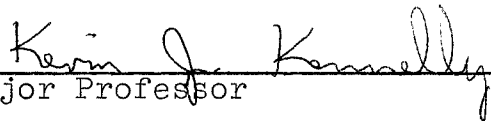

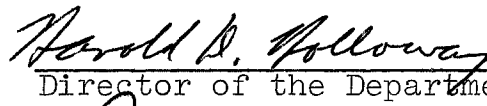


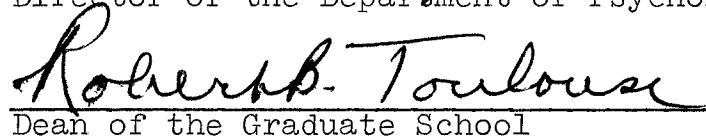
PARENTAL ROLES AND BEHAVIOR IN CHILDREN

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This investigation was concerned with the goals parents set for their children, the child-rearing methods parents use to instill their goals in the child, and the behavioral and personality characteristics of the child. To measure these dimensions, participation was solicited from parents who had children enrolled in the North Texas State University Laboratory School. Two paper and pencil tests were administered to the parents. These were the Parent Child Relations Questionnaire (PCR) devised by Roe and Siegelman (1963) and Emmerich's (1969) Parental Role Questionnaire (PRQ). Children of the participating parents were rated by their teachers on fifteen selected personality traits. Pearson Product Moment Correlations were computed between each of the fifteen teachers' ratings and each of the scales of the PCR and the PRQ. Correlations found on the PCR were in the expected direction. The correlations found for the PRQ suggested that it is at least as good an instrument as the PCR for measuring parental behavior. The results suggested that the fathers were more instrumental in setting the standards of achievement for the child, while the mother appeared to be the best judge of the extent to which the child measured up to their goals. It was also found that the father's belief in the different child

rearing methods had a greater influence on the child's behavior than the mother's beliefs. The results of this study also indicated that methods of child-rearing could have very different effects depending upon whether they were used by the father or the mother. This investigation found that the PRQ is a potentially valuable instrument for measuring parental behaviors. It was concluded that the PRQ has great potential for use in research on parent behavior. Several possible modifications to increase its reliability and usefulness were suggested.

PARENTAL ROLES AND BEHAVIOR IN CHILDREN

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## North Texas State University

Until recently, studies done in the area of parent-child relations have been, for the most part, of a fact-finding nature. Many of these studies have used interviews with the parents, usually the mother (Sears, Maccoby, & Levin, 1957; Stolz, 1967), while others (Schaefer & Bayley, 1963) have used observations of the parent-child interaction in an artificial setting. These investigations have been conducted on a large scale to collect information in many areas. Sears, Maccoby, and Levin (1957) collected information from 379 mothers of five-year-old children through the use of standardized interviews. The results of this study are indicative of how parents actually rear their children, and the investigators did not concern themselves with cause and effect relations. In a similar investigation, Stolz (1967) studied the influences on seventy-eight parents as perceived by the parents. More specifically, she investigated the reasons why parents use the techniques they do in rearing their children and what influences bring the parent to use the procedures they do. Stolz concluded that the parents in her study possessed values or goals that influenced their behavior toward their children. Stolz further concluded that parents were not only significantly and measurably influenced by their values, but also in their beliefs in what they considered to be true or false. In general, Stolz found that any interaction

between the parent and the child was the result of a large number of determinates, the dominance of any influence being determined by elements in the total situation.

Schaefer and Bayley (1963) used subjects who were part of the Berkeley Growth Study. These investigators, utilizing both observation and interview in their longitudinal study, found that the social, emotional, and task-oriented behaviors of the child are, to some extent, a reaction to parental behaviors. Schaefer and Bayley also concluded that the child possesses innate predispositions to respond to his environment. Such a possibility is also alluded to by Sears, Maccoby, and Levin (1957).

Recent factor analytic studies have made it possible to conceptualize parental attitudes and practices along several independent dimensions (e.g. Becker, 1962, 1964; Schaefer, 1959; Schaefer & Bayley, 1963). These dimensions have been described as Permissiveness v. Restrictiveness and Hostility v. Warmth, by Becker (1964), and as Autonomy v. Control and Hostility v. Love, by Schaefer (1959). Roe and Siegelman (1963) have conceptualized parental attitudes and practices as falling along the dimensions of Loving v. Rejecting and Casual v. Demanding. The efforts of these investigators have enabled parent-child researchers to organize more easily the major research efforts in this field. With this emphasis on more definite dimensions of [parental behavior has come the development of instruments to objectively

assess the effect of the behavior of the parent on the personality of the child.

A number of useful instruments have served as the basis for a great deal of this research. The Parental Attitude Research Instrument (Schaefer & Bell, 1958) and the Parent Child Relations Questionnaire (Roe & Siegelman, 1963) are two such instruments. These two instruments are constructed in such a manner that the focus is unidirectional; the effect of the parent on the child is under investigation. As was pointed out by Bell (1968), among others, this model was formulated to facilitate research, but it is generally recognized by child psychologists that the effect is of a bi-directional nature (see also Sears, et al., 1957, 454-455).

Another instrument, the Parental Role Questionnaire, has recently been devised by Emmerich (1969). This instrument is concerned, in part, with some of the goals and values Stolz (1967) found to influence the practices of parents. It is also concerned with the beliefs of the parents toward certain child-rearing practices. The Parental Role Questionnaire is designed to yield parental role information along the following four dimensions

- a. Goal Values -- the goals which the parent has set for the child.
- b. Means-ends Beliefs -- parental beliefs concerning the effectiveness of various child-rearing methods in instilling desirable behavior in the child.
- c. Means-ends Capacities -- the perceived capacity of the parent for implementing the Means-ends Beliefs.
- d. Goal Achievements -- the extent to which the parent sees the child as meeting the standards of his Goal Values.



These four dimensions are used to assess the personality goals for children, which Emmerich and Smoller (1964) found to be common among parents. These goals were identified as assertiveness, friendliness, independence, obedience, trust- ingness (positively valued goals), and aggression, avoidance, dependency, overfriendliness, and submissiveness (negatively valued goals). In order to assess the means used by the parents to encourage or discourage these goals, Emmerich selected five beliefs about effective child-rearing methods to utilize in his questionnaire. These five child-rearing beliefs were selected on the assumption by Emmerich that there should be considerable correspondence between child-rearing methods based on scientific research and theories and those utilized by parents. The five child-rearing methods selected were

- a. Nonintervention -- the parent does nothing in partic- ular with respect to self, child, or the child's situation.
- b. Behavioral Modification -- the parent attempts to reinforce positively desirable child behaviors and reinforce negatively undesirable behaviors.
- c. Motivational Modification -- the parent attempts to induce change through persuasion or reasoning.
- d. Situational Modification -- the parent attempts to change the setting in which the child is behaving.
- e. Modeling -- the parent attempts to act or not act in the desirable or undesirable way to serve as an appropriate model for the child to imitate.

(Emmerich, 1969, p.6)

Emmerich administered his instrument to faculty and graduate students at Purdue University who had children en- rolled in the university nursery school. He found that

[parental roles consist of definable cognitive processes that can be satisfactorily measured.]

This investigation utilized Emmerich's Parental Role Questionnaire as a means of discovering the relationship between the parental goals identified by Emmerich and the observed characteristics of children. Emmerich assessed only the roles and behaviors of the parent through the utilization of the Parental Role Questionnaire (PRQ) and the Parental Attitude Research Instrument (PARI). He did not consider [the relationship between the parental goals and the personality characteristics of the children.] He did find, however, that the PRQ sampled aspects of parental behavior not sampled by the PARI. Instead of the PARI, the present study utilized the Parent Child Relations Questionnaire (PCR). The personality characteristics of the children in the present investigation were assessed by means of teachers' ratings. Several investigators (Cattell, 1963; Cattell & Coan, 1957; Digman, 1963) have established the reliability of teachers' ratings as a measure of [the personality characteristics of children.] The teachers' ratings utilized in the present investigation were selected on the basis of their presumed relationship to the goals parents try to achieve with their children as measured by the PRQ.

This study was an attempt to uncover significant relationships between parental goals and child rearing beliefs, as measured by the PRQ, and the behavior and personality of

the child. Since Emmerich found that the PRQ measures aspects of parental behavior not measured by the PARI, a similar finding was expected with regard to the PCR in the present study. The PCR was included in the present study since it is an instrument which in previous research has proven to be significantly and meaningfully related to teachers' ratings of children (Sells, Roff, Cox, & Mayer, 1967).

#### Method

##### Subjects

Parents of all children in the North Texas State University Laboratory School were contacted by letter and asked to participate in the study. All persons responding to the letter were used in the investigation. In general, these parents were faculty and/or graduate students at North Texas State University and were, like Emmerich's sample, highly educated members of the upper middle class. Eighteen couples participated in the study. The parents were asked to focus in responding to the PRQ and the PCR on the oldest child whom they had presently enrolled in the North Texas State University Laboratory School. Of the eighteen children, seven were boys and eleven were girls. They ranged in age from six to twelve years of age and, correspondingly, from kindergarten to the sixth grade. These subjects comprise a relatively heterogeneous sample in terms of age and grade level. Because of the small sample involved in the present study and because the primary purpose of the present

study was the identification of promising variables to be utilized in a more intense and comprehensive research project, the subjects were not divided by age or sex. This is not to suggest that significant differences would not be found by such a division. This investigation, owing to the small N, could only hope to find the more obvious relationships. Also, because of the relatively small sample size and the exploratory nature of the present investigation, the correlations obtained between the PRQ and the PCR and the teachers' ratings were considered significant at the .10 level, to minimize the occurrence of Type II errors.

#### Instruments

Three instruments were utilized in the present study, Emmerich's (1969) Parental Role Questionnaire, Roe and Siegelman's (1963) Parent Child Relations Questionnaire, and teachers' ratings of selected aspects of the children's behavior. The Parental Role Questionnaire is designed to yield information along four dimensions, based on the eight goals parents set for their children.

[ The Parent Child Relations Questionnaire was designed by Roe and Siegelman to yield information on parents along the following ten dimensions:

1. Protective (Pro)-- This category includes parents who give the child's interest first priority.
2. Demanding (Dem)-- Parents in this group set high standards of accomplishment for their child in particular areas, manners, school, etc.

3. Rejecting (Rej)-- Parents in this group follow the extremest patterns of the preceding group, but this becomes rejecting when their attitude is a rejection of the childishness of the child.
4. Neglecting (Neg)-- These parents pay little attention to the child, giving him a minimum of physical care and no affection.
5. Casual (Cas)-- These parents pay more attention to the child and are mildly affectionate when they do.
6. Loving (Lov)-- These parents give the child warm and loving attention.
7. Symbolic-Love Reward (Rew S-L)-- The parents using this kind of reward praise their children for approved behavior, give them special attention, and are affectionately demonstrative.
8. Direct-Object Reward (Rew D-O)-- These include tangible rewards such as gifts of money or toys, special trips, or relief from chores.
9. Symbolic-Love Punishment (Pun S-L)-- These include shaming the child before others, isolating him, and withdrawing love.
10. Direct-Object Punishment (Pun D-O)-- These include physical punishment, taking away play things, reducing allowance, denying promised trips, etc.)

(Roe & Siegelman, 1963, p. 357)

The PRC was modified from its original form of children's ratings of their parents to a form appropriate for parents' rating of their children. The nature of these modifications can be seen in the following example of an item from the PCR.

Original form

My mother

1. objected when I was late for meals.

Modified form

In rearing my daughter, I

1. object when she is late for meals.

The original form of the PCR was designed to be answered on the basis of the subjects' retrospections of their childhoods whereas the modified form is concerned with present

parental practices as perceived by the parent. Four forms were devised based on the modified model. These were for mothers of daughters, mothers of sons, fathers of daughters, and fathers of sons.

The teachers' ratings consisted of fifteen traits, fourteen of which were taken from a list of thirty-nine traits isolated by Cattell and Coan (1957). They were selected on the basis of their assumed relation to the eight important goals measured by Emmerich's PRQ. Since no trait existed to adequately differentiate "overfriendliness," an additional trait was devised for this goal. The fifteen personality traits used in this study were

1. Non-aggressive, kind, considerate v. aggressive, tends toward fighting, bullying, teasing, cruelty.
2. Self-sufficient, independent v. dependent on teacher.
3. Submissive, follows lead of other children v. self-assertive, tends to dominate other children.
4. Prefers not to be noticed v. demanding of attention.
5. Well poised, tough, sticks up for own rights when threatened v. easily upset, overwhelmed by teasing of other children, yields easily to persuasion.
6. Lacking in self-confidence, easily discouraged or defeated v. confident (perhaps overconfident) of own ability and ideas.
7. Responsible v. irresponsible, frivolous.
8. Quitting, fickle v. persevering, determined.
9. Socially awkward and clumsy v. polished in manner.
10. Adaptable, flexible v. rigid, has difficulty adjusting to changes or new situations.
11. Has difficulty following instructions v. follows instructions easily and accurately.
12. Shy, bashful, seclusive, aloof, remains fairly isolated from other children v. outgoing, mixes freely with other children.
13. Prefers solitary pursuits v. gregarious, prefers games involving many children.
14. Negativistic, stubborn, disobedient, argumentative v. cooperative, compliant, obedient.

15. Sociable, friendly, pleasant v. overfriendly, overly sociable, showers others with attention.

#### Procedure

Participating parents were tested in a room set up for that purpose in the psychology department of North Texas State University. Each parent was given the PRQ and the appropriate form of the PCR during the testing session. The subject was allowed to complete the questionnaires in any order he wished. Those parents who had more than one child enrolled in the laboratory school were instructed to think of their oldest child when answering the questions. Some of the parents in the present study were mailed the questionnaires or allowed to take them home for completion.

Teachers in the seven grades from kindergarten through the sixth grade were given rating scales and asked to rate each child in the class on each of the fifteen traits. The teachers were not told which children would be used in the study. Only ratings for those children of parents who participated in the study were utilized. The rating scales were constructed in such a manner that each trait could be rated on a seven-point scale from very true to very untrue of each child. In order to eliminate the tendencies of the teachers to use various parts of the seven-point scale, the scores for those children participating in the study were transformed to z scores based on all the scores. The z scores provided information concerning the child's relative status within his class on each trait as perceived by the teacher.

## Results and Discussion

Means and standard deviations for the fifteen teachers' ratings are presented in Table 1. Pearson Product Moment Correlations were computed between the teachers' ratings and each of the ten scales of the PCR and each of the forty scales of the PRQ. In order to facilitate the presentation and analysis of the correlations, the fifteen teachers' ratings were divided into four groups based upon the inter-correlations among them found in a previous study by Cattell and Coan (1957). These groupings are based upon the assumption that the fifteen teachers' ratings in the present study have some of their variance in common and are therefore tapping the same or related behaviors in the child. The teachers' ratings were arranged in the following manner.

### Group I

Adaptable v. rigid  
 Socially awkward v. polished in manner  
 Confident v. lacking in confidence

### Group II

Prefers not to be noticed v. demanding of attention  
 Stubborn v. cooperative  
 Tough v. easily upset  
 Non-aggressive v. aggressive

### Group III

Quitting v. persevering  
 Cannot follow instructions v. follows instructions  
 easily and accurately  
 Self-sufficient v. dependent

### Group IV

Shy v. outgoing  
 Solitary v. gregarious  
 Submissive v. self-assertive  
 Responsible v. irresponsible  
 Friendly v. overfriendly



TABLE 1

Means and Standard Deviations  
for Teachers' Ratings

Teachers' ratings	M	SD
Non-aggressive v. aggressive	-.51	.73
Independent v. dependent	-.11	.90
Submissive v. self-assertive	-.12	1.03
Prefers not to be noticed v. demanding of attention	-.27	1.12
Well poised v. easily upset	-.06	.89
Unconfident v. confident	+.19	.88
Responsible v. irresponsible	-.09	.79
Quitting v. persevering	+.17	.95
Awkward v. polished	+.24	1.05
Adaptable v. unadaptable	-.48	.64
Difficulty following instructions v. follows them easily	+.05	1.05
Shy v. outgoing	+.03	.91
Solitary v. gregarious	-.08	.76
Stubborn v. cooperative	+.13	.69
Friendly v. overfriendly	-.09	.66

TABLE 2

Means and Standard Deviations for Parent-Child  
Relations Questionnaire for Men and Women

Category	Men		Women	
	M	SD	M	SD
Protective	38.44	7.52	38.11	3.77
Demanding	32.50	5.60	38.61	7.30
Rejecting	22.67	4.19	25.06	5.12
Neglecting	24.61	6.26	25.72	3.84
Casual	44.56	8.22	45.89	4.84
Loving	66.50	5.21	65.50	5.76
Symbolic-love reward	37.44	3.77	37.22	3.97
Direct-object reward	26.61	6.36	25.50	7.57
Symbolic-love punishment	19.44	3.50	23.28	6.31
Direct-object punishment	18.83	5.10	20.94	6.66

These groupings do not necessarily represent well defined personality factors. They were arranged into groups only to facilitate discussion and understanding. A discussion of the correlations of the PCR will be followed by a discussion of the PRQ.

#### PCR

The means and standard deviations for the men and women on the ten scales of the PCR are presented in Table 2. The correlations between the scales of the PCR and the fifteen teachers' ratings are presented in Table 3. There are only two significant correlations in Group I on the PCR. Symbolic love punishment in fathers is positively related ( $p < .05$ ) to the teachers' rating of polished in manner. A high rating on polished in manner for a child is, however, not necessarily a desirable rating, since it reflects only the outward appearance of the child. Symbolic love punishment in mothers is also positively, though not significantly, related to the teachers' rating of the child as polished in manner. The mother's perception of herself as relatively neglecting related significantly and negatively ( $p < .10$ ) to the teachers' rating of the child as polished in manner. Apparently, the more neglecting the mother, the greater the difficulty the child encounters in interacting with his peers. This is also supported by the finding that maternal protectiveness is positively, though not significantly, related to the teachers' rating of polished in manner for the child.

TABLE 3

Pearson Product Moment Correlations  
Between Teacher's Ratings and  
PCR for Men and Women

Teacher's Rating	Men										Women									
	Pro	Fun S-L	Rej	Cas	Rew S-L	Dem	Fun D-O	Low	Neg	Rew D-O	Pro	Fun S-L	Rej	Cas	Rew S-L	Dem	Fun D-O	Low	Neg	Rew D-O
Non aggressive v. aggressive	+0.12	.00	+0.19	+0.19	+0.26	+0.78	+0.35	-0.15	+0.14	+0.45*	-0.35	+0.16	+0.41*	-0.14	+0.23	+0.08	+0.14	-0.36	+0.56#	+0.09
Independent v. dependent	+0.05	-0.02	-0.12	-0.02	-0.01	+0.21	-0.02	-0.36	-0.14	+0.01	+0.03	-0.29	-0.41	+0.30	+0.01	-0.43	-0.51#	+0.58#	-0.59	-0.53#
Submissive v. self-assertive	+0.05	+0.51#	+0.38	+0.03	-0.11	+0.14	+0.43*	-0.03	+0.18	+0.07	-0.30	+0.34	+0.05	-0.07	+0.10	+0.15	+0.19	+0.15	-0.24	+0.16
Prefers not to be noticed v. demanding of attention	.00	-0.29	-0.56#	+0.22	-0.16	-0.28	-0.23	+0.30	-0.21	-0.15	+0.05	-0.41*	-0.09	+0.13	+0.05	-0.20	-0.28	+0.11	+0.20	-0.24
Well poised v. easily upset	-0.33	-0.20	-0.05	-0.02	-0.15	+0.03	-0.30	-0.21	-0.12	-0.41*	-0.08	-0.35	-0.13	+0.19	-0.07	-0.13	-0.07	+0.15	-0.22	-0.33
Unconfident v. confident	+0.05	+0.39	+0.06	+0.01	-0.09	-0.02	+0.24	+0.18	-0.09	+0.08	+0.22	+0.30	-0.01	-0.16	+0.18	+0.20	+0.04	-0.02	-0.04	+0.40
Responsible v. irresponsible	-0.56#	+0.10	-0.50	-0.50	-0.42*	-0.64	-0.41*	+0.23	-0.43*	-0.46*	-0.00	-0.41*	-0.54#	+0.01	+0.23	-0.53#	-0.35	-0.13	-0.74	-0.37
Quitting v. persevering	-0.07	-0.65	-0.02	+0.13	+0.22	-0.19	-0.19	+0.13	+0.02	+0.14	-0.01	-0.07	-0.20	+0.08	-0.12	-0.02	-0.05	-0.09	+0.04	+0.31
Awkward v. polished	+0.03	+0.57#	-0.28	-0.27	+0.16	+0.10	+0.23	+0.29	-0.12	-0.14	+0.38	+0.30	-0.03	-0.34	+0.07	+0.26	-0.09	+0.08	-0.41*	-0.03
Adaptable v. unadaptable	.00	-0.11	+0.01	-0.02	+0.24	+0.07	+0.04	-0.05	+0.23	+0.12	-0.35	-0.04	-0.16	+0.39	-0.18	-0.15	+0.07	+0.25	+0.06	-0.15
Difficulty following instructions v. follows them easily	-0.02	+0.06	-0.36	+0.11	-0.16	-0.24	-0.22	+0.38	-0.36	-0.15	+0.49#	-0.04	+0.30	-0.01	+0.15	+0.11	-0.11	+0.05	+0.18	+0.17
Shy v. outgoing	+0.22	+0.20	+0.18	+0.33	+0.19	+0.31	+0.25	-0.09	+0.08	+0.27	+0.24	+0.22	+0.21	-0.05	+0.42*	+0.25	+0.06	-0.33	+0.24	+0.30
Solitary v. gregarious	+0.11	+0.31	-0.25	+0.09	+0.07	+0.09	-0.35	+0.25	-0.22	+0.05	+0.50#	-0.72	-0.29	+0.02	+0.31	+0.07	-0.28	+0.22	-0.22	-0.46*
Stubborn v. cooperative	-0.21	-0.32	-0.01	+0.04	-0.06	.00	-0.33	+0.01	-0.01	-0.16	+0.19	-0.25	-0.54#	+0.20	-0.04	-0.21	-0.15	-0.21	-0.24	-0.06
Friendly v. overfriendly	-0.13	-0.38	-0.20	+0.02	.00	-0.32	+0.22	+0.22	-0.27	-0.03	-0.09	-0.43*	-0.21	-0.02	-0.46*	-0.27	+0.07	+0.07	-0.19	-0.06

A line under the correlation signifies  $P < .01$ , two-tail.

#  $P < .05$ , two-tail.

\*  $P < .10$ , two-tail.

It can be seen from Table 3 that in Group III, a rejecting mother tends to encourage stubbornness in the child ( $p < .05$ ). Aggressive behavior in the child is related positively to a rejecting ( $p < .10$ ) and neglecting ( $p < .01$ ) attitude on the part of the mother. For the father, aggressiveness is positively related to demandingness ( $p < .01$ ) and direct object reward ( $p < .01$ ). These findings suggest that aggressiveness in the child is produced either directly by the father or as a reaction to the mother. Symbolic love punishment by the mother is correlated with the teachers' rating of prefers not to be noticed ( $p < .10$ ). Rejectingness of the father is likewise related ( $p < .05$ ) to this trait. Both of these are forms of rejection, and both appear to encourage withdrawal behavior in the child.

Some very interesting findings can be noted in Group III. On the teachers' rating of self-sufficient v. dependent, rejecting ( $p < .10$ ), demanding ( $p < .10$ ), direct object punishment ( $p < .05$ ), neglecting ( $p < .01$ ), and direct object reward ( $p < .05$ ) on the part of the mother are all negatively correlated with dependency in the child. The explanation for this finding could be that a harsh and punitive mother evokes avoidant reactions to other females, such as the child's teacher. Loving, on the other hand, is positively related to dependency ( $p < .05$ ). Lovingness of the father is negatively, though not significantly, related to dependency. In other words, a loving mother encourages dependency in

the child whereas a loving father encourages the child to be self-sufficient. Another interesting finding is that symbolic love punishment on the part of the father produces quitting as opposed to persevering behavior in the child. It must be remembered here that symbolic love punishment involves shaming and withdrawing love from the child.

It can be seen from the fourth group of teachers' ratings that a mother who uses both symbolic love and direct object punishment tends to have an irresponsible child ( $p < .05$ ). Also significantly related to irresponsibility is rejecting ( $p < .05$ ) and demandingness ( $p < .05$ ) on the part of the mother. A rejecting and punitive mother produces an irresponsible low  $\textcircled{A}$  child. Another interesting finding is that a father who uses either symbolic love punishment ( $p < .05$ ) or direct object punishment ( $p < .10$ ) discourages submissiveness and makes the child tend toward self-assertiveness and the dominance over other children. It was also found that the use of symbolic love reward by the mother produces a child who is outgoing, while the use of symbolic love punishment produces a child who prefers to be alone ( $p < .01$ ).

#### PRQ

The means and standard deviations for the men and women on the PRQ are presented in Table 4. Presented in Tables 5 and 6 are the Pearson Product Moment Correlations between the PRQ and the teachers' ratings for men and women. For the

TABLE 4

Means and Standard Deviations  
on the PRQ for Men and Women

Goals	Men				Women			
	Goal Beliefs		Goal Ach		Goal Beliefs		Goal Ach	
	M	SD	M	SD	M	SD	M	SD
Ass	1.89	2.21	1.33	1.63	1.72	2.08	.89	.99
Fr	4.39	1.60	.72	1.28	4.28	1.33	.44	.76
Ind	2.61	2.16	1.06	1.72	2.06	2.25	.94	1.03
Ob	3.39	1.50	.83	.83	4.11	1.37	.94	1.08
Tr	4.72	1.28	.73	1.41	4.67	1.41	.55	1.26
Agg	3.39	1.98	.28	.65	3.89	2.21	1.00	1.37
Av	4.83	1.61	.44	1.38	4.89	1.29	.66	1.53
Dep	1.06	2.32	.83	1.42	2.39	2.63	.72	1.05
Over	3.11	1.73	.44	1.21	1.60	2.50	.17	.37
Sub	2.94	2.44	.66	1.25	2.33	3.06	.94	1.54
Child Rearing Method (Positive)	Means-ends Beliefs		Means-ends Capacities		Means-ends Beliefs		Means-ends Capacities	
Non	.61	2.48	14.00	4.57	1.61	3.51	14.72	2.96
Sit Mod	6.27	1.94	16.28	1.97	5.83	1.54	16.44	1.86
Beh Mod	6.44	2.09	17.83	1.54	6.17	1.46	17.67	1.67
Mod	5.72	1.24	16.78	1.75	6.22	1.51	16.67	1.94
Mot Mod	3.28	2.82	16.78	2.32	4.78	1.58	16.39	4.31
Child Rearing Method (Negative)	Means-ends Beliefs		Means-ends Capacities		Means-ends Beliefs		Means-ends Capacities	
Mod	1.22	2.07	16.11	2.31	2.06	4.38	14.39	3.45
Mot Mod	1.28	3.11	14.56	3.55	1.33	4.27	14.28	4.31
Non	-1.78	2.46	10.72	3.19	-1.78	3.99	10.28	2.70
Sit Mod	1.89	3.41	14.94	2.57	1.78	3.47	15.44	2.91
Beh Mod	1.33	3.23	13.61	2.93	.72	3.67	13.61	2.87

first group of teachers' ratings, the desire by the father that the child be friendly ( $p < .01$ ), trusting ( $p < .10$ ), and independent ( $p < .01$ ), and that he not be avoiding ( $p < .10$ )

TABLE 5

Pearson Product Moment Correlations Between  
Teacher's Ratings and PRQ for Men

Teachers' Ratings	Goal Values										Goal Achievements									
	Positive					Negative					Positive					Negative				
	Ob	Fr	Tr	Ind	Ass	Dep	Sub	Agg	Av	Over	Ass	Ind	Tr	Fr	Ob	Over	Av	Agg	Sub	Dep
Non-aggressive v. aggressive	-.03	-.29	-.38	-.30	-.14	+.25	-.03	-.10	-.09	-.32	+.03	-.11	+.17	+.45*	-.11	+.27	+.30	-.09	-.25	+.14
Independent v. dependent	+.13	-.14	-.08	-.23	-.22	-.13	+.21	+.38	+.19	+.13	-.27	-.17	-.15	-.26	-.02	-.11	-.01	-.09	-.07	-.03
Submissive v. self-assertive	+.47*	-.07	+.05	+.39	+.34	+.14	-.11	+.04	+.28	-.14	+.16	-.01	-.14	-.15	+.12	-.27	-.27	+.07	-.16	-.11
Prefers not to be noticed v. demanding of attention	-.13	+.17	+.05	+.07	+.27	-.11	-.14	+.19	+.30	+.23	-.13	-.08	-.21	-.38	-.28	-.14	-.11	+.17	-.19	-.05
Well poised v. easily upset	-.40	-.25	-.19	-.11	-.01	+.21	+.14	+.03	-.45*	+.50	-.05	-.12	-.01	-.21	-.13	-.08	.00	-.09	-.13	-.20
Unconfident v. confident	+.63	+.32	+.37	+.27	+.30	+.02	-.03	+.02	+.46*	-.01	-.21	-.15	-.32	-.13	+.06	-.26	-.41*	-.13	-.22	-.10
Responsible v. irresponsible	+.01	-.25	-.44*	-.43*	-.31	-.29	+.09	-.00	-.15	+.05	+.13	+.15	-.70	+.10	+.13	-.03	+.09	+.14	-.17	+.01
Quitting v. persevering	+.19	+.20	+.37	+.21	+.08	+.20	-.04	+.01	+.06	-.13	+.39	+.39	+.30	+.27	+.10	+.41*	+.34	+.45*	+.41*	+.32
Awkward v. polished	+.30	+.36	+.11	+.28	+.12	-.22	-.20	+.32	+.25	+.32	-.13	+.03	-.13	-.13	+.30	-.25	-.36	+.16	-.36	+.01
Adaptable v. unadaptable	+.06	-.58†	-.43*	-.21	-.33	-.05	+.29	-.04	-.45*	-.01	+.18	+.01	+.34	+.30	+.03	+.34	+.65*	-.10	+.44*	+.11
Difficulty following instructions v. follows them easily	+.26	+.55*	+.66	+.39	+.44*	+.02	.00	+.17	+.50*	+.28	-.24	-.02	-.34	-.14	-.10	-.23	-.38	-.02	-.30	-.26
Shy v. outgoing	+.15	+.31	+.16	-.19	-.05	+.23	-.37	+.07	+.64	-.31	-.03	+.03	-.03	+.09	+.31	-.09	-.24	+.03	-.12	+.03
Solitary v. gregarious	+.59	+.46*	+.33	+.10	+.11	-.03	-.17	+.43*	+.37	+.07	-.20	+.06	-.22	-.23	+.23	-.17	-.32	+.10	-.22	-.05
Stubborn v. cooperative	+.28	+.42*	+.47*	+.07	-.10	+.11	-.22	+.21	+.07	-.18	+.14	+.27	-.03	-.13	+.17	-.02	-.06	+.34	-.02	+.04
Friendly v. overfriendly	-.02	+.21	+.50*	+.38	+.32	+.08	+.07	+.04	+.46*	+.30	+.15	+.32	+.31	+.13	+.02	+.33	+.34	+.56*	+.26	+.29

Teachers' Ratings	Means-ends Beliefs										Means-ends Capacities									
	Positive					Negative					Positive					Negative				
	Non Mod	Sit Mod	Beh Mod	Mod	Lot Mod	Mod	Mod Mod	Non Mod	Sit Mod	Beh Mod	Non Mod	Sit Mod	Beh Mod	Mod	Mod Mod	Mod	Lot Mod	Non Mod	Sit Mod	Beh Mod
Non-aggressive v. aggressive	-.47*	-.30	-.49*	-.15	-.13	-.11	-.04	-.05	+.02	+.32	-.03	-.03	+.03	-.05	+.03	+.10	-.13	-.02	-.15	-.03
Independent v. dependent	-.31	-.29	-.17	+.25*	+.01	-.25†	+.02	+.14	-.12	+.30	-.02	+.25	+.49*	+.37	+.08	+.11	+.10	+.25	-.05	+.06
Submissive v. self-assertive	-.02	-.13	-.17	-.44*	-.03	+.32	-.06	-.25	+.49*	-.15	-.23	-.14	.00	-.04	-.31	+.13	-.02	-.15	.00	+.19
Prefers not to be noticed v. demanding of attention	-.10	+.20	+.37	+.42*	+.30	-.39	-.44*	+.29	-.05	-.17	-.13	+.12	+.45*	-.10	+.10	-.45*	-.13	+.35	-.17	+.30
Well poised v. easily upset	+.04	+.34	+.36	+.32	-.15	-.44*	+.03	+.50*	-.11	+.07	+.52	+.36	+.53*	+.29	-.29	+.14	+.12	+.23	+.17	+.03
Unconfident v. confident	-.16	-.01	-.10	-.30	+.05	+.31	+.04	-.38	+.31	-.04	-.37	+.13	-.47*	-.25	-.17	-.52*	.00	-.05	+.34	+.14
Responsible v. irresponsible	-.31	-.03	-.21	-.12	+.05	+.09	-.50†	+.09	-.04	-.53*	+.20	-.27	-.19	+.03	-.04	+.10	+.06	-.33	-.03	
Quitting v. persevering	+.19	+.51*	+.54*	-.13	-.30	+.54*	+.30	-.29	+.07	+.12	-.32	-.03	-.06	-.17	-.07	-.23	+.02	-.25	-.18	+.11
Awkward v. polished	+.02	+.31	+.27	-.06	+.14	+.45*	+.09	-.17	+.35	-.05	+.02	+.34	-.38	+.03	+.36	-.03	+.50*	+.29	+.41*	+.47*
Adaptable v. unadaptable	+.34	+.22	+.00	+.15	-.27	-.16	-.63*	+.09	-.20	-.42*	+.31	-.11	+.43*	+.43*	-.04	+.56*	+.15	-.03	-.13	+.13
Difficulty following instructions v. follows them easily	+.03	+.45*	+.53*	+.01	+.40*	+.20	.00	-.03	-.25	-.19	-.35	+.43*	-.13	-.27	+.25	-.47*	+.12	+.13	+.35	+.12
Shy v. outgoing	-.39	+.13	-.05	-.53†	+.12	+.31	+.15	-.44	+.31	+.07	-.36	-.01	-.46*	-.42*	-.15	-.33*	-.09	-.03	-.01	-.04
Solitary v. gregarious	-.26	-.13	+.23	-.13	+.23	+.21	.00	-.29	+.37	.00	+.10	+.47*	-.16	-.05	+.10	-.39	+.03	+.07	+.07	+.09
Stubborn v. cooperative	-.26	+.42*	+.51*	-.34	+.13	+.52	+.43*	-.20	+.26	+.27	-.06	+.10	-.09	-.07	-.04	-.15	-.03	+.11	-.14	+.37
Friendly v. overfriendly	+.10	+.39	+.44*	+.53*	+.27	-.01	-.20	+.27	-.20	+.17	.00	+.37	+.48*	+.12	+.29	-.10	+.16	-.13	-.05	+.09

A line under the correlation signifies  $p < .01$ , two-tail.  
 †  $p < .05$ , two-tail.  
 \*  $p < .10$ , two-tail.

TABLE 6

Pearson Product Moment Correlations Between Teacher's Ratings and PRQ for Women

Teachers' Ratings	Goal Values										Goal Achievements									
	Positive					Negative					Positive					Negative				
	Ob	Fr	Tr	Ind	Ass	Dep	Sub	Agg	Av	Over	Ass	Ind	Tr	Fr	Ob	Over	Av	Agg	Sub	Dep
Non-aggressive v. aggressive	-.21	-.30	-.02	+.11	-.19	+.07	-.27	-.37	+.02	+.11	+.29	.00	+.38	+.22	+.46*	+.23	+.14	+.14	+.26	-.13
Independent v. dependent	-.37	-.39	-.40*	-.11	-.10	-.11	-.09	-.21	-.43*	-.08	+.17	-.35	-.29	-.26	-.25	-.14	+.36	+.15	+.43	+.37
Submissive v. self-assertive	-.36	-.12	-.40*	-.26	+.16	-.10	-.13	-.14	-.17	+.30	-.27	-.01	+.06	+.06	+.06	-.05	-.23	-.32	-.27	-.17
Prefers not to be noticed v. demanding of attention	-.16	+.02	-.20	-.39	-.15	+.63	+.52*	-.02	+.09	+.10	-.01	-.11	-.13	-.22	-.41	-.21	-.04	-.34	-.25	-.06
Well poised v. easily upset	+.00*	+.25	+.22	-.07	+.17	+.17	+.13	+.34	+.05	+.19	+.23	+.27	-.15	-.06	-.22	-.06	.00	-.02	+.05	+.08
Unconfident v. confident	-.02*	-.31	-.44*	-.21	-.16	-.34	-.04*	-.29	-.19	-.22	-.28	-.57*	-.19	-.32	+.25	-.29	-.37	-.30	-.21	-.45*
Responsible v. irresponsible	-.17	-.11	-.13	-.04	-.11	+.38	+.30	-.12	-.13	+.31	+.11	+.22	+.55*	+.28	.00	-.08	+.56*	+.21	+.30	+.33
Quitting v. persevering	-.02	-.01	+.05	+.04	-.21	-.41*	-.49*	+.01	+.29	-.20	+.06	+.18	-.07	-.07	+.26	+.33	-.26	-.02	+.03	+.06
Awkward v. polished	+.23	+.14	+.02	+.06	+.06	-.09	-.13	+.24	.00	-.17	-.27	-.42*	-.13	-.50*	-.04	+.57*	+.32	+.07	+.15	+.11
Adaptable v. unadaptable	-.03	-.21	-.19	.00	+.05	-.10	-.22	-.20	-.11	-.06	+.44	+.34	+.20	+.20	-.02	+.32	+.07	-.05	+.15	+.11
Difficulty following instructions v. follows them easily	+.11	+.22	+.07	+.07	-.04	-.11	-.12	+.17	+.20	-.40*	-.31	-.51*	-.50*	-.66	+.08	-.42	-.61	-.38	-.41*	-.48*
Shy v. outgoing	-.10	-.09	+.03	+.10	-.17	+.03	-.19	-.03	+.19	.00	-.07	-.18	-.04	-.19	+.45*	-.21	-.12	+.22	+.03	-.16
Solitary v. gregarious	+.20	+.08	-.15	.00	-.35	+.16	-.25	+.09	+.02	-.31	-.15	-.40*	-.34	-.56*	+.18	-.45*	-.31	-.14	-.31	-.37
Stubborn v. cooperative	+.20	+.05	+.15	+.07	-.15	-.33	-.12	+.32	+.25	-.26	+.01	+.03	-.41*	-.41*	-.07	-.09	-.23	+.04	-.01	+.09
Friendly v. overfriendly	+.66	+.18	+.13	-.11	.00	-.10	-.08	-.06	-.09	-.08	-.02	+.05	-.22	-.09	-.15	+.24	+.02	+.10	+.14	+.13

Teachers' Ratings	Means-ends Beliefs										Means-ends Capacities									
	Positive					Negative					Positive					Negative				
	Non Mod	Sit Mod	Beh Mod	Mod	Not Mod	Mod	Not Mod	Beh Mod	Non Mod	Sit Mod	Beh Mod	Non Mod	Sit Mod	Beh Mod	Mod	Not Mod	Mod	Not Mod	Non Mod	Sit Mod
Non-aggressive v. aggressive	-.03	-.19	-.18	-.31	-.14	+.03	+.11	+.30	+.04	+.09	-.35	-.32	-.13	-.49*	-.06	-.41*	+.01	-.06	+.05	+.03
Independent v. dependent	-.06	-.46*	-.51*	-.50	-.37	-.06	-.04	+.03	-.06	-.02	-.61	+.46*	+.35	+.42*	-.09	-.14	+.16	+.25	+.22	-.31
Submissive v. self-assertive	-.20	+.03	+.08	+.35	+.10	+.09	+.16	-.30	-.15	+.01	-.42*	-.09	-.14	-.25	+.18	+.13	-.01	-.13*	-.09	+.21
Prefers not to be noticed v. demanding of attention	-.03	-.13	-.01	-.27	-.09	+.26	+.29	.00	+.50*	-.06	+.03	+.31	+.21	-.02	+.34	-.17	+.21	+.13	+.06	.00
Well poised v. easily upset	+.23	-.06	+.02	.00	-.16	+.24	-.06	+.11	+.30	-.29	+.64	+.42*	+.50*	-.02	-.30	+.51	+.11	+.46*	+.34	-.02
Unconfident v. confident	-.04	-.37	-.33	-.34	-.24	-.03	+.06	-.01	-.17	+.01	-.59	-.88	-.33	-.30	-.11	-.34	-.42*	-.57*	-.52*	-.53*
Responsible v. irresponsible	-.32	-.19	.00	-.24	-.28	+.11	+.07	+.19	+.06	+.15	-.03	-.35	+.03	-.28	-.22	+.02	+.04	-.39	-.28	+.14
Quitting v. persevering	-.16	+.04	-.18	+.15	+.13	+.12	+.15	-.23	+.01	+.34	-.25	-.20	-.25	+.09	+.01	+.08	-.26	+.03	-.03	-.03
Awkward v. polished	-.09	-.03	+.20	+.25	+.15	-.13	+.13	+.01	-.10	+.17	+.14	-.17	+.14	+.10	+.26	+.06	-.03	-.34	-.39	-.23
Adaptable v. unadaptable	+.34	+.22	+.03	+.15	-.27	-.16	-.49*	+.09	-.20	-.42*	+.26	+.18	+.28	+.30	-.62	-.19	-.42*	+.21	-.02	-.31
Difficulty following instructions v. follows them easily	-.03	-.12	-.03	-.01	.00	-.13	+.21	-.01	+.16	+.16	+.07	+.03	+.01	-.63	+.30	+.21	.00	+.13	+.06	-.03
Shy v. outgoing	-.20	-.24	-.30	-.29	-.22	+.30	+.59*	+.27	+.35	+.49	-.37	-.29	-.32	-.35	+.18	-.05	-.05	-.27	+.03	-.05
Solitary v. gregarious	-.02	+.13	.00	+.05	+.03	+.01	+.33	-.13	+.13	+.33	-.20	+.37	-.17	-.05	+.26	-.11	-.09	-.17	-.12	-.32
Stubborn v. cooperative	-.03	+.08	-.10	+.17	+.09	+.34	+.19	-.08	+.24	+.30	+.03	+.09	+.11	+.28	-.09	+.11	-.34	+.22	+.01	-.34
Friendly v. overfriendly	+.20	-.03	-.06	-.01	-.01	-.12	-.10	+.01	-.14	-.05	-.23	+.15	+.24	+.12	-.06	+.13	+.23	+.47*	+.18	+.21

A line under the correlation signifies p < .01, two-tail  
 \* p < .05, two-tail.  
 \* p < .10, two-tail.



with respect to the mother and father was positively related to the adaptability of the child. None of the Goal Values were found to be significantly related to this trait for the women. With regard to Goal Achievements for the men, dissatisfaction with the child's level of avoidance and submissiveness was found to be positively related to rigidity in the child ( $p < .10$ ). In other words, the more the child fails to meet the standards set by the father with respect to avoidance and submissiveness, the more rigid the child. For men and women, no significant correlations were found between Goal Values and the teachers' rating of socially awkward v. polished in manner. For the women, dissatisfaction with the child's level of assertiveness ( $p < .01$ ), independence ( $p < .10$ ), friendliness ( $p < .05$ ), and overfriendliness ( $p < .05$ ) was positively related to the child's rating of socially awkward. These correlations would be expected since they all deal with the child's ability to relate to others. No significant correlations were found for the men for Goal Achievements for this trait.

It was also found that the mother who sets the goals of obedience ( $p < .10$ ), trustingness ( $p < .10$ ), and the negative goal of submissiveness ( $p < .10$ ) tends to have a child who is rated as lacking in confidence. Just the opposite trends are noted with respect to the father on this trait. The father who wants the child to be obedient ( $p < .01$ ) and not be avoidant ( $p < .10$ ) tends to have a child who is judged as

confident by the teachers. This finding for the mothers may be because that the mother who stresses the elimination of submissiveness may be reacting to her observation that one of the goals the child is failing to meet is confidence. It is possible that other goals of the mother may be in reaction to the child.

It was also found that fathers who believe situational modification to be an effective child rearing method for instilling desirable behavior ( $p < .10$ ) and for discouraging undesirable behavior, although not significantly, tend to have children who score high on adaptability. Mothers, on the other hand, who believe in motivational modification ( $p < .05$ ) and behavioral modification ( $p < .10$ ) as a method of discouraging undesirable behavior in the child tend to have children who rate high on adaptability. Mothers who see themselves as capable of using motivational modification for positive goals ( $p < .10$ ) also tend to have adaptable children. The father who uses modeling for negative goals tends to have a child who is rated by the teacher as polished in manner ( $p < .10$ ). This is to be expected since this type of modeling would be indicative of a strong father who is concerned to provide a good fatherly image for the child. This is supported by the finding that the father who uses modeling to discourage negative goals tends, though not significantly, to produce a child who is confident, whereas a father who models for positive goals tends to produce a

child who is lacking in confidence. [Modeling as a child-rearing method for instilling desirable behavior in the child appears to be a weak and passive approach to controlling the child's behavior.]

The findings of the correlations in Group I suggest that the mother's goals for the child may, on occasion, be a reaction to the lack of a particular characteristic in the child. The mother's dissatisfaction with the outcome of the child appears to be better related to the teacher's ratings than those of the father. This would indicate she is the better judge of the child's behavior.

Some of the same trends can be noted in the second group of teachers' ratings. The desire of the father that the child be friendly ( $p < .10$ ) and trusting ( $p < .05$ ) was found to be positively related to the tendency of the child to be cooperative. This is supported by the finding that dissatisfaction on the part of the mother with the level of friendliness and trustiness ( $p < .10$ ) in the child was negatively related to cooperativeness. This finding represents another example of the father as the parent who determines the goals for the child and the mother as the parent who is best able to judge the outcomes of these goals. The mother who wants the child to not be dependent ( $p < .01$ ) or submissive ( $p < .05$ ) tends to have a child who is rated by the teacher as demanding of attention. This would seem to imply that the child seeks from the teacher that which

he can no longer derive from the mother, namely, a large amount of attention and protection.

For the fathers, nonintervention ( $p < .05$ ) and behavioral modification ( $p < .05$ ) for positive goals were found to be significantly related to non-aggression in the child. This is to be expected since the type of parent who has these child-rearing beliefs for positive goals is presenting the child with the model of a strong yet unaggressive father. On the other hand, although only approaching significance, behavioral modification with respect to negative goals tends the child toward aggression. Behavioral modification in this case would involve verbal criticism and physical punishment. The child, in this situation, would tend to imitate the aggressive father. The perceived capacity of the mother to use modeling both for positive and negative goals was found to be negatively related to aggressiveness in the child ( $p < .10$ ). Modeling in mothers, unlike modeling in fathers, tends to be desirable in both directions. Modeling would reflect the passivity that is characteristic of a warm and loving mother and the child-rearing method that the mother would consider the easiest to use.

On the trait of stubborn v. cooperative, the effect of modeling in the father can again be noted. The father who uses modeling for negative goals tends to have a cooperative child ( $p < .10$ ). Modeling for positive goals is related, although not significantly, to uncooperative behavior in

the child. Situational modification ( $p < .10$ ) and behavioral modification ( $p < .05$ ) for positive goals, and motivational modification ( $p < .10$ ) for negative goals were all found to be positively related to cooperativeness in the child. This finding for motivational modification is an interesting one. Using motivational modification with the child with respect to negative goals, if successful, requires that the child understand what he has done wrong and realize what the correct and approved response would be. In other words, cooperativeness would be essential to the successful utilization of this child-rearing method.

For the fathers, the use of modeling for positive goals was found to be positively related to demandingness in the child ( $p < .10$ ). A father who uses modeling in this case would represent a weak and passive father figure for the child. Motivational modification with regard to negative goals was negatively related to demandingness in the child ( $p < .10$ ). This suggests that making the child understand what is right or wrong tends to make him more contented and less demanding of attention. A positive correlation for men ( $p < .10$ ) was found between modeling for negative goals and the ability of the child to stand up for his own rights. On the other hand, the use of nonintervention for negative goals was found to be positively related ( $p < .05$ ) to the tendency of the child to become easily upset.

The findings of this group of teachers' ratings indicate that the child-rearing methods as used by the fathers have the greatest influence on the child. Particularly noticeable is the finding that the use of modeling or nonintervention by the father to discourage undesirable behavior in the child tends to have an undesirable influence on the child. This finding was not noted for the mother.

In the third group of teachers' ratings, it was found that the desire of the mother that the child be trusting ( $p < .10$ ) and that he not be avoiding ( $p < .10$ ) was positively related to self-sufficiency. No significant correlations were found for the men for Goal Values on this trait. The desire of the mother that the child not be dependent ( $p < .10$ ) or submissive ( $p < .10$ ) was found to be negatively related to perseveringness in the child. In other words, mothers who express these goals for their children tend to have children who are quitting and fickle. One possible reason for this is that these goals on the part of the mother constitute some form of rejection of or dissatisfaction with the child. The desire of the father that the child be friendly ( $p < .05$ ), trusting ( $p < .01$ ), assertive ( $p < .10$ ), and that he not be avoiding ( $p < .05$ ) was found to be positively related to the teachers' rating of follows instructions easily. These results are in the expected direction since the child would need to be able to relate to others in order to be cooperative and to follow instructions. For

the mother, dissatisfaction with the child with respect to independence ( $p < .05$ ), trustingness ( $p < .05$ ), friendliness ( $p < .01$ ), overfriendliness ( $p < .10$ ), avoidance ( $p < .01$ ), submissiveness ( $p < .10$ ), and dependency ( $p < .05$ ) were all found to be negatively related to the ability of the child to follow instructions.

The modeling of fathers for positive goals was found to be positively related to dependency ( $p < .05$ ). A positive correlation was also found between modeling for negative goals and perseveringness in the child ( $p < .05$ ). Situational modification ( $p < .05$ ) and behavioral modification ( $p < .05$ ) for positive goals were both found to be positively related to perseveringness. These two child-rearing methods both involve reward for the child and are therefore both incentives for the child to persevere. The effect of modeling by the father was again noted in the third group of teachers' ratings. The ability of the mother, as opposed to the father, to judge the child's behavior was noted to be of even greater importance in this group.

It can be seen in the fourth group of teachers' ratings that for fathers, trustingness ( $p < .10$ ) and independence ( $p < .10$ ) were positively related to responsible behavior in the child. Likewise, dissatisfaction on the part of the mother with the goals of trustingness ( $p < .05$ ) and avoidance ( $p < .05$ ) were positively related to irresponsibility in the child. An expected finding is that fathers who set goals of

obedience ( $p < .01$ ), friendliness ( $p < .10$ ), and the absence of aggression ( $p < .05$ ) tend to have children who are gregarious. Mothers who are dissatisfied with the level of independence ( $p < .10$ ), friendliness ( $p < .05$ ), and over-friendliness ( $p < .10$ ) tend to have children who are not gregarious and who prefer to be alone. A very similar trait to this one is shy v. outgoing. Fathers who wish the child not to be avoiding tend to have children who are outgoing ( $p < .01$ ).

Modeling and situational modification ( $p < .05$ ) used as a child-rearing method by the father to discourage undesirable behavior in the child tends to produce a responsible child. This same effect of modeling appears for the fathers on the teachers' rating of submissive v. self-assertive. Modeling for positive goals was found to be negatively related ( $p < .10$ ) to self-assertiveness. An interesting finding for the mothers on this trait is that the capacity of the mother to use nonintervention for both positive and negative goals was found to be negatively related to self-assertiveness ( $p < .10$ ). In other words, the mother who would find it easy not to intervene with respect to the child's behavior would tend to have a submissive child. The reason for this is not apparent.

The correlations found in this investigation between the PRQ and the teachers' ratings indicate that the PRQ is at least as good an instrument for measuring parental behavior



as the PCR. Whereas a greater percentage of significant correlations on the PCR were for the women, just the opposite is true for the PRQ. As was mentioned earlier, it appears that the goals that are set for the child are largely determined by the father. There were significantly more significant relations between paternal goal standards and the child's behavior than between maternal goal standards and the child's behavior [ $\chi^2(1df) = 6.06, p < .02$ ]. This is probably simply because he is the dominant member of the family, and is therefore the most active in setting these goals. The assessment of these goals is done best by the mother, who spends the greatest amount of time with the child. There were more significant correlations for the women on Goal Achievements than for the men [ $\chi^2(1 df) = 4.41, p < .05$ ]. The results of this study also indicate that the belief by the father in the child-rearing methods has the greatest influence on the child [ $\chi^2(1 df) = 10.90, p < .001$ ]. This is probably because the father feels the greatest amount of responsibility for the behavior of the child.

With the necessary modifications, the PRQ could be a very useful instrument. The results of this investigation are, of course, far from conclusive. Additional data analysis could be done with the data gathered in the present study in order to determine the most promising possibilities for the revision of the PRQ. However, the results obtained here indicate the possibility of expanding the Goal Values and

the Goal Achievements to include other goals which parents consider to be important. The selection by Emmerich of five child-rearing methods appears to be adequate. However, additional questions could be included in the questionnaire so that the differences among the methods would become more pronounced. Many of the scales of the PRQ are composed of as few as two items. Increasing the number of items should increase the reliability of the scales. All of the results of this investigation are, of course, tentative. Additional investigation and data analysis should be undertaken before any serious revision of this instrument is attempted.

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