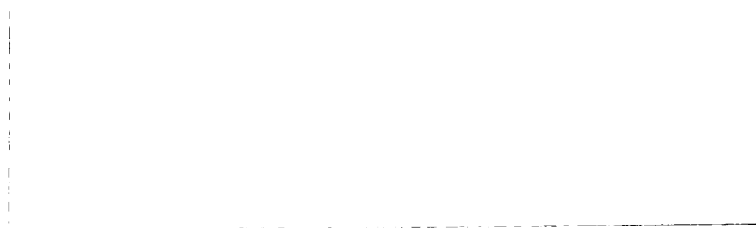




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## ABSTRACT

### SOME CORRELATES OF ATTITUDES TOWARD SELF AND OTHERS IN ADOLESCENCE

BY

HEIEUN RYOO KIM

This study investigated the possible relationships between adolescents' attitudes toward persons and their perceptions of parents' child-rearing patterns. Based upon previous studies, it was hypothesized that: (a) adolescents' favorable attitudes toward self, peers, and parents would be associated with perceived parents' loving techniques and symbolic-love reward; (b) adolescents' unfavorable attitudes toward self, peers, and parents would be associated with perceived parents' rejecting techniques and direct-object punishment.

The subjects, whose mean age was 17 years, were 39 boys and 45 girls in high school. To measure attitudes in adolescents, a Sentence Completion Test was used; and to measure child-rearing behaviors of parents, Roe-Siegelman's Parent-Child Relations Questionnaire was used.

Test-retest administration and analysis were carried out to obtain the reliability of the Sentence Completion Test. Inter-judge correlation coefficient ( $.86 < r < .96$ ) and test-retest correlation coefficient ( $.49 < r < .77$ ) were significantly high, indicating that the data was sufficiently reliable for the purposes of this study. Each of four child-rearing patterns in fathers and in mothers (Rejecting, Loving, Symbolic-love

Reward, and Direct-object punishment) was correlated with each of five attitude scores(toward self, peers, fathers, mothers, and total).

The results of this study show that: (a)for boys, interpersonal attitudes are significantly negatively related to perceived rejecting techniques and direct-object punishment used by both parents; (b) for girls, interpersonal attitudes are significantly positively related to perceived loving techniques by both parents and negatively related to perceived rejecting techniques by mothers.

It is suggested that when parents concentrate on loving practices, sons and daughters develop favorable interpersonal attitudes which are related to good adjustment. In addition, it might be valuable to investigate adolescents' attitudes toward their siblings and to investigate the relationships between interpersonal attitudes and parental child-rearing patterns according to developmental stages of children.

Approved by: 

Thesis Committee:

Dr. John Paul McKinney  
Dr. John H. Wakeley  
Dr. Ellen A. Strommen

SOME CORRELATES OF ATTITUDES TOWARD  
SELF AND OTHERS IN ADOLESCENCE

BY

Heieun Ryoo Kim

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## INTRODUCTION

The purpose of this study was to investigate the possible relationships between attitudes of adolescents toward self, peers and parents, and their perceptions of parents' child-rearing practices.

Previous studies involving adolescents' self-attitudes, their attitudes toward peers and parents, and parent-child interactions will be reviewed. Then, data gathered from a Sentence Completion Test and Parent-Child Relations Questionnaires will be analyzed; and will include a reliability study of the sentence completion test performance and scoring. An analysis of the correlations found between adolescent attitudes toward self and others and their perceived parents' child-rearing patterns will also be made.

According to Yarrow(1960, p 646), "the concept of attitude is formulated in terms of readiness to act." He stated that attitude generally refers to "an individual's orientation toward aspects of his personal and impersonal environment and toward himself"(p 646). This present study is interested in attitude as the "interpersonal" or "social" aspects rather than impersonal aspects, since attitude toward persons might be developed in the interpersonal situation, which would form the basis for the interaction process between persons.

The meaning of the term self-attitude, attitude directed toward self, might be clarified by a definition of an individual's self-esteem. Many studies emphasize self-esteem as a basis of integrated personality and self-concept. For instances, Gorlow, Butler & Guthrie (1963) viewed self-attitude as "a major determinant of the behavior and perceptions", and Douvan and Gold(1966) indicated that self-esteem is "the total configuration of self". It is stated that "self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself"(Coopersmith, 1967, p 5). In that context, the individual makes the evaluation regarding himself according to his abilities and personal values as he is aware of them. However, these self-attitudes may be "conscious or unconscious", and are responded favorably or unfavorably, according to Coopersmith(1967).

Authors have emphasized that to have a well-balanced self-attitude is a critical aspect for establishing acceptable attitudes toward others, and vice versa. According to Douvan and Gold(1966), self-esteem is developed through interpersonal adjustments, and this is particularly found in adolescent girls. McMahon(1965) also stated that acceptable self-attitudes depend on good interactions with others. It is a generalized assumption that parents and peers are the most important interpersonal variables for children in the development of self-esteem and desirable interactions. Therefore, children's attitudes toward peers and parents should be investigated as an important area of research, too.

Douvan and Gold(1966) indicated that an individual's self-esteem is affected by peers' evaluation directed to him and parents' influences on him. In a similar context, Rosenberg(1963) indicated that an adolescent's self-conception was associated with others' interests in his views. As another factor found to be related to self-esteem, a study according to Coopersmith(1959) was degree of success. In that study, it was found that high self-esteem was highly related to the extent of individual's successful experiences. Douvan and Gold (1966) introduced also Rosenberg's(1965) findings that when an adolescent perceived his parents as positively concerned about him, he tended to have higher self-esteem, and that adolescents showed lowered self-esteem when there were maladjusted relationships with friends.

Medinnus(1965) found that adolescents who were high in self-acceptance and adjustment perceived their parents as more accepting of them than do adolescents with low self-acceptance. In addition, Medinnus(1965) found that adolescents high in self-acceptance identify more closely with their mothers' than their fathers' child-rearing practices. According to Nikelly(1967), maladjustment in adolescents resulted from the mothers who were neglectful of their children.

The fact that parental loving attitude is positively related to high self-esteem was found in another study by Rosenberg(1963). Rosenberg found that parental interest in children("parents' knowing of the child's friends", "the parents' responses to the child's performance in school", and "family

interactions during mealtime" were employed as indicators of parental interest in the child.) was associated with high self-esteem for adolescents, while parental "extreme indifference" was associated with adolescents' low self-esteem.

A long-term study of attitudes toward self is reported by Coopersmith(1967). He studied the self-esteem of normal middle-class boys in pre-adolescence. He concentrated on the effect of parental treatment and concluded that persons who were reared with "acceptance", "respect", and "clearly defined rules" were competent and independent individuals with positive self-esteem, and that persons reared under a condition of rejection had negative self-esteem, yielding tendency to withdraw and submissiveness.

The above studies show that an individual's self-attitude is related to peers' evaluations or interests in him, parental behaviors directed toward him, and degree of success on his doings. This might imply that adolescents' attitudes toward self and others' influences-especially parental influences-are highly related.

Harris and Tseng(1957) studies children's attitudes toward peers and parents, using a sentence completion technique. He indicated that adolescents tend to have increased interest in the peer group and to have decreased interest in the parent figures. In that study, he found that attitudes toward peers were favorable, especially toward members of their own sex, and attitudes toward mothers were more favorable than toward fathers for both sexes.

Livson(1966) explored the relationships between three aspects of parents' behavior(authority, affection, and emotional investment) and their children's involvement with each parent. The aspects of parental behaviors were based upon clinical evaluations of yearly interviews with the mother. Livson found that the children were highly involved with mothers who were highly affectionate toward them.

Douvan and Gold(1966) indicate that dependent and/or rebellious adolescents, who had parents who expect their children to obey and respect their authority, showed hostility toward the parents on projective tests. An early study by Watson(1934) introduced in his later study(1957) reported that adolescents with strict parents had unfavorable interactions with peers and hostility to their parents.

The above studies suggest that children have favorable attitudes toward others when their parents practice loving techniques, while they have unfavorable attitude toward others when the parents are restrictive and hostile.

It is suggested that parental symbolic-reward by praise and love may be effective to increase their sons' positive self-esteem (Bandura and Walters, 1960) and that physical punishment used by parents may decrease the child's positive self-esteem (Sears, Maccoby, and Levin, 1957). It is stated that the parents' high use of physical punishment for children's aggression to parents, peers, and siblings rather increased their aggression (Sears, Maccoby, and Levin, 1957). Bandura and Walters(1960) found that adolexcent boys who had a great deal

of physical punishment from their parents tended to be hostile toward others, especially toward their teachers, and tended to dislike their parents. In addition, it is suggested that adolescents boys who were praised as a reward had warm relationship with their parents(Bandura and Walters, 1960).

Therefore, it may be inferred that parental symbolic-love reward appears to be related to children's favorable attitudes toward self and others, while parental direct-object punishment appears to be related to children's unfavorable attitudes toward self and others.

In the studies regarding parents' child-rearing behaviors toward their children, most data has been obtained by questionnaires to parents, interviews with parents, and by observations of parental behavior(e.g., Sears, Maccoby, & Levin, 1957; Coopersmith, 1967; Livson, 1966). However, importance of the child's perception of his parents has been recognized early for understanding his personality development(Ausubel, et al., 1954). Parents' behaviors "effect the child's ego development only to the extent and in the form in which he perceives it" (Ausubel, et al., 1954, p 173). Therefore, it seems that the research should focus on children's perceptions on child-rearing attitudes in parents rather than on parental reports alone.

Furthermore, studies(e.g., Sears, et al., 1957; Livson, 1966) regarding parental behavior which was obtained by parental reports have emphasized maternal rearing pattern, while father's role has been neglected. However, it seems that father's child-rearing techniques as well as mother's child-rearing techniques should be considered in studies on parental behavior.

In a study which evaluates the Bronfenbrenner Parent Behavior Questionnaire, Siegelman(1956) emphasized using a research technique for measuring children's perceptions of how they are treated by their father and mother. Therefore, it seems to be reasonable to assume that a scale which measures a child's perceptions of child-rearing patterns of both parents would be more complete than a scale which uses parental reports of either the mother or the father. That is why Roe-Siegelman's Parent-Child Relations Questionnaire (Roe and Siegelman, 1963) was used to measure parents' behaviors in the present study. The questionnaire is described in the section of Method of this writing.

Parental child-rearing variables used in this study are defined as follows, according to descriptions of Parent-Child Relation Variables in Appendix I: (a)"Loving" practice refers to giving the child warm care and attention, encouraging independence, and giving the child more opportunity for good interactions with his friends, in the context of well-defined limits; (b)"Rejecting" practice refers to being cold and hostile, tendency to reject the child as an individual, and using high punitiveness and strict regulations; (c)"Symbolic-love reward" refers to praise for approved behavior and reward by giving affection; and (d)"Direct-object punishment" refers to physical punishment and withdrawing important things for the child.

In view of the previous research, it might be hypothesized that:

- 1) Adolescents' favorable self-attitudes would be associated with perceived loving child-rearing practices by the parents.

- 2) Adolescents' unfavorable self-attitudes would be associated with perceived rejecting child-rearing practices by parents.
- 3) Adolescents' favorable self-attitudes would be associated with perceived symbolic-love reward given by their parents.
- 4) Adolescents' unfavorable self-attitudes would be associated with perceived direct-object punishment given by their parents.
- 5) Favorable attitudes toward peers in adolescents would be associated with perceived loving techniques of parents.
- 6) Unfavorable attitudes toward peers in adolescents would be associated with perceived rejecting treatment of parents.
- 7) Favorable attitudes toward peers in adolescents would be associated with perceived symbolic-love reward given by parents.
- 8) Unfavorable attitudes toward peers in adolescents would be associated with perceived direct-object punishment used by parents.
- 9) Favorable attitudes toward parents in adolescents would be associated with perceived loving techniques and symbolic-love reward used by parents.
- 10) Unfavorable attitudes toward parents in adolescents would be associated with perceived rejecting techniques and direct-object punishment used by parents.

To put those simply, it might be hypothesized that:

(a) Adolescents' favorable attitudes toward self, peers, fathers, and mothers would be associated with perceived parental loving techniques and symbolic-love reward; (b) Adolescents' unfavorable attitudes toward self, peers, fathers, and mothers would be associated with perceived parental rejecting techniques and direct-object punishment.

## METHOD

### Subjects

The subjects used in this study were 39 boys and 45 girls enrolled in grade 12th and 13th of St. Joseph's High School in Ottawa, Canada during 1968. The subjects participated in both sessions of testing. The mean age of the Ss was 17 years, and they resided in middle class of socio-economic status according to their parents' estimated income and occupations. All Ss had lived with both parents, and approximately one third of the Ss had working mothers. No differences seemed to exist between the boys and the girls on the age, socio-economic status, and having working mothers.

### Materials

#### (a) Sentence Completion Test

To measure self-attitudes, and attitudes toward peers and parents, a Sentence Completion Test was devised. Since the sentence completion test is a kind of projective technique, it allows an individual to respond freely to the stimulus as he wants (Rotter, 1951; Henry, 1960). An individual's feelings, attitudes, and other reactions to people etc. are frequently measured by the test, since one advantage of the instrument is that each researcher can design the scale to investigate attitudes in various contexts (Henry, 1960).

Twenty-five incomplete sentences, which seem to reveal attitudes freely, were selected from sentences developed by Wilson (1949), from the Rotter Incomplete Sentence Blank (Rotter

and Rafferty, 1950), and from sentences used by other investigators.

To measure Ss' self-attitudes, the following ten incomplete sentences were employed:

- |                   |                              |
|-------------------|------------------------------|
| (1) I_____.       | (6) I Like_____.             |
| (2) I feel_____.  | (7) When I was younger_____. |
| (3) I can_____.   | (8) I hate_____.             |
| (4) My mind_____. | (9) I am very_____.          |
| (5) I need_____.  | (10) Sometimes I_____.       |

To measure Ss' attitudes toward peers, five sentence stems were given to the Ss:

- (1) Most boys\_\_\_\_\_.
- (2) Most girls\_\_\_\_\_.
- (3) I feel that a friend\_\_\_\_\_.
- (4) Children are usually certain that\_\_\_\_\_.
- (5) When I am not around, my friends\_\_\_\_\_.

To measure attitudes toward fathers, the following five sentence stems were given to the Ss:

- (1) I feel that my father\_\_\_\_\_.
- (2) My father treats me\_\_\_\_\_.
- (3) My father and I\_\_\_\_\_.
- (4) My father is more likely than my mother to\_\_\_\_\_.
- (5) I think that most fathers\_\_\_\_\_.

To measure Ss' attitudes toward their mothers, the following incomplete sentences were given to the Ss:

- (1) I feel that my mother\_\_\_\_\_.
- (2) My mother treats me\_\_\_\_\_.
- (3) My mother and I\_\_\_\_\_.

(4) My mother is more likely than my father to\_\_\_\_\_.

(5) I think that most mothers\_\_\_\_\_.

This instrument appears in Appendix II.

As Rotter(1951) indicated in his study, Sacks(1949) found that sentence stems stated with the first-person pronouns were more predictive to measure aspects of personality than that using proper names and third-person pronouns. Such finding was supported in a study by Hanfman and Getzel(1953), who demonstrated the fact that the first-person format tended to encourage responses related to more being aware of self-attitudes. Depending on the advantage, sentence stems stated with the first-person pronouns instead of those using third-person pronouns were used in the present study. Sentence stems such as "the best thing about me\_\_\_\_\_", "the easiest way to get along with friends\_\_\_\_\_", and "the worst thing about my parents\_\_\_\_\_" were avoided so that Ss would not be biased in revealing their feelings by the sentence stem itself.

#### (b) Parent-Child Relations Questionnaire (PCR Questionnaire)

The PCR Questionnaire was used to measure the characteristic behaviors of parents when they are interacting with their children. The questionnaire was devised by Roe and Siegelman (1963) to obtain behaviors of fathers and of mothers toward their children, as perceived by the children.

There are ten subtests: six containing 15 items each for Loving, Protecting, Demanding, Rejecting, Neglecting, and Casual, and four with 10 items each for Symbolic-love Reward, Direct-Object Reward, Symbolic-love Punishment, and Direct-object

Punishment. Descriptions of the variables appear in Appendix I. The PCR Questionnaire consisted of 130 items about fathers and except for 11 items, the same questions about mothers. The questionnaire is presented in Appendix III.

### Procedures

#### (a) Administration of tests

At the first session, the sentence completion tests and Parent-Child Relations Questionnaire were administered to the Ss as a group without any time limit. The following instructions for the sentence completion test, which was based upon the instructions used by Sears and Sherman(1964, p 36) were given to the subjects:

"This is a test of how you think and feel. Complete each of the following sentences so that it makes the best sense possible. In most cases, the best way to answer the test is to write down the first idea that comes to your mind. Do not skip any sentences."

Approximately 20 minutes were employed to complete the test.

For the PCR questionnaire, Ss received the following instructions:

"In this folder there are a number of statements which describe ways that father(mothers)act toward their children. Read each statement carefully and think how well it describes your father(mother) while you were growing up.

Before each statement there are four lines labelled VERY TRUE; TENDED to be TRUE; TENDED to be UNTRUE; VERY UNTRUE. Put an X on the line that indicates how true you think each statement

was of your father(mother). If none of these descriptions seem quite right, you may put the X between two of the lines." For example, if the subject remembered that his father(mother) gave him everything he wanted, he should mark the item as follows:

Very True	Tended to be True	Tended to be Untrue	Very Untrue	My father
<u>X</u>	_____	_____	_____	Tried to get me every- thing I wanted

Ss were allowed to mark X between any two of the lines when none of those four labels seemed quite appropriate to answer the item.

Only four variables (Loving, Rejecting, Symbolic-love Reward, and Direct-object Punishment) were actually used in the analysis of the present study, since hypothesis for the four variables could be established on the basis of previous studies involving the relationships between adolescents' attitudes and parental behaviors. However, all 10 subtests were given to the Ss, because of the test material format. After finishing 130 items (10 subtests) about either one of the parents, Ss answered 130 items about the other parent. The instructions were the same for both parents. Approximately 30-40 minutes were employed to complete the questionnaires.

A retest of the sentence completion test was administered after a week interval. The same sentence completion test was administered to the same group with the same instructions. The purpose of the retest was to measure the reliability of the sentence completion test.

Before proceeding further, those subjects who did not

live with both parents, who did not completely answer the tests, or who did not participate in both sessions of the tests were excluded from this study. Therefore, from the group of 137 for both sexes, 39 boys and 45 girls were used as subjects in this study.

(b) Scoring

For the attitude scores, each sentence completed by Ss was scored by evaluating the test in terms of positive, negative, or neutral affect of the response. Favorable attitudes were scored as positive (+), negative scores (-) suggested unfavorable attitudes, and responses which did not belong to either favorable or unfavorable attitudes were scored as neutral (0). Examples of such affects are shown below.

Examples of

Favorable attitudes:

I am a confident young girl.

Most boys are nice.

I feel that my father is a great man.

My mother and I are very close.

Unfavorable attitudes:

My mind is confused.

Most girls are catty.

My father treats me like a little kid.

I feel that my mother is easily nervous.

Neutral attitudes:

I need a new pen.

When I am not around, my friends go home.

My father and I watched TV last night.

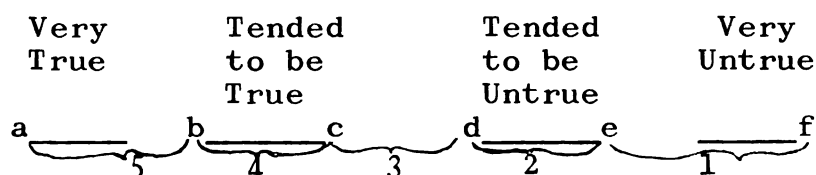
My mother is more likely than my father to fix the supper.

A total number of negative scores was subtracted from a total number of positive scores, for each of attitude scales; attitudes toward self, peers, fathers and mothers, then ten was added to each score of the scales in order to exclude minuses. The total score was the sum of scores on the four scales.

The first administration of attitude scales were scored by two judges, a psychologist and this writer; then inter-judge reliability coefficients were calculated. For data analysis, scores obtained on the first test administration were used. Retests of attitude scales were scored by this writer; then test-retest reliability was obtained. The results of inter-judge reliability and test-retest reliability will be mentioned on the next section.

In order to avoid bias, the scoring used in the present study was done "blind". The 84 subjects' completions on the first item were scored; then the second completions were scored; and so on for all 25 sentence completions of 84 subjects. Already scored sentence completions were covered by a piece of paper during the scoring.

Each item of the PCR questionnaires was scored as follows, according to the standard scoring procedure developed by Roe and Siegelman(1963).



If the subject marked the X on any place of the range from

"a" to "b" in an item, his score of the item would be "5".

An X marked on the range from "b" to "c" was scored "4".

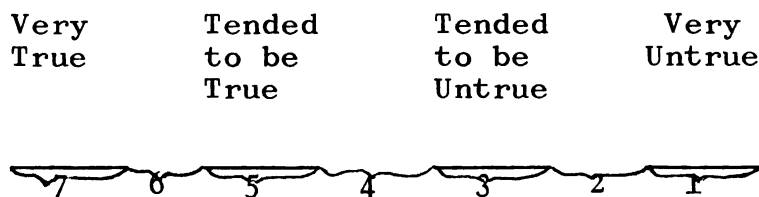
An X marked on the range from "c" to "d" was scored "3".

An X marked on the range from "d" to "e" was scored "2".

An X marked on the range from "e" to "f" was scored "1".

A subject's total score for each variable(i.e., Loving, etc.) resulted from the adding all scores of the items which belong to each variable. A scoring sheet attached in Appendix III.

The above scoring followed the standard scoring system used by the authors (Roe and Siegelman) of the questionnaire, on which the validation of the test was based. However, the five-point scale does not seem to be reasonable, since it is difficult to decide whether a response marked between two lines labeled "Very True" and "Tended to be True" is actually belong to "Very True" or "Tended to be True", for example. It is suggested that 7-point scale as the following would be reasonable.



### (c) Analysis of data

In order to obtain reliability data on the attitude scales, inter-judge correlation and test-retest correlation were calculated. Pearson product moment correlation was used.

The correlational analyses were also carried out to test

the hypotheses concerning the relationship between attitudes in adolescents and their parents' perceived child-rearing patterns. For each subject, there are 13 scores; 5 attitude scores (toward self, peers, fathers, mothers, and total), 4 scores from PCR Questionnaire about the father (Loving, Rejecting, Symbolic-love reward, and Direct-object punishment), and 4 scores from PCR Questionnaire about the mother (same variables as fathers). Each of the 4 perceived child-rearing patterns in fathers was correlated with each of the 5 attitude scores and each of the 4 perceived child-rearing patterns of mothers was also correlated with each of the 5 attitude scores in adolescents. Sex of the subject was considered separately in this correlation.

## RESULTS

### (a) Reliabilities of Sentence Completion Test

Inter-scorer reliability coefficients for Ss' attitude scores are presented in Table 1. The correlations between the judges for scores in attitudes toward self, peers, fathers,

Table 1

Inter-Judge Reliability Coefficients  
for Ss' attitude scores

<u>Attitudes</u>	
Toward self	.9106 *
Toward peers	.9169 *
Toward fathers	.8601 *
Toward mothers	.9626 *
<hr/>	
Total	.9221 *

\*  $p < .0005$

and mothers ranged from .86 to .96; and the correlation of two scorers on total attitude scores was .92. These coefficients are all significant ( $p < .0005$ ) and reach a level comparable to those used in other studies (e.g., Harris and Tseng, 1957). Therefore, reliability found was sufficient for the present study. Means and standard deviations of all Ss' attitude scores on both the first test scored by two judges and retest appear in Appendix IV.

Table 2

Test-Retest Reliability Coefficients  
for Ss' attitude scores

<u>Attitudes</u>	
Toward self	.6809 *
Toward peers	.5278 *
Toward fathers	.7639 *
Toward mothers	.4911 *
<hr/>	
Total	.7517 *

\*  $p < .0005$

Table 2 shows test-retest reliability coefficients for Ss' attitude scores. All correlation coefficients ( $.49 < r < .77$ ,  $p < .0005$ ) seems to indicate that adolescents attitude are stable. High reliability coefficients found (in Table 1 and 2) might provide an evidence which the sentence completion test used in this study is reliable to measure attitudes for the future research.

(b) Correlations between Ss' attitude scores and their parents' perceived child-rearing practices scores.

The correlations between scores on male adolescents' attitudes and those on their fathers' perceived behaviors toward the adolescents are presented in Table 3. Male adolescents' self-attitudes were found to be negatively correlated with their fathers' perceived rejecting child-rearing patterns ( $r = -.434$ ,  $p < .01$ ). Fathers' rejecting patterns also were

Table 3

Correlations between male Ss' attitude scores and scores of their fathers' perceived child-rearing practices(N=39)

Fathers' CRP	<u>Attitudes toward</u>				
	<u>Self</u>	<u>peers</u>	<u>fathers</u>	<u>mothers</u>	<u>total</u>
Rejecting	-.434**	-.281	-.499**	-.005	-.508**
Loving	.234	.242	.377*	-.065	.307
Symbolic-love reward	.042	.150	.427**	-.237	.128
Direct-object punishment	-.128	-.497**	-.515**	-.173	-.538**

\*  $p < .05$

\*\*  $p < .01$

negatively correlated with their sons' attitudes directed toward them, with significant correlation coefficient ( $r = -.499$ ,  $p < .01$ ). The correlations between perceived rejecting techniques of fathers and attitudes toward peers and mothers in male Ss were not found to be significant, but when the attitudes were considered as a whole, the rejecting patterns were found to be negatively correlated with the adolescents' attitudes ( $r = -.508$ ,  $p < .01$ ).

The strongest relation found was between male Ss' attitudes and perceived direct-object punishment given them by their fathers ( $r = -.538$ ,  $p < .01$ ). Both attitudes toward their peers and toward their fathers in male adolescents were negatively correlated with the direct-object punishment given by fathers ( $r = -.497$ ,  $p < .01$ ;  $r = -.515$ ,  $p < .01$ ).

Attitudes toward fathers were found to be positively

correlated with perceived symbolic-love reward used by the fathers ( $r=.427$ ,  $p<.01$ ). A positive correlation also was obtained between fathers' perceived loving treatment and the attitudes toward the fathers ( $r=.377$ ,  $p<.05$ ).

Table 4

Correlations between male Ss' attitude scores and scores of their mothers' perceived child-rearing practices(N=39)

Mothers' CRP	Self	Attitudes toward			total
		peers	fathers	mothers	
Rejecting	-.247	-.248	-.252	-.350*	-.472**
Loving	.058	.346*	.048	.184	.188
Symbolic-love reward	-.083	-.039	-.126	-.127	-.173
Direct-object punishment	-.147	-.169	-.356*	-.286	-.439**

\*  $p<.05$

\*\* $p<.01$

Table 4 provides correlations between mothers perceived child-rearing patterns and their sons' attitudes. Perceived rejecting patterns in mothers were negatively correlated with male Ss' attitudes toward mothers( $r=.350$ ,  $p<.05$ ). Even though the correlations found between mothers' rejecting behaviors and the Ss' attitudes toward self, peers, and fathers were not significant, mothers' rejecting patterns were negatively correlated with the adolescents' attitudes when the attitudes were taken totally ( $r=-.472$ ,  $p<.01$ ). Direct-object punishment used by mothers also were negatively correlated with attitudes in boys ( $r=-.439$ ,  $p<.05$ ), especially with attitudes toward fathers ( $r=-.356$ ,  $p<.05$ ).

Male adolescents' attitudes toward their peers were positively correlated with their mothers' perceived loving rearing techniques ( $r=.346$ ,  $p<.05$ ). The relationships found between various attitudes in male Ss and symbolic-love reward used by mothers were not significant. Means and standard deviations of male Ss' attitude scores PCR scores are shown in Appendix V.

Correlations between female Ss' attitudes and their fathers' perceived rearing techniques are shown in Table 5. Fathers' rejecting rearing techniques were negatively correlated

Table 5

Correlations between female Ss' attitude scores and scores of their fathers' perceived child-rearing practices(N=45)

Fathers' CRP	Self	Attitudes toward		mothers	total
		peers	fathers		
Rejecting	-.143	.118	-.596**	.073	-.278
Loving	.109	-.008	.608**	.063	.378*
Symbolic-love reward	-.029	-.211	.343*	-.137	-.002
Direct-object punishment	-.044	.129	-.209	.329*	.121

\*  $p<.05$

\*\*  $p<.01$

with their daughters' attitudes toward them ( $r=-.596$ ,  $p<.01$ ). Perceived loving rearing patterns in fathers were positively correlated with female adolescents' attitudes ( $r=.378$ ,  $p<.05$ ), especially with attitudes toward the fathers; indicating a high positive correlation coefficient ( $r=.608$ ,  $p<.01$ ). Other significant positive correlations were obtained between female

Ss' attitudes toward their fathers and symbolic-love reward of fathers ( $r=.343$ ,  $p<.05$ ), and between those toward mothers and direct-object punishment by the fathers ( $r=.329$ ,  $p<.05$ ). Neither female Ss' self-attitudes nor their attitudes toward peers was significantly correlated with any of fathers' perceived treatments.

Table 6 represents correlations between mothers' perceived rearing patterns and their adolescent daughters' attitudes.

Table 6

Correlations between female Ss' attitude scores and scores of their mothers' perceived child-rearing practices (N=45)

Mothers' CRP	Self	Attitudes toward		mothers	total
		peers	fathers		
Rejecting	-.234	.019	-.331*	-.416**	-.506**
Loving	.201	.044	.239	.443**	.481**
Symbolic-love reward	.066	-.077	.307*	.082	.201
Direct-object punishment	-.223	-.076	-.093	-.097	-.241

\*  $p < .05$

\*\*  $p < .01$

Girls' attitudes toward both self and peers were not found significantly correlated with their mothers' perceived behaviors toward them. However, the adolescents' attitudes, as a whole, were found negatively correlated with their mothers' perceived rejecting practices ( $r=-.506$ ,  $p<.01$ ) and positively correlated with perceived loving practices in their mothers ( $r=.481$ ,  $p<.01$ ). Particularly the rejecting techniques of mothers were negatively correlated with female Ss' attitudes toward their fathers and their mothers ( $r=-.331$ ,  $p<.05$ ;  $r=-.416$ ,  $p<.01$ ).

Positive correlations were found in relationships between girls' attitudes toward their mothers and perceived loving practices in the mothers ( $r=.443$ ,  $p<.01$ ) and between girls' attitudes toward their fathers and symbolic-love reward given by mothers ( $r=.307$ ,  $p<.05$ ).

Means and standard deviations of female Ss' attitudes scores and PCR scores are presented in Appendix VI.

## DISCUSSION

The analyses of attitude scores and parent-child relationships explored to demonstrate the relationship of adolescents' attitudes to their perceived parents' child-rearing practices.

Taken attitudes in general, negative correlations were found between perceived rejecting techniques in both parents and interpersonal attitudes in male adolescents. This indicates that adolescent boys reared by restrictive and hostile parents tend to have unfavorable interpersonal attitudes. In addition, direct-object punishment used by both parents was significantly negatively associated with interpersonal attitudes in boys.

For girls, interpersonal attitudes were positively related to perceived loving practices by their both parents. Differently from boys in this study, girls' attitudes were not significantly related to perceived rejecting techniques of fathers, but those of mothers were negatively associated with girls' interpersonal attitudes.

In other words, perceived rejecting techniques and direct-object punishment used by both parents were associated with unfavorable interpersonal attitudes, for boys. Then, perceived rejecting techniques used by mothers were associated with unfavorable interpersonal attitudes; and perceived loving techniques used by both parents were associated with favorable interpersonal attitudes, for girls. The findings seem to be

somewhat related to a Clausen's(1966) suggestion based upon Bronfenbrenner's findings. Clausen(1966) suggested that boys found to receive less love and greater control from parents might have tendency of "undersocialization", while girls found to receive more love and less physical punishment might have a tendency of "oversocialization" with "more obedient, cooperative, anxious, and dependent".

As Shoben(1959) suggested that "interpersonal attitude" is relevant to "a conception of adjustment", favorable interpersonal attitudes might refer to good adjustment. Katz(1967) illustrated "adjustment function" as one of functions of attitudes. He stated that a child has attitudes as a mean of adjustment by reaching his satisfactions or by avoiding undesired goals, that is, the child develops positive attitudes toward objects which reward his need for satisfactions and develops negative attitudes toward objects which punish him. He also indicated that, thus, the more the child perceive objects as giving him satisfactions, the greater favorable attitudes the child tends to develop.

Rogers(1959) indicated that the integrated individual is likely to have favorable self-attitudes. Empirical findings seem to conform this idea. Engel(1959) found that adolescents who were more stable in favorable self-attitudes had better adjustment than adolescents who persisted in unfavorable self-attitudes, in a study of stability of the self-concept in adolescence. In a study by Snyder(1966) using retarded adolescents, it was postulated that retardates who were poor in

personality integration had undesirable self-attitudes, and suggested that retarded adolescents who had relatively high adjustment with more academic attainability showed more favorable self-attitudes than less adjusted retardates. Jones and Mussen(1958; Mussen & Jones, 1957) studied early-and-late attitudes and good interactions with their parents than late-maturing adolescents.

As mentioned earlier, adolescents who were high in adjustment with high self-acceptance perceived their parents as accepting of them (Medinnus, 1965), whereas adolescents who were in maladjustment were associated with mothers who were less concerned for them (Nikelly, 1967).

The above studies seem to suggest that adolescents who have favorable interpersonal attitudes tend to have well-balanced adjustment with personality integration. Therefore, it might be inferred that parental loving techniques would be associated with adolescents' good adjustment coupled with having favorable interpersonal attitudes, especially for girls. Then, parental rejecting techniques and direct-object punishment for boys and maternal rejecting techniques for girls would be associated with adolescents' poor adjustment accompanied with having unfavorable interpersonal attitudes.

To view significant relationships found regardless positive or negative associations, boys' attitudes in general seemed to be related more to fathers' rearing patterns than to mothers', especially attitudes toward fathers in boys were related to all of fathers' rearing patterns used in this study, while the attitudes toward fathers in boys were related to one of mothers'

rearing pattern. This tendency might be related to a suggestion that character development in boys are related more to the nature of the interpersonal relationships with their fathers (Forrest, 1967).

For girls, their attitudes seemed to be equally related to fathers' and to mothers' rearing patterns, but particularly girls' attitudes toward fathers were related more to fathers' than to mothers' rearing patterns. For both boys and girls, the relationship of fathers' rearing practices to their attitudes seems to be great, indicating that fathers' rearing practices tend to become just as important to adolescents as those of mothers. As mentioned at last part of this section, the above tendency might be conformed by other statistical analysis which was not used in the present study.

### Self-Attitudes

Unfavorable attitudes toward self in adolescent boys were found to be strongly associated with perceived rejecting patterns in their fathers. It might indicate that fathers' restrictive and hostile attitudes lead their sons to view themselves in an unfavorable light. The finding is consistent with a hypothesis made in the present study, and with a study by Coopersmith(1967), which concludes that young men reared under conditions of parental rejection have negative self-esteem. According to Coopersmith, negative self-esteem refers to such terms as "inferiority", "timidity", "self-hatred", "lack of personal acceptance", or "submissiveness". Those are terms describing unfavorable attitudes toward self. For adolescent

girls, their self-attitudes were not associated with perceived parents' rejecting patterns.

Perceived parents' loving techniques, symbolic-love reward, and direct-object punishment were not significantly associated with self-attitudes, for either boys or girls. The finding of no association between parental loving practice and adolescents' self-attitudes was not consistent with facts found by other investigators (e.g., Coopersmith, 1967; Medinnus, 1965) that parents' acceptance was associated with high self-acceptance in adolescents. Different instruments measuring parents' child-rearing behaviors and self-attitudes might cause the inconsistent result. As a matter of fact, unless more precise definition of high self-esteem, self-acceptance, and positive self-attitude are made, it seems to be difficult to compare with results found under the variables termed differently.

#### Attitudes toward peers

For boys, negative attitudes toward peers were associated with direct-object punishment given by their fathers, which is also congruent with a hypothesis of this study. The negative attitudes were associated not only with physical punishment, but also symbolic-love punishment (see Appendix VII). The fact that parents' punishments are related to negative behaviors of children is illustrated by authors (Smith, 1967; Sears, Maccoby, & Levin, 1957). They stated that punishment simply suppresses behaviors rather than changes to desirable behaviors.

A finding by Horowitz and Horowitz (1938) introduced in Proshansky's (1966) review seems to support the above finding.

They found that children learned having unfavorable attitudes toward other ethnic groups from parents who punished the children verbally or even physically when the children interacted with the groups. Their finding might imply that unfavorable attitude toward other ethnic groups in children would relate to punishment given by their parents.

As hypothesized, it was found that favorable attitudes toward peers were associated with mothers' perceived loving treatment, for boys. The fact that parents using loving techniques give their children more opportunities for good interactions with friends seems to be reflected in the positive relationship found between attitudes toward peers and loving pattern in mothers. The finding is also supported by Coopersmith(1967), who indicates that children reared by parents using loving treatment tend to be acceptable to their associates. In addition, a fact that independence is supportable for adolescent boys in a peer group (Douván and Gold, 1966) might be associated with the result that favorable attitudes toward peers were related to loving mothers, who encourage independence. Unlike mothers' loving techniques, perceived fathers' loving patterns were not found to be significantly associated with boys' attitudes toward peers. It might imply that boys tend to less appreciate fathers' interest than mothers' interest in their friends.

Girls' attitudes toward peers were not significantly related to any type of perceived parents' rearing patterns. This result is not congruent with hypotheses in this study.

It might be inferred that since adolescent girls concerned with mainly peer acceptance and popularity on developing good interactions with persons (Douván and Gold, 1966), they do not seem too much concerned with parents' rearing attitudes for developing attitudes toward peers. Thus, it seems that no such association was found.

#### Attitudes toward fathers

Attitudes toward fathers were found to be strongly associated with perceived parents' rearing patterns, especially with fathers' patterns. The finding that fathers perceived in a rejecting manner using direct-object punishment is associated with boys' unfavorable attitudes toward fathers is congruent with the hypothesis in this study. The finding indicates that when the adolescent boys perceive their fathers as being rejecting and as authority figures providing punishment, they have unfavorable attitudes toward the fathers.

On the other hand, perceived maternal rejecting attitudes were not significantly associated with attitudes toward fathers in boys. However, it is noticeable that physical punishment given by mothers is negatively associated with their sons' attitudes toward fathers. To show unfavorable feelings directed to the figure whose rearing method is perceived as being undesirable might be possible, but in the above case, hostility originated by punishment provided by the mothers transferred to fathers. Such a proposition might be explained by the general belief that same-sexed parents are viewed as more punitive and restrictive (Hoffman and Lippitt, 1960; Becker, 1964).

Negative relationship between attitudes toward fathers and both parents' rejecting manner was found for girls, too. The negative association is illuminated by Watson's finding mentioned in a review study by Becker (1964), in which it was indicated that adolescents who had hostile and rejecting parents had unfavorable relations to their parents.

As hypothesized, it was found that positive attitudes toward fathers were associated with perceived loving rearing techniques of fathers, for both boys and girls. It indicates that adolescents have favorable attitudes toward their fathers when they perceive the fathers as loving. Parents using loving techniques "give the child warm and loving attention" and "try to help the child through problems" in the context of well-defined limits, so that "the child feels able to confide in them and to ask them for help", according to the description of loving variable in Appendix I. The character of loving pattern itself seems to imply that children tend to have favorable view directed toward their parents when the parents use loving techniques. Such characteristic behaviors illustrated in the loving variable also might imply a mutual help which would be resulted from favorable attitude toward each other. Perceived loving techniques by mothers were not found to be associated with attitudes toward fathers, for both boys and girls.

Favorable attitudes toward fathers also were associated with symbolic-love reward given by fathers in boys and with that given by both parents in girls. That is, adolescents tend to view their parents in a favorable light when parents praise

and reward them for approved behavior.

### Attitudes toward mothers

Attitudes toward mothers in boys were not significantly related to perceived fathers' rearing techniques, but those were negatively related to mothers' rejecting treatment.

A noticeable fact was found in the relationship between fathers' direct-object punishment and girls' attitudes toward mothers. Direct-object punishment used by fathers was found to be associated with girls' favorable attitudes toward mothers. One way of explaining this would be that hostility which the girls might have as a result of their perceptions of receiving physical punishment from fathers seemed to switch to favorable attitudes toward the other parents. It might be that when girls have punishment from fathers they tend to de-emphasize the hostility by demonstrating favorable attitudes toward the other parents, mothers, instead of responding directly to the figure providing punishment. Except treatment by the direct-object punishment, other perceived rearing practices of fathers were not related to girls' attitudes toward mothers.

Mothers' rejecting techniques were found to be associated with unfavorable attitudes toward them in girls. Conversely, perceived mothers' loving treatment was found to be associated with girls' favorable attitudes toward the mothers. It shows that when girls perceive their mothers as giving warm and loving attention, the girls prefer the mothers, while the girls have unfavorable attitudes toward their mothers when girls perceive mothers as being rejecting and hostile.

Perceived rejecting techniques of mothers were associated with unfavorable attitudes not only toward the mothers, but also toward fathers, for girls. In other words, girls' unfavorable attitudes toward mothers related to mothers' rejecting practices seemed to be extended over to fathers. Such finding might be explained by an assumption that the girls identify the fathers with the mothers, grouping as parents.

Findings of this study are figured as Figure 1 and Figure 2 so that we can see relationships of adolescents' attitudes to fathers' rearing practices and those of adolescents' attitudes to mothers' rearing practices together.

To view generally, it may be noticed that adolescents' attitudes associated with certain patterns of parents' perceived child-rearing practices seem to be related to one parent rather than to the other. Such findings seem to be that:

- (a) negative self-attitudes are related to rejecting patterns of fathers rather than those of mothers, especially with boys (Figure 1);
- (b) unfavorable attitudes toward peers are related to direct-object punishment given to fathers rather than by mothers, for boys (Figure 1);
- (c) favorable attitudes toward peers are related to loving patterns of mothers rather than those of fathers, for boys (Figure 1);
- (d) adolescents' favorable attitudes toward fathers are associated with fathers' rather than mothers' loving techniques (Figure 1 and 2);
- (e) for boys, unfavorable attitudes toward fathers are related to fathers' rejecting techniques rather than to those of

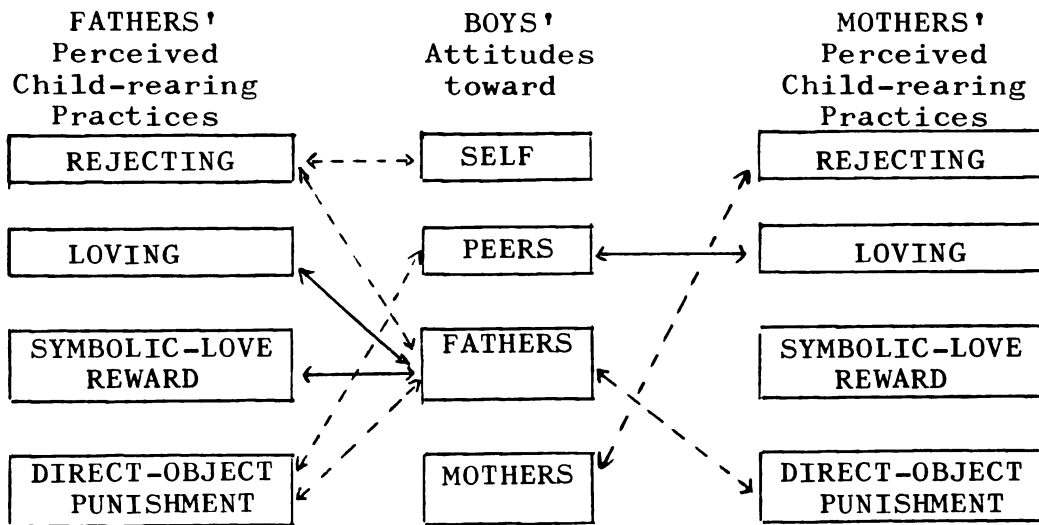


Figure 1

Relationships between Boys' Attitudes and their Parents' perceived child-rearing patterns.

( $\longleftrightarrow$  negative association;  $\longleftrightarrow$  positive association)

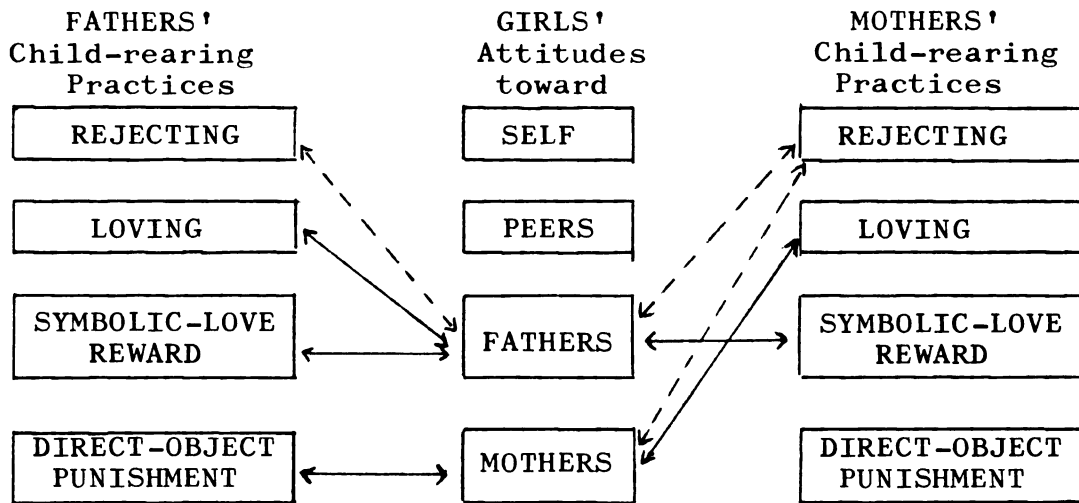


Figure 2

Relationships between Girls' Attitudes and their Parents' perceived child-rearing patterns

( $\longleftrightarrow$  negative association;  $\longleftrightarrow$  positive association)

mothers (Figure 1); (f) adolescent boys' favorable attitudes toward their fathers are associated with symbolic-love reward given by fathers rather than by mothers (Figure 1); (g) unfavorable attitudes toward mothers are associated with rejecting treatment of mothers rather than those of fathers, for both boys and girls (Figure 1 and 2); (h) favorable attitudes toward mothers are related to mothers' loving, not to fathers' loving techniques, for girls (Figure 2); (i) favorable attitudes toward mothers are associated with direct-object punishment used by fathers rather than by mothers, for girls (Figure 2).

As Becker (1964) indicated that different consequences of parent-child relations in studies concerning with sexes of parent and child would result from "differences in the agent, level, and mode of treatment for boys and girls", different interaction pairs in the findings of this study might depend upon such factors as different ways of perceptions, different rearing techniques, the agent of practicing the techniques (sex of parent), and character of the perceiver or sex of the child. Such factors are assumed to create complex associations.

As it has been discussed, parents were viewed favorably by their sons and daughters when they were perceived as using desirable techniques, while parents were viewed unfavorably when they were perceived as using undesirable techniques. It might emphasize that attitude would be a primary component of interpersonal interactions. It should be noticed that patterns of child-rearing practices in parents were derived from perceptions of the adolescents. Therefore, it may be assumed that adolescents perceive desirably the ways of their parents'

behaviors toward them, since they have favorable attitudes toward the parents; or vice versa the adolescents have favorable attitudes toward the parents, since they perceive their parents as using desirable techniques. In the same context, it would be the same in the relationship between undesirable techniques in parents and unfavorable attitudes in adolescents. As a matter of fact, it is difficult to see whether the parents' rearing patterns to adolescents' attitudes are "antecedents", "consequences", or "correlates", as pointed out by Coopersmith(1967). Such conditions could be "antecedents", "consequences", or "correlates", depending on factors beyond the scope of this study.

The results of this study suggest that the more loving techniques parents use, the more favorable attitudes toward persons adolescents show; and that the more punitive and rejecting parents are, the more unfavorable attitudes the adolescents show. Therefore, it seems that it is necessary for parents to concentrate on loving rearing practices so that the adolescent sons and daughters have favorable and desirable interactions.

There seems to be few studies which investigated adolescents' attitudes toward persons in a connection with parental behavior towards them, which makes difficult to compare with this study. The results on self-attitudes of this study are not consistent with other studies involving self-attitudes. Most of other studies show that parents' acceptance and loving care are related to high self-esteem or favorable self-attitude, while parents' rejection is associated with low self-esteem (e.g., Coopersmith,

1967; Medinnus, 1965). In the present study, only boys' self-attitudes were found to be negatively associated with fathers' rejecting practices. Other correlations were not significant. Probably the fact that subjects used in this study were in different culture from other samples might be a reason of the inconsistent results. Another possible reason of inconsistent result might be different instruments measuring parents' child-rearing behavior. For instance, Coopersmith (1967) and Livson (1966) obtained parents' behaviors by interviews with and questionnaire to parents. In the present study, parental rearing behaviors were obtained by adolescents' perception of parents. Regarding attitudes toward others, Harris and Tseng (1957) investigated attitudes toward peers and parents in children, but parental discipline was not investigated.

It is generally recognized that among personal environments to a child, siblings of the child also play as important personal role in his development. Interacting with siblings in a family, the child may develop certain attitudes toward the siblings. Therefore, it might be valuable to investigate attitudes toward siblings, too. Furthermore, it would be useful to explore the relationship between attitudes toward self and others and parental child-rearing patterns according to developmental stages of children. Harris and Tseng (1957) conclude that boys' unfavorable attitudes toward parents decrease and girls' unfavorable attitudes tend to increase as they grow older. Then, cross-cultural study of the relationship would be considerable under an assumption that the attitudes would be differently related to parents' child-rearing techniques

in different culture.

It seems to me that more explicit and precise studies on interpersonal attitudes should be explored because knowledge about preferable attitudes seem to be necessary to have desirable interactions.

On sentence completion test used in this study, high reliabilities were obtained, thus encouraging its use for the future study. However, it is suggested that certain modifications in sentence stems may help to obtain more explicit and conscious responses in attitudes.

Most of disagreements between scorers appeared in such items as "I need\_\_\_", "I hate\_\_\_", and "When I was younger\_\_\_". The sentence stem, "I hate\_\_\_" itself seemed to affect to induce negative responses, even though positive response like "I hate nothing" might be expected. On the contrary, the stem, "I like\_\_\_" tended to induce mostly positive responses. It would be less complicated for scoring to exclude such sentence stems as "I need\_\_\_", "I hate\_\_\_", and "I like\_\_\_", as long as more precise rules for the scoring are not necessary.

In order to obtain more valid responses which are proper for measurement of attitudes, some of sentence stems may be modified as follows:

When I was younger\_\_\_.

to: Comparing with when I was younger, I now\_\_\_.

I feel that a friend\_\_\_.

to: I feel that my friends\_\_\_.

Children are usually certain that\_\_\_.

to: My friends are usually certain that\_\_\_.

I think that most fathers\_\_\_.

to: Comparing with other fathers, my father\_\_\_.

I think that most mothers\_\_\_.

to: Comparing with other mothers, my mother\_\_\_.

Unrelating to hypotheses of the present study, some significant correlations emerged from the relationships between adolescents' attitudes and total patterns of parents' child-rearing practices. The correlations are presented in Tables of Appendix VII.

The questions whether adolescents attitudes are more favorably related or more unfavorably related to parents and whether the attitudes are related more to fathers or to mothers should be answered through another kind of statistical analysis which was not used in the present study. However, different relationships found between adolescents' attitudes and one parents' perceived rearing patterns from those between adolescents' attitudes and the other parents' rearing practices appear to suggest that affects of father-child relation and mother-child relation to adolescents' attitudes may be different.

Table A6 in Appendix VII provides correlations between boys' attitudes and perceived fathers' behaviors. More negative associations over positive ones might indicate that attitudes in boys would be related more unfavorably to their fathers' rearing techniques. Table A7 in Appendix VII shows correlations between boys' attitudes and perceived maternal rearing patterns. The more negative associations over positive

ones might indicate that boys' attitudes would be more unfavorably than favorably related to their mothers' rearing patterns.

From both Table A6 and Table A7, it might be inferred that attitudes of the boys would be more unfavorably related to both parents' perceived rearing patterns. Furthermore, it might be that attitudes in boys, especially attitudes toward fathers and peers, would be related to fathers' than to mothers' rearing patterns.

Table A8 in Appendix VII presents relationships of attitudes in girls to perceived fathers' rearing techniques. Relatively more positive associations might indicate that attitudes in girls would be more favorably related to their fathers' rearing patterns. Table A9 in Appendix VII provides correlations between attitudes in girls and rearing techniques in mothers. Relatively more negative associations might indicate that attitudes in girls would be more unfavorably related to their mothers' rearing patterns.

From both Table A8 and Table A9, it might be inferred that attitudes in girls seem to be almost equally related to both parents. Particularly, girls' attitudes toward their fathers seem to be related more to fathers' rearing techniques; but girls' attitudes toward their mothers are related more to mothers' rearing techniques.

On the basis of the results in the four tables, it may be inferred that unfavorable attitudes in adolescents tend to relate to same-sexed parents, that is, unfavorable attitudes are related more to fathers for boys and more to mothers for

girls. It also may be inferred that relationship of fathers' rearing practices to their sons and daughters seems to be great. Clausen (1966) indicated that fathers' participations in child-rearing were increased with a decrease in authority, comparing with the past generation. Becker (1964) also pointed out that "where both mothers and fathers have been studied, most of research has shown the fathers' influence on the child's behavior to be at least equal to that of the mother", and that "such findings should help to reinforce the growing trend toward inclusions on the father in treatment efforts" (p 204).

Inference made from this study might show that the effect of father-perception would be more significant to adolescents' attitudes than that of mother-perception, especially for boys. Such tendency may illustrate that fathers' influences tend to become just as important to adolescents as those of mothers in this study. Certainly, some inferences made from correlations found are merely tentative; therefore, it would be necessary to conform those inferences in a future study.

## SUMMARY

This study demonstrated some correlates between attitudes of self and others in adolescent boys and girls and behaviors of fathers and of mothers toward their children, as perceived by the adolescents.

Forty-five girls and thirty-nine boys in a high school were employed as subjects. In order to infer adolescents' attitudes, a sentence completion test was administered to the subjects in two sessions, and Roe-Siegelman's Parent-Child Relations Questionnaire was tested to measure parents' child-rearing techniques.

It was hypothesized that (a) adolescents' favorable attitudes toward self, peers, and parents would be associated with perceived loving techniques and symbolic-love reward; (b) adolescents' unfavorable attitudes toward self, peers, and parents would be associated with perceived parents' rejecting techniques and direct-object punishment.

To obtain reliability of the sentence completion test, interjudge correlation and test-retest correlation were carried out, and those reliabilities are found to be sufficiently high.

The results obtained from relationships between attitudes toward self and others in adolescents and some patterns of perceived parental rearing techniques led to the following

conclusions:

- 1) Unfavorable self-attitudes in boys are related to rejecting treatment used by fathers.
- 2) Favorable attitudes toward peers are related to maternal loving techniques and unfavorable attitudes toward peers are related to fathers' direct-object punishment, for boys.
- 3) Maternal rejecting patterns are associated with adolescents' unfavorable attitudes not only toward the mothers, but also toward fathers, for girls.
- 4) Fathers' rejecting patterns are associated with unfavorable attitudes toward the fathers, for boys.
- 5) Direct-object punishment given by both parents are associated with boys' unfavorable attitudes, especially toward fathers.
- 6) Direct-object punishment given by fathers are associated with favorable attitudes toward mothers, for girls.
- 7) Loving treatment used by only fathers are associated with favorable attitudes toward the fathers in both boys and girls; and that used by only mothers are associated with favorable attitudes toward mothers in girls.
- 8) Symbolic-love reward given by both parents for girls and that given by only fathers for boys are associated with favorable attitudes toward fathers.
- 9) As a whole, adolescent boys' interpersonal attitudes are negatively related to both parents' rejecting techniques and direct-object punishment.
- 10) As a whole, adolescent girls' interpersonal attitudes are positively related to both parents' loving techniques and negatively related to mothers' rejecting patterns.

To put the results generally, favorable attitudes toward self and others are significantly associated with both parents' perceived loving techniques, for girls. Then, unfavorable attitudes toward self and others are significantly associated with mothers' perceived rejecting patterns for girls, and with both parents' perceived rejecting patterns and direct-object punishment for boys.

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## APPENDICES

## APPENDIX I

Description of Parent-Child Relations Variables (Roe & Siegelman, 1963, p.357)

Protective--This category includes parents who give the child's interests first priority. They are very indulgent, provide special privileges, are demonstratively affectionate, may be gushing. They select friends carefully, but will rarely let him visit other homes without them. They protect him from other children, from experiences in which he may suffer disappointment or discomfort or injury. They are highly intrusive and expect to know all about what he is thinking and experiencing. They reward dependency.

Demanding-- Parents in this group set up high standards of accomplishment in particular areas, manners, school, etc.. They impose strict regulations and demand unquestioning obedience to them, and they do not make exceptions. They expect the child to be busy at all times at some useful activity. They have high punitiveness. They restrict friendships in accord with these standards. They do not try to find out what a child is thinking or feeling, they tell him what to think or feel.

Rejecting--Parents in this group follow the extremer patterns of the preceding group, but this becomes rejecting

when their attitude is a rejection of the childishness of the child. They may also reject him as an individual. They are cold and hostile, derogate him and make fun of him and his inadequacies and problems. They may frequently leave him alone and often will not permit other children in the house. They have no regard for the child's point of view. The regulations they establish are not for the sake of training the child, but for protecting the parent from his intrusions.

Neglecting--These parents pay little attention to the child, giving him a minimum of physical care and no affection. They forget promises made to him, forget things for him. They are cold, but are not derogatory nor hostile. They leave him alone, but do not go out of their way to avoid him.

Casual--These parents pay more attention to the child and are mildly affectionate when they do. They will be responsive to him if they are not busy about something else. They do not think about him or plan for him very much, but take him as a part of the general situation. They don't worry much about him and make little definite effort to train him. They are easygoing, have few rules, and do not make much effort to enforce those they have.

Loving--These parents give the child warm and loving attention. They try to help him with projects that are important to him, but they are not intrusive. They are more likely to reason with the child than to punish him, but they will punish him. They give praise, but not indiscriminatingly. They try specifically to help him through problems in the way best for him. The child feels able to confide in them and to

ask them for help. They invite his friends to the house and try to make things attractive for them. They encourage independence and are willing to let him take chances in order to grow towards it. Distinction between Loving and Casual categories can be difficult. A basic differentiating factor is the amount of thought given to the child's problems.

Symbolic-Love Reward--The parents using this kind of reward praise their children for approved behavior, give them special attention, and are affectionately demonstrative.

Direct-Object Reward--These include tangible rewards such as gifts of money or toys, special trips, or relief from chores.

Symbolic-Love Punishment--Such punishments include shaming the child before others, isolating him, and withdrawing love.

Direct-Object Punishment--These include physical punishment, taking away playthings, reducing allowance, denying promised trips, and so on.

## APPENDIX II

### SENTENCE COMPLETION TEST

Please fill these blanks first (your answers are confidential).

1. NAME \_\_\_\_\_

2. AGE \_\_\_\_\_

3. SEX (\_\_\_\_\_)  
M or F

4. Have your parents lived together during your childhood?

(Until you were about 10 years old) YES \_\_\_\_\_ NO \_\_\_\_\_

5. Your father's occupation \_\_\_\_\_

6. Your mother's occupation \_\_\_\_\_

7. Estimated parents' income (\_\_\_\_\_) (\_\_\_\_\_) (\_\_\_\_\_)  
High Middle Low

#### Directions:

This is a test of how you think and feel. Complete each of the following sentences so that it makes the best sense possible. In most cases, the best way to answer the test is to write down the first idea that comes to your mind. Do not skip any sentences. Turn to the next page.

\* Twenty-five incomplete sentences were selected from sentences developed by Wilson(1949), from the Rotter Incomplete Sentence Blank (Rotter and Rafferty, 1950), and from sentences used by other investigators.

1. I \_\_\_\_\_
2. I feel \_\_\_\_\_
3. I can \_\_\_\_\_
4. My mind \_\_\_\_\_
5. I need \_\_\_\_\_
6. I like \_\_\_\_\_
7. When I was younger \_\_\_\_\_
8. I hate \_\_\_\_\_
9. I am very \_\_\_\_\_
10. Sometimes I \_\_\_\_\_
11. Most boys \_\_\_\_\_
12. Most girls \_\_\_\_\_
13. I feel that a friend \_\_\_\_\_
14. Children are usually certain that \_\_\_\_\_
15. When I am not around, my friends \_\_\_\_\_
16. I feel that my father \_\_\_\_\_
17. My father treats me \_\_\_\_\_
18. My father and I \_\_\_\_\_
19. I think that most fathers \_\_\_\_\_
20. My father is more likely than my mother to \_\_\_\_\_
21. I feel that my mother \_\_\_\_\_
22. My mother treats me \_\_\_\_\_
23. My mother and I \_\_\_\_\_
24. I think that most mothers \_\_\_\_\_
25. My mother is more likely than my father to \_\_\_\_\_

### APPENDIX III

#### PCR QUESTIONNAIRE - FATHERS

Roe-Siegelman

Below are a number of statements which describe ways that fathers act toward their children. Read each statement carefully and think how well it describes your father while you were growing up.

Before each statement there are four lines labelled VERY TRUE; TENDED to be: TRUE; TENDED to be UNTRUE; VERY UNTRUE. Put an X on the line that indicates how true you think each statement was of your father. If none of these descriptions seems quite right, you may put the X between two of the lines.

For example, if your memory is that your father often let you off easy when you did something wrong, you would mark the item as follows:

<u>VERY TRUE</u>	<u>TENDED to be TRUE</u>	<u>TENDED to be UNTRUE</u>	<u>VERY UNTRUE</u>
_____	_____	_____	<u>  X  </u>

My father

1. never let me off easy when I did something wrong.

Number \_\_\_\_\_  
Date \_\_\_\_\_

## PCR QUESTIONNAIRE

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE	
				My father
_____	_____	_____	_____	1. tried to get me everything I wanted.
_____	_____	_____	_____	2. complained about me to others when I did not listen to him.
_____	_____	_____	_____	3. made no concessions for my age.
_____	_____	_____	_____	4. let me spend all my allowance any way I liked.
_____	_____	_____	_____	5. discussed what was good about my behavior and helped to make clear the desirable consequences of my actions.
_____	_____	_____	_____	6. punished me hard enough when I misbehaved to make sure I wouldn't do it again.
_____	_____	_____	_____	7. took away my toys or playthings when I was bad.
_____	_____	_____	_____	8. was genuinely interested in my affairs.
_____	_____	_____	_____	9. kept forgetting things he was supposed to do for me.
_____	_____	_____	_____	10. took me places (trips, shows, etc.) as a reward.
_____	_____	_____	_____	11. spoiled me.
_____	_____	_____	_____	12. made me feel ashamed or guilty when I misbehaved.
_____	_____	_____	_____	13. let me know I wasn't wanted.
_____	_____	_____	_____	14. set very few rules for me.
_____	_____	_____	_____	15. compared me favorably with other children when I did well.
_____	_____	_____	_____	16. made it clear that he was boss.

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE	
				My father
_____	_____	_____	_____	17. slapped or struck me when I was improper.
_____	_____	_____	_____	18. made me feel wanted and needed.
_____	_____	_____	_____	19. was too busy to answer my questions.
_____	_____	_____	_____	20. relaxed rules and regulations as a reward.
_____	_____	_____	_____	21. was very careful about protecting me from accidents.
_____	_____	_____	_____	22. nagged or scolded when I was bad.
_____	_____	_____	_____	23. thought it was my own fault if I got into trouble.
_____	_____	_____	_____	24. gave me as much freedom as I wanted.
_____	_____	_____	_____	25. told me how proud he was of me when I was good.
_____	_____	_____	_____	26. never let me get away with breaking a rule.
_____	_____	_____	_____	27. took away or reduced my allowance as a punishment.
_____	_____	_____	_____	28. made me feel that I was important.
_____	_____	_____	_____	29. did not care if I got into trouble.
_____	_____	_____	_____	30. gave me new books or records as rewards.
_____	_____	_____	_____	31. believed I should have no secrets from my parents.
_____	_____	_____	_____	32. punished me by ignoring me.
_____	_____	_____	_____	33. did not spend any more time with me than necessary.
_____	_____	_____	_____	34. let me off easy when I did something wrong.

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE	
_____	_____	_____	_____	My father
_____	_____	_____	_____	35. treated me more like a grown-up when I behaved well.
_____	_____	_____	_____	36. pushed me to excel in everything I did.
_____	_____	_____	_____	37. wouldn't let me play with other children when I was bad.
_____	_____	_____	_____	38. encouraged me to do things on my own.
_____	_____	_____	_____	39. paid no attention to what I was doing in school.
_____	_____	_____	_____	40. let me stay up longer as a reward.
_____	_____	_____	_____	41. protected me from teasing or bullying by other children.
_____	_____	_____	_____	42. made me feel I wasn't loved anymore if I misbehaved.
_____	_____	_____	_____	43. did not want me to bring friends home.
_____	_____	_____	_____	44. gave me the choice of what to do whenever it was possible.
_____	_____	_____	_____	45. praised me before my playmates.
_____	_____	_____	_____	46. told me how to spend my free time.
_____	_____	_____	_____	47. spanked or whipped me as punishment.
_____	_____	_____	_____	48. talked to me in a warm and affectionate way.
_____	_____	_____	_____	49. did not take me into consideration in making plans.
_____	_____	_____	_____	50. rewarded me by letting me off some of my regular chores.
_____	_____	_____	_____	51. did not want me to play rough outdoor games for fear I might be hurt.

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE
--------------	-------------------------	---------------------------	----------------

My father

- |       |       |       |       |   |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 52. shamed me before my playmates when I misbehaved.                                    |
| _____ | _____ | _____ | _____ | 53. disapproved of my friends.  |
| _____ | _____ | _____ | _____ | 54. expected me to take everyday disappointments.                                       |
| _____ | _____ | _____ | _____ | 55. expressed greater love for me when I was good.                                      |
| _____ | _____ | _____ | _____ | 56. punished me without any thought or hesitation when I misbehaved.                    |
| _____ | _____ | _____ | _____ | 57. gave me extra chores as punishment.   |
| _____ | _____ | _____ | _____ | 58. tried to help me when I was scared or upset.  |
| _____ | _____ | _____ | _____ | 59. did not care whether I got the right kind of food.                                  |
| _____ | _____ | _____ | _____ | 60. gave me candy or ice cream or fixed my favorite foods for me as a reward.           |
| _____ | _____ | _____ | _____ | 61. made others give in to me.  |
| _____ | _____ | _____ | _____ | 62. frightened or threatened me when I did wrong.                                       |
| _____ | _____ | _____ | _____ | 63. went out of the way to hurt my feelings.  |
| _____ | _____ | _____ | _____ | 64. let me stay up as late as I liked.  |
| _____ | _____ | _____ | _____ | 65. gave me special attention as a reward.  |
| _____ | _____ | _____ | _____ | 66. demanded unquestioning respect and deference.                                       |
| _____ | _____ | _____ | _____ | 67. punished me by sending me out of the room or to bed.                                |
| _____ | _____ | _____ | _____ | 68. did not try to tell me everything, but encouraged me to find things out for myself. |

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE	
				My father
				69. left my care to someone else (e.g. a nurse or relative).
				70. let me go to parties or play with others more than usual as a reward.
				71. taught me to go for help to my parents or teacher rather than to fight.
				72. told me how ashamed he was when I misbehaved.
				73. ridiculed and made fun of me.
				74. let me do pretty much what I wanted to do.
				75. praised me when I deserved it.
				76. always told me exactly how to do my work.
				77. took away my books or records as punishment.
				78. respected my point of view and encouraged me to express it.
				79. acted as if I didn't exist.
				80. rewarded me by giving me money, or increase my allowance.
				81. wanted me to have at least as large an allowance as my friends.
				82. compared me unfavorably with other children when I mis- haved.
				83. complained about me.
				84. let me work by myself.
				85. made me feel proud when I did well.

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE	
_____	_____	_____	_____	My father
_____	_____	_____	_____	86. pushed me to do well in school.
_____	_____	_____	_____	87. punished me by being more strict about rules and regulations.
_____	_____	_____	_____	88. let me do things I thought were important even if it were inconvenient for him.
_____	_____	_____	_____	89. paid no attention to me.
_____	_____	_____	_____	90. hugged me, kissed me, petted me when I was good.
_____	_____	_____	_____	91. tried to keep me out of situations that might be unpleasant and embarrassing.
_____	_____	_____	_____	92. reasoned with me and explained possible harmful consequences when I did wrong.
_____	_____	_____	_____	93. compared me unfavorably to other children no matter what I did.
_____	_____	_____	_____	94. did not object to my loafing or day-dreaming.
_____	_____	_____	_____	95. praised me to others.
_____	_____	_____	_____	96. would not let me question his reasoning.
_____	_____	_____	_____	97. punished me for not taking me on trips, visits, etc. that I had been promised.
_____	_____	_____	_____	98. tried to help me learn to live comfortably with myself.
_____	_____	_____	_____	99. ignored me as long as I did not do anything to disturb him.
_____	_____	_____	_____	100. gave me new things as a reward, such as toys.

VERY TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE
--------------	-------------------------	---------------------------	----------------

My father

- |       |       |       |       |  |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 101. hated to refuse me anything.  |
| _____ | _____ | _____ | _____ | 102. thought that it was bad for<br>a child to be given<br>affection and tenderness.                                   |
| _____ | _____ | _____ | _____ | 103. did not tell me what time<br>to be home when I went out.  |
| _____ | _____ | _____ | _____ | 104. wanted to have complete<br>control over my actions.   |
| _____ | _____ | _____ | _____ | 105. was willing to discuss<br>regulations with me, and took<br>my point of view into<br>consideration in making them. |
| _____ | _____ | _____ | _____ | 106. did not care who my<br>friends were.  |
| _____ | _____ | _____ | _____ | 107. worried about me when I<br>was away.  |
| _____ | _____ | _____ | _____ | 108. did not want me around at<br>all when he had company.   |
| _____ | _____ | _____ | _____ | 109. did not object when I was<br>late for meals.  |
| _____ | _____ | _____ | _____ | 110. taught me that he knew best<br>and that I must accept his<br>decisions.   |
| _____ | _____ | _____ | _____ | 111. encouraged me to bring<br>friends home, and tried to make<br>things pleasant for them.                            |
| _____ | _____ | _____ | _____ | 112. left me alone when I<br>was upset.  |
| _____ | _____ | _____ | _____ | 113. worried a great deal about<br>my health.  |
| _____ | _____ | _____ | _____ | 114. expected children to mis-<br>behave if they were not<br>watched.  |
| _____ | _____ | _____ | _____ | 115. was easy with me.   |

TRUE	TENDED to be TRUE	TENDED to be UNTRUE	VERY UNTRUE	
_____	_____	_____	_____	My father
_____	_____	_____	_____	116. expected prompt and un- questioning obedience.
_____	_____	_____	_____	117. taught me skills I wanted to learn.
_____	_____	_____	_____	118. did not try to help me learn things.
_____	_____	_____	_____	119. wanted to know all about my experiences.
_____	_____	_____	_____	120. believed a child should be seen and not heard.
_____	_____	_____	_____	121. did not bother much about enforcing rules.
_____	_____	_____	_____	122. was full of advice about everything I did.
_____	_____	_____	_____	123. made it easy for me to confide in him.
_____	_____	_____	_____	124. forgot my birthday.
_____	_____	_____	_____	125. did not want me to grow up.
_____	_____	_____	_____	126. avoided my company.
_____	_____	_____	_____	127. did not check up on whether I did my homework.
_____	_____	_____	_____	128. allowed me to make only minor decisions.
_____	_____	_____	_____	129. said nice things about me.
_____	_____	_____	_____	130. did not care whether I had the same kind of clothes as other children.



# SCORING SHEET FOR PCR

FATHERS(or MOTHERS)

Case No. \_\_\_\_\_ Date \_\_\_\_\_

PRO	PUN S-L	REJ	CAS	REW S-L	DEM	PUN D-O	LOV	NEG	REW D-O
1_____	2_____	3_____	4_____	5_____	6_____	7_____	8_____	9_____	10_____
11_____	12_____	13_____	14_____	15_____	16_____	17_____	18_____	19_____	20_____
21_____	22_____	23_____	24_____	25_____	26_____	27_____	28_____	29_____	30_____
31_____	32_____	33_____	34_____	35_____	36_____	37_____	38_____	39_____	40_____
41_____	42_____	43_____	44_____	45_____	46_____	47_____	48_____	49_____	50_____
51_____	52_____	53_____	54_____	55_____	56_____	57_____	58_____	59_____	60_____
61_____	62_____	63_____	64_____	65_____	66_____	67_____	68_____	69_____	70_____
71_____	72_____	73_____	74_____	75_____	76_____	77_____	78_____	79_____	80_____
81_____	82_____	83_____	84_____	85_____	86_____	87_____	88_____	89_____	90_____
91_____	92_____	93_____	94_____	95_____	96_____	97_____	98_____	99_____	100_____
101_____		102_____	103_____		104_____		105_____	106_____	
107_____		108_____	109_____		110_____		111_____	112_____	
113_____		114_____	115_____		116_____		117_____	118_____	
119_____		120_____	121_____		122_____		123_____	124_____	
125_____		126_____	127_____		128_____		129_____	130_____	

PRO	PUN S-L	REJ	CAS	REW S-L	DEM	PUN D-O	LOV	NEG	REW D-O

# APPENDIX IV

Table A1

Means and Standard Deviations of all Ss' attitude scores (N=84)

Attitude toward		Mean	SD
Scorer 1	self	9.833	3.049
	peers	12.286	1.873
	fathers	11.524	2.709
	mothers	11.595	2.892
	total	42.238	5.902
Scorer 2 1st test	self	9.893	2.671
	peers	12.226	1.653
	fathers	11.548	2.534
	mothers	11.500	2.839
	total	45.143	5.371
Scorer 2 retest	self	9.929	2.507
	peers	12.012	1.668
	fathers	11.964	2.257
	mothers	11.905	3.984
	total	45.452	5.116

## APPENDIX V

Means and Standard Deviations of male Ss' attitude scores and  
of PCR scores (N=39)

Table A2

Means and Standard Deviations of male Ss' attitude scores

Attitudes toward	Mean	SD
self	10.154	2.843
peers	12.103	1.714
fathers	10.795	2.638
mothers	11.538	3.051
<hr/> total	<hr/> 44.538	<hr/> 5.977

Table A3

Means and standard deviations of male Ss' PCR scores

PCR Variables	<u>Fathers</u>		<u>Mothers</u>	
	Mean	SD	Mean	SD
Protective	37.179	7.092	40.846	8.812
Symbolic-love punishment	25.358	5.508	27.717	5.951
Rejecting	29.564	8.213	29.821	8.756
Casual	42.666	10.268	43.487	9.547
Symbolic-love reward	31.256	6.738	33.484	6.479
Demanding	41.794	10.753	45.051	10.467
Direct-object punishment	23.743	6.979	22.948	8.271
Loving	52.564	12.119	58.615	8.722
Neglecting	28.666	7.921	25.333	7.371
Direct-object reward	21.435	6.463	25.871	7.108

## APPENDIX VI

Means and standard deviations of female Ss' attitude scores  
and of PCR scores (N=45)

Table A4

Means and standard deviations of female Ss' attitude scores

Attitudes toward	Mean	SD
self	9.666	2.522
peers	12.333	1.609
fathers	12.200	2.272
mothers	11.466	2.676
total	45.666	4.791

Table A5

Means and standard deviations of female Ss' PCR scores

PCR Variables	Fathers		Mothers	
	Mean	SD	Mean	SD
Protective	42.355	9.899	42.244	8.576
Symbolic-love punishment	23.333	5.291	28.066	6.376
Rejecting	25.622	9.048	27.933	9.907
Casual	45.422	11.836	42.577	9.750
Symbolic-love reward	32.044	6.142	32.555	7.244
Demanding	39.422	9.989	42.200	10.625
Direct-object punishment	20.133	7.235	22.844	7.510
Loving	58.911	10.409	57.977	12.678
Neglecting	26.311	8.599	25.600	9.056
Direct-object reward	24.266	7.652	25.911	8.882

## APPENDIX VII

Correlations between adolescents' attitudes and total patterns  
of parents' child-rearing practices

Table A6

Correlations between male Ss' attitude scores and scores  
of their fathers' perceived child-rearing practices(N=39)

Fathers' CRP	Self	Attitudes toward		mothers	total
		peers	fathers		
Protective	-.299	.131	-.078	-.051	-.138
Symbolic-love punishment	-.551**	-.316*	-.292	-.031	-.492**
Rejecting	-.434**	-.281	-.499**	-.005	-.508**
Casual	.053	.015	.415**	.139	.291
Symbolic-love reward	.042	.150	.427**	-.237	.128
Demanding	-.270	-.390*	-.402*	-.034	-.444**
Direct-object punishment	-.128	-.497**	-.515**	-.173	-.538**
Loving	.234	.242	.377*	-.065	.307
Neglecting	-.277	-.296	-.317*	.163	.261
Direct-object reward	-.104	.122	-.070	-.338*	-.215

\*  $p < .05$ ;      \*\*  $p < .01$

Table A7

Correlations between male Ss' attitude scores and scores of their mothers' perceived child-rearing practices (N=39)

Mothers' CRP	<u>Attitudes toward</u>				
	self	peers	fathers	mothers	total
Protective	-.121	.039	-.052	-.078	-.108
Symbolic-love punishment	-.434	-.276	-.198	-.247	-.492**
Rejecting	-.247	-.248	-.252	-.350*	-.472**
Casual	.031	-.030	.392*	.262	.331*
Symbolic-love reward	-.083	-.039	-.126	-.127	-.173
Demanding	-.413**	-.222	-.361*	-.359*	-.607**
Direct-object punishment	-.147	-.169	-.356*	-.286	-.439**
Loving	.058	.346*	-.045	.184	.188
Neglecting	-.157	-.305	-.134	-.150	-.289
Direct-object reward	-.248	-.070	-.089	.093	-.125

\*  $p < .05$ ;    \*\*  $p < .01$

Table A8

Correlations between female Ss' attitude scores and scores of their fathers' perceived child-rearing practices(N=45)

Fathers' CRP	<u>Attitudes toward</u>				
	<u>self</u>	<u>peers</u>	<u>fathers</u>	<u>mothers</u>	<u>total</u>
Protective	-.113	.057	.319*	-.303*	-.059
Symbolic-love punishment	.095	.168	-.376*	.064	-.036
Rejecting	-.143	.118	-.596**	.073	.278
Casual	-.029	-.067	.111	-.281	-.141
Symbolic-love reward	-.029	-.211	.343*	-.137	-.002
Demanding	.050	.134	-.180	.154	.072
Direct-object punishment	-.014	.129	-.209	.329*	.121
Loving	.109	-.008	.608**	.063	.378*
Neglecting	-.254	.002	-.519**	-.061	-.413**
Direct-object reward	-.261	-.188	.367*	-.062	-.061

\*  $p < .05$  ;    \*\*  $p < .01$

Table A9

Correlations between female Ss' attitude scores and scores of their mothers' perceived child-rearing practices(N=45)

Mothers' CRP	Self	<u>Attitudes toward</u>		mothers	total
		peers	fathers		
Protective	-.027	.104	.469**	-.264	.096
Symbolic-love punishment	-.117	.031	-.076	-.317*	-.265
Rejecting	-.234	.019	-.331*	-.416**	-.506**
Casual	.098	.080	.087	.167	.213
Symbolic-love reward	.066	-.077	.307*	.082	.201
Demanding	-.198	-.023	-.038	-.247	-.268
Direct-object punishment	-.224	-.076	-.093	-.097	-.241
Loving	.201	.044	.239	.443**	.481**
Neglecting	-.174	.067	-.399**	-.324*	-.439**
Direct-object reward	-.173	-.128	.369*	.156	.128

\*  $p < .05$ ;    \*\*  $p < .01$

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