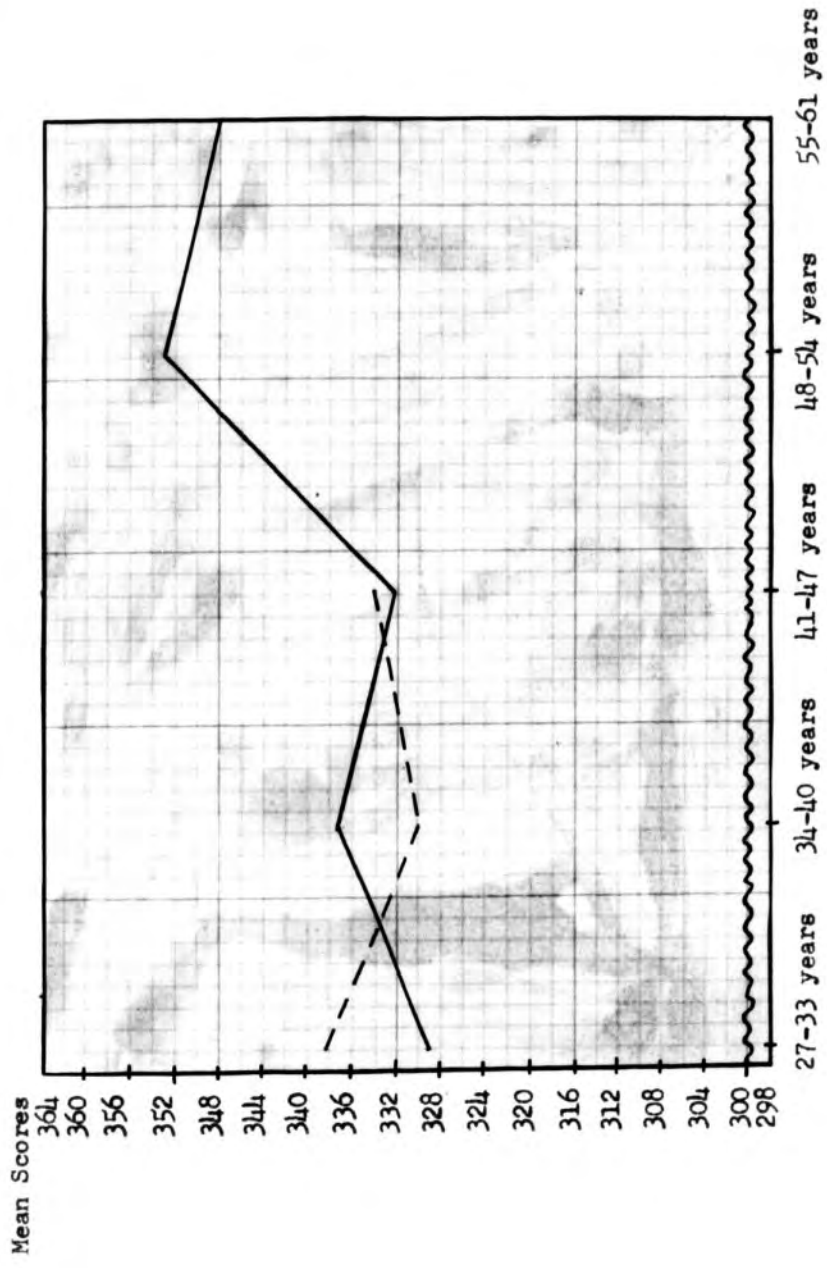
$$\begin{aligned} \text{WITHIN: } & 312^2 + 325^2 + 369^2 + 330^2 + 329^2 + 349^2 + 323^2 + 340^2 + 365^2 \\ & + 305^2 + 336^2 + 380^2 + 338^2 + 370^2 + 364^2 + 348^2 + 305^2 + 309^2 \\ & + 326^2 + 346^2 + 306^2 - \left(\frac{2014^2}{6} + \frac{2387^2}{7} + \frac{1082^2}{3} + \frac{940^2}{3} + \frac{652^2}{2} \right) \end{aligned}$$

$$= 2395845 - 2387639.64 = 8205.36$$

$$\text{TOTAL: } 2395845 - 2383601.19 = 12243.81$$

Analysis of Variance

	Sum of Squares	d.f.	Mean Square	F ratio
Means	4038.45	4	1009.61	$F = \frac{1009.61}{512.84} = 1.97$
Within	8205.36	16	512.84	$F_{.95}(4,16) = 3.01$
Total	12243.81	20		



Age Groups

FIGURE 1

TOTAL SCORES AS A FUNCTION OF THE AGES OF MOTHERS AND FATHERS

KEY:
 Fathers ———
 Mothers - - -

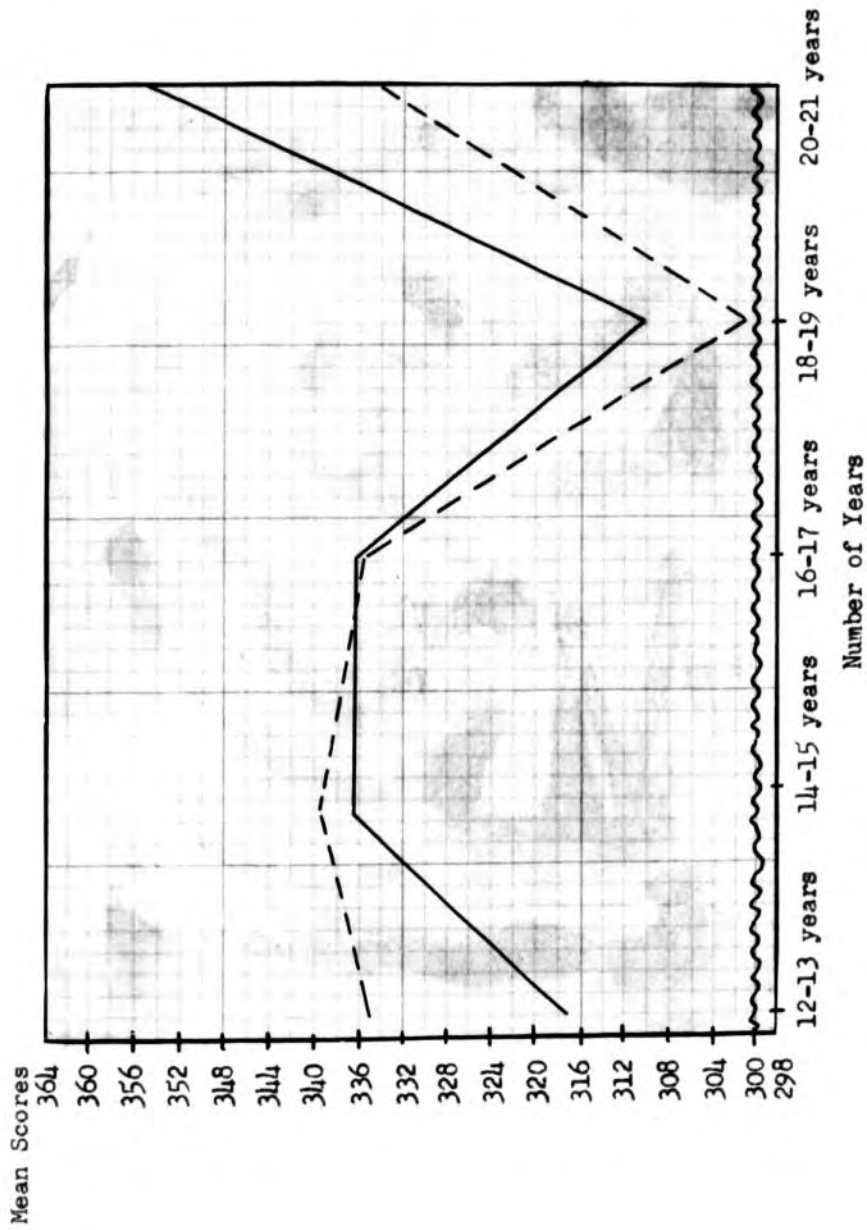


FIGURE 2

TOTAL SCORES AS A FUNCTION OF THE EDUCATIONAL STATUS OF MOTHERS AND FATHERS

KEY:
 Fathers ———
 Mothers - - -

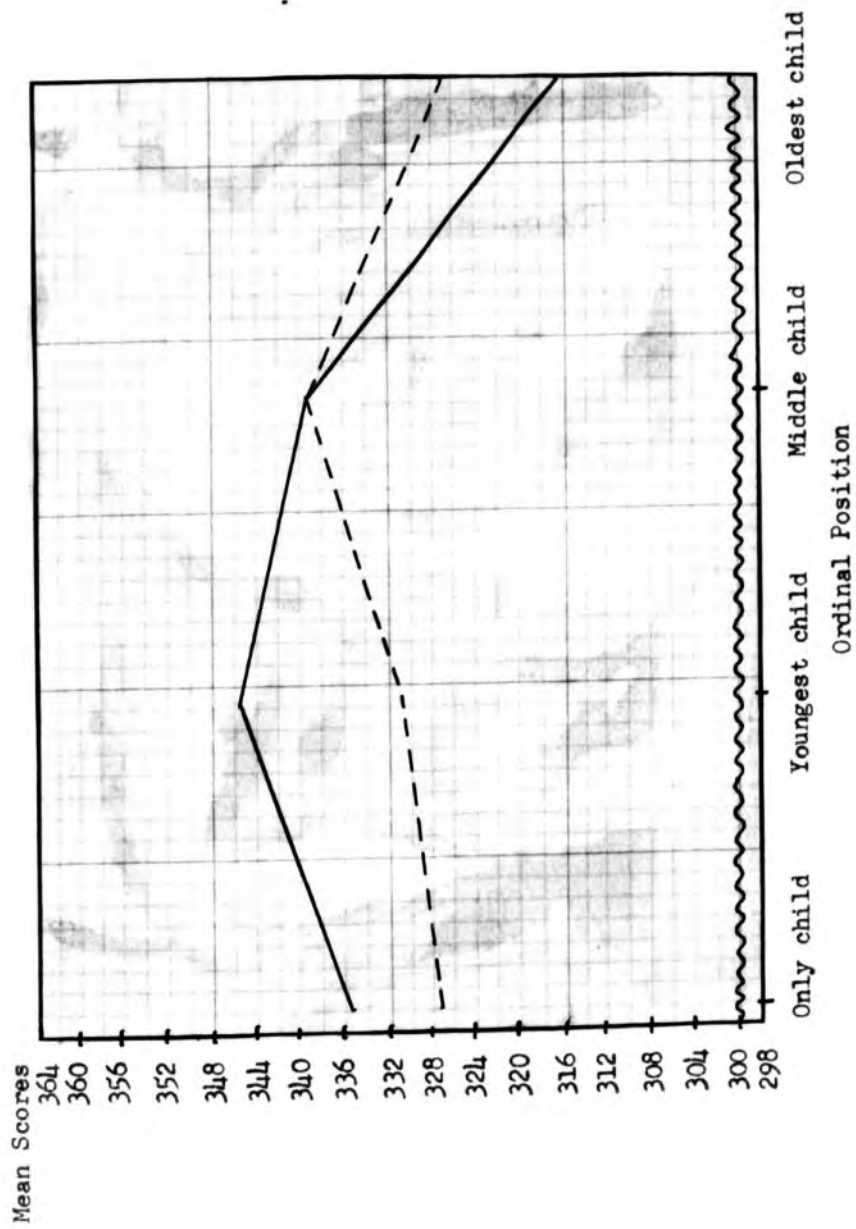


FIGURE 3

TOTAL SCORES AS A FUNCTION OF THE ORDINAL POSITION OF MOTHERS AND FATHERS

KEY:
 Fathers ———
 Mothers - - -

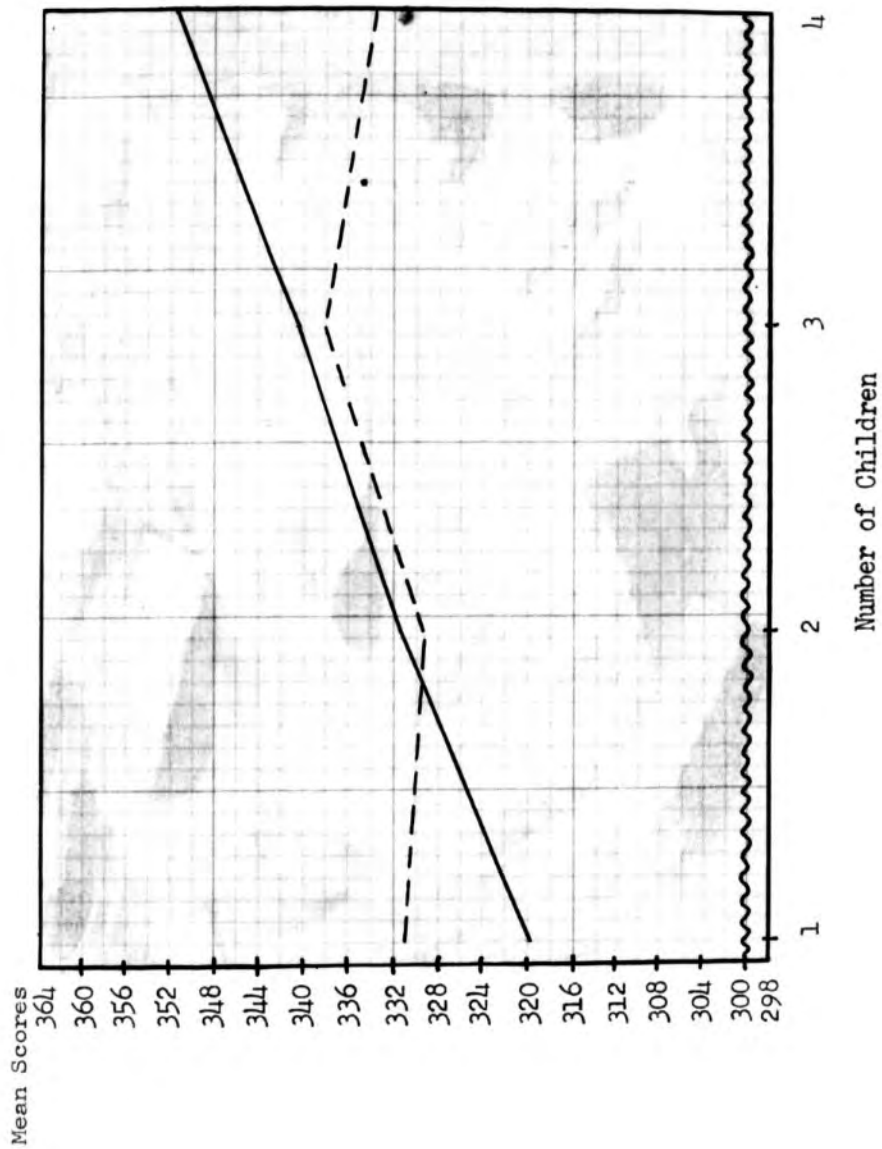


FIGURE 4

TOTAL SCORES AS A FUNCTION OF THE NUMBER
OF CHILDREN OF MOTHERS AND FATHERS

KEY:
Fathers ———
Mothers - - -

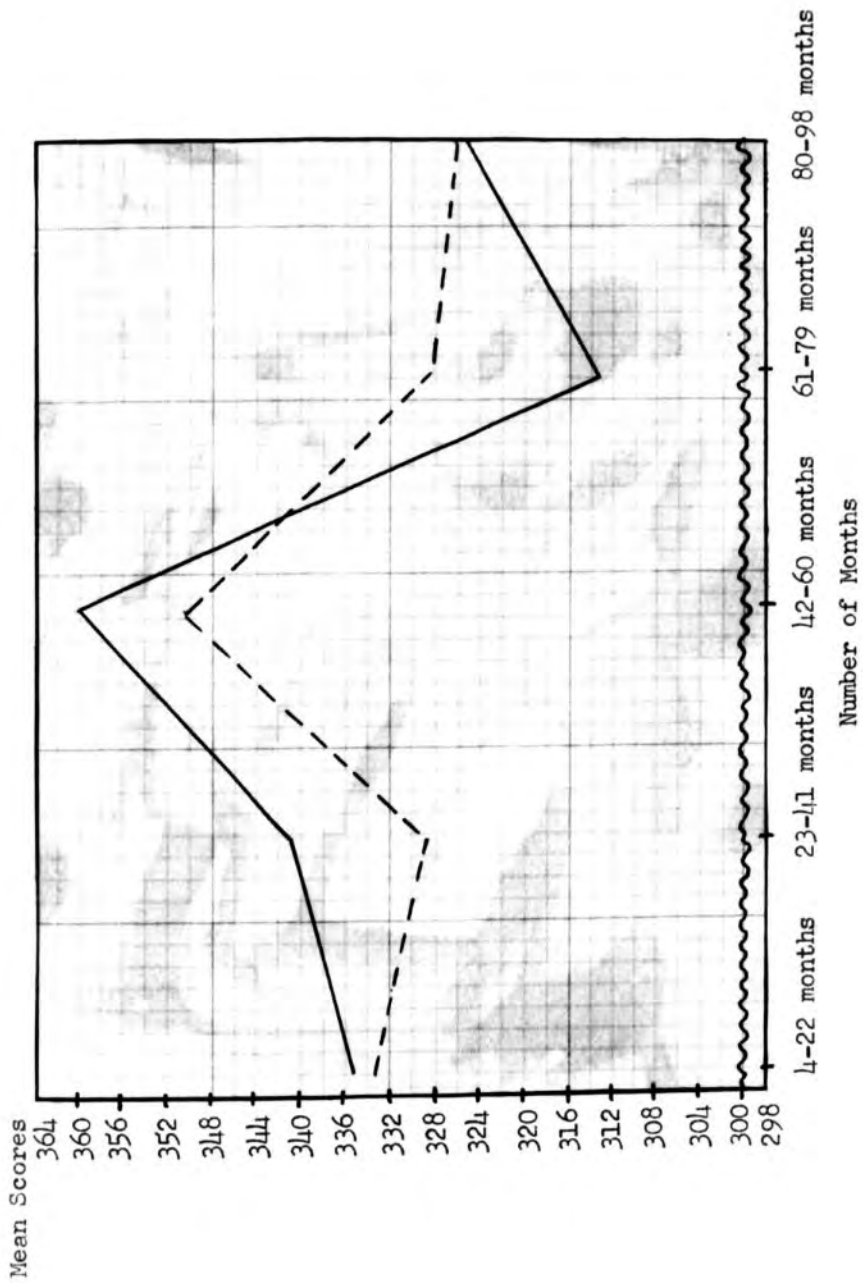


FIGURE 5

TOTAL SCORES AS A FUNCTION OF THE MOTHERS' AND FATHERS' ASSOCIATION WITH A NURSERY SCHOOL

KEY:
 Fathers ———
 Mothers - - -

GENERAL INFORMATION

PLEASE GIVE THE FOLLOWING INFORMATION:

1. Check one

_____ Mother

_____ Father

2. Children in the home. Place a () under the proper column and state age of child.

Boy	Girl	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Age of Parent _____.

4. Educational Status.

School years completed _____.

5. Brothers and Sisters of Parent

A. How many brothers did you have older than you? _____

B. How many brothers did you have younger than you? _____

C. How many sisters did you have older than you? _____

D. How many sisters did you have younger than you? _____

6. Association with a nursery school.

A. How long has this child been in nursery school? _____

B. What is the total time that you have had any of your children in any nursery school? _____

UNIVERSITY OF SOUTHERN CALIFORNIA PARENT ATTITUDE SURVEY

Please read each of the statements below. Rate each statement as to whether you strongly agree, mildly agree, mildly disagree, or strongly disagree. There are no right or wrong answers, so answer according to your own convictions. Work as rapidly as you can. Draw a circle around the letter that best expresses your feeling.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. A child should be seen and not heard	6	5	4	3
2. Parents should sacrifice everything for their children	6	5	3	4
3. Children should be allowed to do as they please .	5	5	2	5
4. A child should not plan to enter any occupation his parents don't approve of	6	6	4	5
5. Children need some of the natural meanness taken out of them	6	5	3	4
6. A child should have strict discipline in order to develop a fine, strong character	6	4	3	3
7. The mother rather than the father should be responsible for discipline	6	4	3	4
8. Children should be "babied" until they are several years old	6	5	3	4
9. Children have the right to play with whomever they like	4	3	5	5
10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents	6	5	4	3
11. Children should be forbidden to play with youngsters whom their parents do not approve of .	5	5	3	2
12. A good way to discipline a child is to tell him his parents won't love him anymore if he is bad .	6	3	4	4

13. Severe discipline is essential in the training of children 6 6 5 3
14. Parents cannot help it if their children are naughty 6 5 4 3
15. Jealousy among brothers and sisters is a very unhealthy thing 4 5 2 6
16. Children should be allowed to go to any Sunday School their friends go to 5 2 4 5
17. No child should ever set his will against that of his parents 6 6 2 4
18. The Biblical command that children must obey their parents should be completely adhered to 6 4 4 3
19. It is wicked for children to disobey their parents 6 4 4 3
20. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents 6 5 3 3
21. Children should not be punished for disobedience . 5 6 3 4
22. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys" 5 5 3 3
23. Strict discipline weakens a child's personality . 4 3 4 5
24. Children should always be loyal to their parents above anyone else 6 3 4 3
25. Children should be steered away from the temptations of religious beliefs other than those accepted by the family 6 6 3 3
26. The weaning of a child from the emotional ties to its parents begins at birth 5 3 4 5
27. Parents are not entitled to the love of their children unless they earn it 4 3 5 6
28. Parents should never try to break a child's will . 4 2 5 5
29. Children should not be required to take orders from parents 2 5 4 5

30. Children should be allowed to choose their own religious beliefs 4 3 4 6
31. Children should not interrupt adult conversation . 5 4 2 6
32. The most important consideration in planning the activities of the home should be the needs and interests of the children 4 2 5 6
33. Quiet children are much nicer than little chatterboxes 6 4 3 4
34. It is sometimes necessary for the parent to break the child's will 6 5 4 3
35. Children usually know ahead of time whether or not parents will punish them for their actions . . 5 3 3 4
36. Children resent discipline 5 4 3 5
37. Children should not be permitted to play with youngsters from the "wrong side of the tracks" . . 6 5 3 4
38. When the parent speaks, the child should obey . . 5 5 3 2
39. Mild discipline is best 4 3 5 6
40. The best child is one who shows lots of affection for his mother 6 5 3 4
41. A child should be taught that his parents always know what is best 5 5 3 3
42. It is better for children to play at home than to visit other children 6 4 4 3
43. Most children should have more discipline than they get 6 4 3 2
44. A child should do what he is told to do, without stopping to argue about it 6 4 3 4
45. Children should fear their parents to some degree 6 5 4 3
46. A child should always love his parents above everyone else 6 4 3 4
47. Children who indulge in sex play become adult sex criminals 5 6 4 3

48. Children should be allowed to make only minor decisions for themselves 5 5 3 3
49. A child should always accept the decision of his parents 5 5 3 3
50. Children who readily accept authority are much nicer than those who try to be dominant themselves 6 4 3 3
51. Parents should always have complete control over the actions of their children 5 4 4 3
52. When they can't have their own way, children usually try to bargain or reason with parents . . 5 3 4 6
53. The shy child is worse off than the one who masturbates 4 3 5 5
54. Children should accept the religion of their parents without question 5 6 4 3
55. The child should not question the commands of his parents 6 4 3 3
56. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents 6 3 4 6
57. Children should not be punished for doing anything they have seen their parents do 4 4 3 6
58. Jealousy is just a sign of selfishness 6 3 4 4
59. Children should be taught the value of money early 5 3 3 6
60. A child should be punished for contradicting his parents 6 5 3 3
61. Children should have lots of parental supervision. 5 3 3 4
62. A parent should see to it that his child plays with the right kind of children 6 4 3 3
63. Babies are more fun for parents than older children are 6 5 4 3
64. Parents should supervise a child's selection of playmates very carefully 6 4 2 4

65. No one should expect a child to respect parents who nag and scold 5 3 5 2
66. A child should always believe what his parents tell him 6 4 3 4
67. Children should usually be allowed to have their own way 6 3 3 3
68. A good way to discipline a child is to cut down his allowance 5 4 3 4
69. Children should not be coaxed or petted into obedience 4 3 6 5
70. A child should be shamed into obedience if he won't listen to reason 6 3 4 4
71. In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings 6 6 3 3
72. A good whipping now and then never hurt any child. 6 4 3 2
73. Masturbation is the worst bad habit that a child can form 6 5 4 3
74. A child should never keep a secret from his parents 7 4 3 4
75. Parents are generally too busy to answer all of a child's questions 6 4 3 3
76. The children who make the best adults are those who obey all the time 6 5 3 4
77. It is important for children to have some kind of religious upbringing 6 3 2 2
78. Children should be allowed to manage their affairs with little supervision from adults 5 3 4 5
79. Parents should never enter a child's room without permission 3 3 3 7
80. It is best to give children the impression that parents have no faults 6 5 4 3

- 81. Children should not annoy their parents with their unimportant problems 6 5 3 4
- 82. Children should give their parents unquestioning obedience 6 4 4 2
- 83. Sex is one of the greatest problems to be contended with in children 6 4 3 4
- 84. Children should have as much freedom as their parents allow themselves 6 4 3 6
- 85. Children should do nothing without the consent of their parents 6 5 3 3