3 1293 00649 9580

LIBRARY
Michigan State
University

This is to certify that the

dissertation entitled

Sons' Self-Esteem and Familial Perceptions of Parents' Son-Oriented Behavior

presented by

Michael Jan Nelson

has been accepted towards fulfillment
of the requirements for

PhD degree in Psychology

Major professor

Date 2/24/87

MSU is an Affirmative Action/Equal Opportunity Institution

0-12771

MSU
LIBRARIES

RETURNING MATERIALS:
Place in book drop to remove this checkout from your record. FINES will be charged if book is returned after the date stamped below.

354

SONS' SELF-ESTEEM AND FAMILIAL PERCEPTIONS OF PARENTS' SON-ORIENTED BEHAVIOR

By

Michael Jan Nelson

A DISSERTATION

Submitted to

Michigan State University

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

Department of Psychology

1987

ABSTRACT

SONS' SELF-ESTEEM AND FAMILIAL PERCEPTIONS OF PARENTS' SON-ORIENTED BEHAVIOR

By

Michael Jan Nelson

This work explored the parental interpersonal and value correlates of college student sons' self-esteem (SSE). Empirical and theoretical reports suggested that positive associations would hold between SSE and the affiliativeness of both parents and also with fathers' assertiveness. Oriented to parents' son-oriented conduct, two interpersonal behavior inventories plus the Bales and Couch (1969) Values Profile were separately and voluntarily completed by 175 MSU freshmen and half of their mothers and fathers. Although solicited, the remaining parents did not respond. Sons also completed two self-esteem measures, interpersonal and intrapersonal.

On composite measures of the interpersonal domain's central affiliative and assertive dimensions (Wiggins, 1982), sons described responding parents as significantly exceeding nonrespondents for affiliativeness but not for assertiveness. SSE correlated significantly and consistently with son-reported father's affiliativeness (*r*'s of .22 to .32) and with one of sons' two paternal

assertiveness measures (*r*'s of .13 & .20) but more weakly with sons' parallel reports of maternal conduct. Sons' self-esteem was independent of the value measures except for SSE's consistently inverse association with parental *expressivity* vs. *restraint* (mothers' *r* = -.21; fathers' *r* = -.22).

Focusing on the eight subscales of each interpersonal inventory, a multiple correlation of .53 obtained between SSE and son-reported paternal conduct; the parallel *R* for maternal conduct was .44. SSE's comparable *R*'s with parental self-reports were .28 (fathers) and .44 (mothers). Very surprising was an incidental finding that sons consistently described fathers' son-oriented behaviors as markedly less differentiated than mothers', an outcome congruent with parents' self-reports. *Warm-cold* subscales common to each inventory emerged as salient in most views of parents' son-oriented conduct. *Warm-cold* ratings of fathers also provided the strongest simple association with SSE (*r* = .27). The present findings appear generally supportive of both Humanistic and Social Learning theories.

Caution is advised in generalizing from these findings due to this sample's selective and relatively affluent character as well as the narrow age range of these sons. Future studies should seek more broadly representative samples and consider requesting each parent to describe both own and spouse's child-oriented behaviors.

To David L. Nelson, M.D.

ACKNOWLEGEMENTS

I want to thank John Hurly, Ph.D., my chairman and friend, for his patience, unending revision, and continuous support throughout my dissertation and entire graduate education. He has been more than a mentor; he has been the embodiment of the academic ideal. I also wish to thank my other committee members, Gilbert DeRath, Ph.D., Larry O'Kelly, Ph.D., and Bob Caldwell, Ph.D., for their effort and input into my education. Each offered unique and appreciated contributions.

John Craft, Ph.D., at the University of Iowa, deserves a special thanks for his altruism and spirit of scholarly interest in providing me, as a displaced graduate student, computer access and consultation.

Tom and Wendy, my home is yours. Without your help the sample would have been much smaller and the nights much colder, to say the least! Lynne, thank you for your help, both personal and logistic.

I want to thank my family for their continuous support and encouragement in this and all my ventures. Their unwavering confidence throughout my academic marathon has sustained the push to completion. Finally, Carol (my S.O.) deserves extra thanks for her unremitting assurance, reassurance, and tolerance for obsession. Thank you.

TABLE OF CONTENTS

List of Tables viii

List of Figures xiii

Introduction 1

Self-Esteem and the Interpersonal Variables of the Parent/Child Relationship 3

Parental Acceptance 5

Parental Control 8

Parental Identification and Parent/Child Value Consistency 11

Sex Differences in Parent/Child Interactions 13

Family Variables 17

Self-Esteem and Individual Characteristics 19

Self-Esteem and Achievement 21

Efficacy and Locus of Control 22

Hypotheses 25

Hypotheses 28

Methods 29

Participants 29

Data Collection 29

Measures 31

Self-Esteem Inventories 31

Rosenberg Self-Esteem Inventory 31

Texas Social Behavior Inventory (TSBI) 33

Interpersonal Style Inventories 35
1982 Interpersonal Circle 35
Interpersonal Chart 38
Values Scale 41
Values Profile 41
Demographic Information 43
Analysis 44
Results 47
Practical Considerations 47
Statistical Manipulations 47
Variable Labels 50
Perceptions of Parents' Son-Oriented Behavior 52
Predictors of Self-Esteem 57
Factors Linked to Self-Esteem 64
Parent/Son Congruence of Perception and Self-Esteem 80
Values, Value Congruence, and Self-Esteem 82
Single Variables and Self-Esteem 88
Unforeseen Findings 92
Discussion 100
The Research Sample 100
The Research Measures 102
Discussion 102
Finding 1 102
Finding 2 107

Finding 3 111

Finding 4 117

Finding 5 119

Relationships Hypothesized and Observed 120

Hypothesis 1 120

Hypothesis 2 122

Hypothesis 3 123

Hypothesis 4 124

Recommendations for Future Study 125

Summary 128

Appendices 131

A. Sons' Questionnaire 131

B. Fathers' Questionnaire 140

C. Mothers' Questionnaire 145

D. Descriptive Statistics and Central Tendencies for Subscale Scores 149

E. Comparisons of Participants' Perceptions of Parents' Son-Oriented Behavior 150

F. Summary Tables of Linkages Between Self-Esteem Scores and Interpersonal Subscale Scores 154

G. Subscale and Self-Esteem Intercorrelations 157

H. Correlations Between CLOIT and IC Summary and Subscale Scores 163

I. Correlations Between Self-Esteem and Stratified Interpersonal Style Scores 169

J. Correlations Between Self-Esteem and Summary Measures for All Mothers and All Fathers 173

K. Comparisons Between Complementary Parental Behavioral Styles 175

L. Raw Data 176

References 216

LIST OF TABLES

1. Descriptive Statistics and Central Tendencies for the Self-Esteem and Major Interpersonal Style Dimensions 48

2. Major and Minor Interpersonal Style Dimensions with Respective Abbreviations 51

3. Correlations between Parents' and Sons' Perceptions of Parent's Son-Oriented Behavior When Both Parents Completed the Research Questionnaires (N = 84) 54

4. Comparisons of Sons', Fathers', and Mothers' Perceptions of Parents' Son-Oriented Behavior ... 55

5. Summary of Multiple Regressions Analyses -- I ... 59

6. Summary of Multiple Regressions Analyses -- II .. 60

7. Correlations Between Sons' Self-Esteem Scores and Perceptions of Their Parents' Son-Oriented Behavior for All Sons' Data (N = 165-172) 66

8. Correlations Between Sons' Self-Esteem and Sons' Perceptions of Their Parents' Son-Oriented Behavior When Both Parents Completed the Research Questionnaires (N = 84) 70

9. Correlations Between Sons' Self-Esteem Scores and Sons' Perceptions of Son-Oriented Behavior When Neither Parent Completed the Research Questionnaires (N = 71) 71

10. Correlations Between Sons' Self-Esteem Scores, Fathers' Values Scores, and Fathers' Perceptions of Their Son-Oriented Behavior When Both Parents Completed the Research Questionnaires (N = 84) .. 76

11. Correlations Between Sons' Self-Esteem Scores, Mothers' Values Scores, and Mothers' Perceptions of Their Son-Oriented Behavior When Both Parents Completed the Research Questionnaires (N = 84) .. 77

12. Comparisons of Sons' Self-Esteem Scores when Both Members of Parent/Son Dyads Scored in the Upper or Lower Third on the Pertinent Interpersonal Style Dimension Versus All Others (N = 93-95) 81

13. Comparisons of Son' Self-Esteem Scores for Sons Who Describe Mothers and Fathers as Simultaneously High or Low on Both Affiliative or Dominance Dimensions 83

14. Comparisons of Sons' Self-Esteem Scores for Sons Who Describe Mothers or Fathers as Simultaneously High and Low on the Respective Affiliative or Dominance Dimensions 84

15. Correlations Between Parents' and Sons' Value Profile Scores (N = 84) 85

16. Correlations for Differences Between Parent/Son Value Scale Scores and Son's Self-Esteem (N=93-95) and Between Total Score Differences and Self-Esteem (N= 93-95) 87

17. Number of Parent/Son Dyads Demonstrating Value Congruence (agreement) Along One to Four Value Scales 89

18. Differences in Self-Esteem Scores as a Function of Sons' Perceptions of Fathers' Son-Oriented Behavior Relative to the Pertinent Subsample's Median Value 91

19. Correlations Between Sons' Perceptions of Son-Oriented Behavior of Mothers (N = 167/169)/Fathers (N = 171/173) on Hurley's (1976b) Subscales 93

20. Correlations Between Sons' Perceptions of Son-Oriented Behavior of Mothers (N = 167/169)/Fathers (N = 171-173) on Kieslers (1983) Subscales 94

21. Correlations Between Parents' Perceptions of Son-Oriented Behavior of Mothers (N = 94-95)/ Fathers (N = 94-96) on Hurley's (1976) Subscale . 95

22. Correlations Between Parents' Perceptions of Son-Oriented Behavior of Mothers (N = 94-95)/ Fathers (N = 93-96) on Kiesler's (1983) Subscale 96

21. Correlations Between Sons' Reports (N = 167-175) on Wants to be Like Father or Mother and Sons' SelfEsteem Scores and Perceptions of Parents' Son-Oriented Interpersonal Behavior 99

22. Comparisons of Fathers' and Mothers' Perceptions of Their Own Son-Oriented Behavior 150

23. Comparisons of Sons' Perceptions of Fathers' versus Mothers' Son-Oriented Behavior 151

24. Comparisons of Sons' and Parents' Perceptions of Parents' Son-Oriented Behavior 152

25. Correlations Between Self-Esteem Scores (TSBI, RSE) and Parents' and Sons' IC Dimensions 154

26. Correlations Between Self-Esteem Scores (TSBI, RSE) and Parents' and Sons' Collapsed CLOIT Subdimensions 155

27. Correlations Between Self-Esteem Scores (TSBI, RSE) and Parents' and Sons' CLOIT Subdimensions . 156

28. Correlations Between Total Sons' Self-Esteem Scores and Sons' Perceptions of Fathers' Son-Oriented Behavior on IC Subdimensions (N = 169-173) 157

29. Correlations Between Total Sons' Self-Esteem Scores and Their Perceptions of Mothers' Son-Oriented Behavior on IC Subdimensions (N = 166-169) 158

30. Correlations Between Sons' Self-Esteem Scores and Fathers' Perceptions of Their Son-Oriented Behavior on IC Subdimensions (N = 85) 159

31. Correlations Between Sons' Self-Esteem Scores and Mothers' Perceptions of Their Son-Oriented Behavior on IC Subdimensions (N = 84) 160

32. Correlations Between Sons' Self-Esteem Scores and Total Sons' Perceptions of Fathers' Son-Oriented Behavior on ICL Subdimensions (N = 172-174) 161

33. Correlations Between Total Sons' Self-Esteem Scores and Sons' Perceptions of Mothers' Son-Oriented Behavior on ICL Subdimensions (N = 169-172) 162

34. Correlations Between CLOIT Subdimensions for Sons' Perceptions of Fathers' Son-Oriented Behavior (N = 172-174) 163

35. Correlations Between CLOIT and IC Subdimensions for Sons' Perceptions of Mothers' Son-Oriented Behavior (N = 166-169) 164

36. Correlations Between CLOIT and IC Subdimensions for Sons' Perceptions of Fathers' Son-Oriented Behavior (N = 172-174) 165

37. Correlations Between CLOIT and IC Subdimensions for Sons' Perceptions of Mothers' Son-Oriented Behavior (N = 166-169) 166

38. Correlations Between CLOIT and IC Subdimensions for Mothers' Perceptions of Their Own Son-Oriented Behavior (N = 95) 167

39. Correlations Between CLOIT and IC Subdimensions for Fathers' Perceptions of Their Own Son-Oriented Behavior (N = 92-95) 168

40. Correlations Between Sons' Self-Esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Upper Third on the TSBI (N = 66) 169

41. Correlations Between Sons' Self-Esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Lower Third on the TSBI (N = 58) 170

42. Correlations Between Sons' Self-Esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Upper Third on the RSE (N = 72) 171

43. Correlations Between Sons' Self-Esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Lower Third on the RSE (N = 72) 172

44. Correlations Between Sons' Self-Esteem Scores and Mothers' Perceptions of Their Son-Oriented Behavior for Sons and All Responding Mothers (N = 93-96) 173

45. Correlations Between Sons' Self-Esteem Scores and Fathers' Perceptions of Their Son-Oriented Behavior for Sons and All Responding Fathers (N = 90-94) 174

46. Comparisons of Sons' Self-esteem Scores for Sons Who Describe Mothers and Fathers as Simultaneously High or Low on Complementary Affiliative and Dominance Dimensions 175

LIST OF FIGURES

1. Cluster Analysis Based on Total Sons' Data 65

2. Depiction of All Statistically Significant Bonds of Sons' Self-Esteem Measures (RSE & TSBI) with Sons Perceptions of Their Fathers' and Mothers' Son-Oriented Behavior 69

3. Depiction of All Statistically Significant Bonds of Sons' Self-Esteem Measures (RSE & TSBI) with Parents' Self-Reports of Their Son-Oriented Behavior and Value Profiles 75

INTRODUCTION

Early theorists speculated as to the importance of the parent/child relationship in the development of the child's self-concept; more recent scientists have provided empirical support for many of the hypothesized relationships. A brief overview of pertinent correlates and predictors of self-esteem will be presented. In general, current reports suggest that the quality of the parent/child relationship is of paramount importance in the child's self-esteem development, and that while there is much work yet to be done in this area, several conditions have been repeatedly associated directly with self-esteem development in children. The conditions that are most often associated with self-esteem development can be organized into two categories: interpersonal variables and individual variables.

The present study will address the interpersonal correlates of self-esteem in an effort to further delineate the role of parenting style in self-esteem development. While ideally one might study the antecedents of self-esteem in both the male and female offspring (Cattell, 1981), this investigation focused on the correlates of self-esteem in the male child. Mothers', fathers', and sons' perceptions of each parent's son-oriented behavior was examined in

terms of the affiliative and assertive dimensions. These perceptions were then compared with the sons' self-reports of self-esteem.

Evaluation and self-comparison not only provide an interpersonal framework on which one's self-concept can elaborate but also an intrapersonal framework on which approval and respect for oneself develops. Such approval is often blended with a generalized liking or fondness for oneself because of worthy qualities ascribed to the self. This satisfaction in oneself, or one's good opinion of oneself, is often referred to as self-esteem (Rosenberg, 1965).

Self-esteem is thus that aspect of self-identity that represents one's internalized sense of worth or value. Self-identity, in turn, is a component of the self-concept. While self-identity has been variously described (Shaw & Wright, 1967; Wells, 1976; Wylie, 1974), it herein refers to an individual's awareness and appreciation of those qualities, attributes, and nuances of the self that define him or her as a unique and separate person and/or which define his or her membership within subgroups of society. Self-esteem is the value one places on those qualities as parts of oneself.

Self-Esteem and the Interpersonal Variables of the Parent/Child Relationship

Maccoby (1980) summarized the findings in Coopersmith's (1967) treatise on the antecedents of self-esteem. Maccoby's summary stated that parents of boys with high self-esteem usually were: (a) accepting, affectionate, and involved, treating the child's problems and interests as meaningful, and showing genuine concern; (b) strict in the sense that they enforced rules carefully and consistently, and sought to encourage children to uphold high standards of conduct; (c) democratic in the sense that the child's opinions were valued, and the child participated in making family plans; and (d) noncoercive in the use of discipline (i.e., they used denial of privilege and isolation, and usually discussed with the child the reasons why his behavior was viewed as inappropriate). Maccoby's summary -- that postive self-regard relates to warm, accepting, and firmly consistent parents who openly value the child's opinion -- appears widely supported in the literature (Ausubel, 1954; Baumrind, 1966; Crase, Foss, & Colbert, 1981; Hurley, 1965; Loeb, Horst, & Horton, 1977; Symonds, 1939).

Wylie (1979) and Harter (1983) supported Coopersmith's formulation of the antecedents of self-esteem more tentatively. Wylie pointed out several methodological

problems in Coopersmith's study and, consequently, endorsed his findings more cautiously. Harter questioned the validity of Coopersmith's inventory as a general measure of self-esteem and concurred with Wylie regarding other methodological shortcomings (limited sample size, limited age range, all male sample, etc.).

Loeb, Horst, and Horton (1977) compared four traditional explanatory models for the influence of parents on their children's self-esteem: (a) Imitation/Modeling; (b) Directiveness; (c) Reward/Punishment; and (d) Warmth/Involvement. They found moderate support for the Directiveness and Warmth/Involvement models but only slight for the Imitation/Modeling and Reward/Punishment models. They concluded that "no single explanation for so complex a behavioral outcome as a child's self-esteem is sufficient" (p. 215) and offered the following generalizations:

> The family climate associated with [high] self-esteem in the preadolescent appears to be one in which (1) both mother and father are supportive of their child and of each other; (2) opposite sex parent/child relationships are relatively demanding, while same-sex relationships are not; (3) for girls, parents do not employ highly directive behavior, but fathers are highly involved and particular about which of their daughters' behaviors they reward; for boys, fathers refrain from highly directive or intrusive behavior, while mothers play a

relatively directive role with their sons. (pp. 215-216)

The finding that fathers who refrain from directive or intrusive behavior linked positively with self-esteem in sons, is in contrast with other reports (Coopersmith, 1967; Nelson, 1983) indicating a positive linkage between son's self-esteem and paternal assertiveness and firm consistency.

Parental Acceptance

Wylie (1974) asserted that the male child's self-esteem is associated with the parents' level of regard for the child and that the connection is even closer between the child's self-esteem and his or her perceptions of parental regard. This is consistent with the symbolic interactionist perspective (Gecas, Calonico, & Thomas, 1974; Mead, 1934) which holds that the child's self-esteem is a product of the reflected appraisals of others, especially significant others.

Many theorists appear to agree that other's acceptance or relatively unconditional positive regard is crucial for the development of positive self-regard (Ausubel, 1954; Ausubel & Sullivan, 1970; Berzonski, 1978; Gecas, 1971; Rogers, 1951). A supportive environment is thought to facilitate the child's formation of internal feelings of security and self-worth and also provide a basis for

identification (with the parents) and value internalization.

Ausubel's satellization theory (1954) provided an elaboration of the role of parental acceptance in promoting self-esteem in the off-spring. According to Ausubel, as unconditional self-worth and personal security are established, self-identity and the subsidiary concept of self-regard become internalized and less subject to external influences. As separation and individuation occur, intra- and extrafamilial experience gradually replaces the individual's derived status, based on relatively unconditional acceptance and love, with primary or achieved status based on reinforcement secondary to successful interaction with the greater environment. Thus, the individual gradually achieves a stable, internalized sense of self-worth. Ausubel viewed identity formation as a continuing and progressive response to the ever-increasing body of experience accumulated through experiential interaction. If the parent/child relationship was based on rejection or qualified acceptance, the child would enjoy little derived status and his or her self-worth would remain externally based. Precariously contingent upon external events, self-identity would translate into incomplete individuation and compromised self-actualization.

Rosenberg's (1963) findings supported the hypothesized relationship between parental acceptance and self-esteem in

the child. He found a significant positive relationship between eighth grade students' reports of self-esteem and maternal empathy, genuineness, and positive regard for the child. He also found that among male high school juniors and seniors low self-esteem was associated more with extreme parental indifference than with punitive parental reactions. He interpreted this finding to indicate a greater role of parental warmth than control in the etiology of self-esteem. Sears (1970) and Rohner (1975b) further substantiated the relationship between parental warmth and positive self-regard, as did Medinnus (1965).

Saavedra's (1977) research supported and extended these findings. He reported a linear relationship between Puerto Rican male adolescents' self-esteem and their reported perceptions of parental warmth. He further indicated that perceived parental control was inversely related to the adolescents' reports of their self-adequacy. Saavedra concluded that the combined effect of perceived high parental warmth and moderate control maximized the level of self-adequacy in adolescents' self-assessments.

Relating parenting style to the child's development, Hurley (1965) demonstrated a modest positive relationship between parental acceptance and their children's IQ scores. Acceptance was defined "as representing one extreme of a bipolar continuum, epitomized by parental behaviors oriented

toward encouraging the child to interact fully and freely with the environment within the context of parental approval and support" (p.19). A later study (Hurley, 1967) revealed an inverse relationship between the broader variable of parental malevolence and the children's IQ scores.

Parental perceptions of the child as having intrinsic worth appears a critical variable in the offspring's development of a positive evaluation of self. The key elements seems to be parental warmth, support, and encouragement for the child to interact with the environment within approved limits.

Parental Control

"Like the acceptance-rejection dimension, the autonomy-control dimension of parental behavior represents a continuum. Parental behavior at particular points along this continuum appears to be related to particular characteristics of child behavior" (Rohner & Neilson, 1978, p. 29). Parental behavior at either extreme of this theoretical control continuum appears linked with inappropriate behavior in the child, as is parental disregard for the well-being of the child (Rosenberg, 1963; Saavedra, 1977). Behavior associated with the middle phase of the continuum is referred to as democratic behavior or flexible control (Rohner & Neilson, 1978) and is usually

characterized by involvement of the child in family decisions, parental use of verbal instruction and noncoercive discipline, and consistency in discipline.

In her review of the literature on parenting style and child behavior, Baumrind (1966) described and contrasted three models of parental control: permissive, authoritative, and authoritarian. She subsequently offered support for the contention that authoritative control may effectively generate (preschool) child behavior which is willful, independent, and well-socialized. Baumrind (1971) later reported, "Authoritative parental control was clearly associated with all indexes of social responsibility in boys compared to authoritarian and permissive parental control, and with high achievement in girls, but not with friendly, cooperative behavior," (p. 1).

Baldwin, Kalhorn, and Breese (1945) had earlier identified three "syndromes of parental behavior" (p. 14) which appear comparable, in both style and affect, to Baumrind's designations. Baldwin et al. labelled parental behaviors as democratic, acceptant, and indulgent, and they described children from the democratic home as "emotionally secure, serene, and unexcitable," (p. 69). Children from indulgent homes were portrayed as "less well adjusted" and "emotionally insecure," (p.69).

Symonds (1939) reported that parental dominance

(control) relates to "better socialized and ... more acceptable behavior" (p. 118) in the offspring than does parental submissiveness. He asserted that both parental dominance and acceptance link positively with "acceptable traits" (p. 118) in the child. He further indicated that the dimensions dominance versus submission and acceptance versus rejection adequately describe the parent/child relationship.

The autonomy-control dimension has been reported to be orthogonal to the acceptance-rejection dimension (Benjamin, 1974; Hurley, 1980; Rohner & Neilson, 1978). Both components of behavior have been reported to significantly predict child behavior and self-definition, and both dimensions are thought necessary and sufficient to describe any interaction in the interpersonal domain (Benjamin, 1974; Hurley, 1980; Kiesler, 1983; Symonds, 1939; Wiggins, 1979). Based on factor analytic studies questioning the validity of circular interpersonal-trait models, Conte and Plutchik (1981) asserted, "For interpersonal personality data, however, any factors after the first two account for very little of the total variance," (p. 707). Clearly, the autonomy-control and the acceptance-rejection dimensions appear critical aspects of all interpersonal transactions.

The relationship between parental control and self-esteem in the child has already been alluded to. Firm, consistent, and noncoercive parental control has

consistently linked positively with self-esteem in the child. A lack of control has been associated with deviancy, aggressive behavior, and lowered self-esteem in the child (Rohner & Neilson, 1978). Extreme harsh control has likewise been correlated with delinquency (Rosenberg, 1963) and lower IQ scores (Hurley, 1967).

Arbitrariness and inconsistency in discipline appear to be major contributors to maladjustment in the child. Inconsistency has also been related to aggressive behavior (McCord, McCord, & Howard, 1961). In general, firm, consistent democratic control is associated with healthy emotional development and socially acceptable behavior in the child. These findings have been repeatedly shown from early studies (Baldwin, Kalhorn, & Breese, 1945; Symonds, 1939) to current reports (Harter, 1983; Maccoby, 1980; Loeb, Horst, & Horton, 1977; Rohner & Neilson, 1978).

Parental Identification and Parent/Child Value Consistency

Defining identification as the modeling of oneself in thought, feeling, or action after another person, developmental theorists (Freud, 1933/1964; Sears, 1957) have long held that a child's identification with his or her parents is a crucial aspect of normal, healthy development. Through the process of identification, or incidental learning as Bandura and Huston (1961) prefer to label it,

the child introjects social mores and the values of the parents and society. Freud (1933), and later Sears, Maccoby, and Levin (1957), argued that identification with the same-sexed parent is an exigency for adequate adjustment. Conversely, Bandura and Huston (1961) and Sopchak (1952) asserted that identification with either parent could have positive or negative effects. They, however, agree with earlier theorists that the process of identification and value introjection is central in development. Bandura and Huston further argued that the child's ability to gain reinforcement from his or her environment is in part dependent upon his or her identification with (or incidental learning of) the parents' attitudes and behaviors.

Unfortunately, the entire area of identification and value internalization had all but disappeared from the literature by the mid-sixties (Spates, 1983). Spates (1983) attributed this decline in interest to the abstract nature of values studies and to the lack of empirical validation of contemporary values theory. Recent researchers (Baumrind, 1971; Harter, 1983; Maccoby, 1980, 1983; Wylie, 1979) appear to dismiss the question of identification entirely and instead focus on parental warmth, acceptance, and control as the crucial variables in optimal development. These are the precise variables that

had earlier been associated with optimal conditions promoting parental identification (Bandura & Huston, 1961; Bronfenbrenner 1972; Mowrer, 1950). As the conditions associated with optimal child development are the same as those associated with maximal parental identification and value internalization, one might expect a positive relationship to obtain between parental identification and optimal development. This relationship has yet to be empirically validated. The association could potentially be assessed by relating agreement between parents' and their child's value reports to the child's self-reports of his or her self-esteem.

Sex Differences in Parent/Child Interactions

Minton, Kagan, and Levine (1971) reported variation in maternal behavior between son-oriented and daughter-oriented actions. They observed that "mothers were more intrusive with sons than with daughters," (p. 90). Intrusive referred to mothers' tendencies to prohibit or interfere with the child's activity. A second finding indicated that boys were punished more than girls. Based on these observations they concluded that from an early age the male child experiences more controlling influences than does his female counterpart. Males, because of more exposure to controlling models, would seem to have a greater tendency to incorporate

assertiveness and control-oriented action into their behavioral repertoires and self-definitions.

Similar findings were reported by Moss (1967) who studied maternal behavior relative to infant's gender, age, and irritability. Moss observed that mothers touched, attended to, and stimulated sons more than daughters, but verbalized more to daughters than to sons. He also noted that mothers reinforce verbal behaviors more in daughters than in sons and that mothers respond contingently to the girls but not to the boys. Moss argued that as a result of this differential reinforcement "the mother is initiating a pattern that contributes to males being more aggressive or assertive, and less responsive to socialization," (p. 31).

Hoffman (1972), in her theoretical integration of several major empirical studies regarding sex differences in development, reiterated the importance of Moss's findings. As mothers' caretaking behavior seemed to relate more directly to daughters' needs than to sons' needs, and as mothers attended to sons more than to daughters, Hoffman theorized that the mother/daughter relationship would be more reinforcing and satisfying for the child than the mother/son relationship. She further hypothesized that these early behaviors signalled the beginning of two distinct styles of mother/child interactions. Relating these interactional differences to child behavior, Hoffman

asserted that in general "boys learn effectance through mastery, but that girls are effective through eliciting the help and protection of others," (p. 69). She concluded that affective relationships are of primary importance to daughters while control-oriented relationships are paramount in sons.

Maccoby (1966), after thoroughly reviewing the extant literature on the development of sex differences, reported that boys and girls are treated essentially the same by their parents except in two areas. First, boys appeared to receive rougher treatment than girls with parents expressing greater concern for their daughter's physical well being. Second, boys are physically punished more than girls and they are also generally directed more.

These findings were consistent with those reported by other researchers (Hoffman, 1972; Minton, Kagan, & Levine 1971; Moss, 1967). Rothbart and Maccoby (1966), however, had earlier observed that fathers generally showed greater permissiveness toward girls than toward boys for both dependency and aggressiveness, but that mothers showed greater permissiveness toward boys. Maccoby and Martin (1983) argued that mothers and fathers adopt somewhat different roles regarding parental behaviors. Mothers, when compared to fathers, were described as demonstrating greater levels of nurturance toward both sons and daughters, while

fathers were said to clearly differentiate between sons and daughters in their interactions. Fathers were again described as more permissive toward daughters, but more demanding and controlling of sons.

Cattell (1981) reported similar findings and stated, "most parents exert greater sex-role socialization pressures on boys than girls, presumably toward being more strongly-defended and perhaps non-Neurotic, while girls' interactions with parents involve a wider range of traits," (p. 137). She also suggested that "parent/son interactions [may] revolve around sons' mental health and adjustment, while parent/daughter interactions focus on interpersonal traits of dependence, sociability, and sensitive emotionality," (p. 136).

In general then, the literature described both maternal and paternal son-oriented behavior to be somewhat rougher and more controlling than daughter-oriented behavior. Parents appear to differentially encourage the internalization of independence and assertiveness in males versus dependence and emotionality in females. While mothers have been described as more permissive with sons than with daughters, their son-oriented behavior has also been depicted as controlling and as contributing to assertive and aggressive behavior in sons. Fathers appear to be more permissive regarding daughters' dependency and aggression,

but more controlling of sons.

Family Variables

In addition to parental acceptance and rejection of the offspring, other family factors influence an individual's definition of self and, consequently, self-regard. These include such components as birth order, family structure, and spouse relationships. Family structure and spousal relations affect the manner in which the parents interact with their children. Many researchers agree that parents who relate well with their spouse provide a warmer and more secure environment for their children than do parents who have the additional burden of marital discord (Ferguson & Allen, 1978; Rohner & Neilson, 1978). An association between parental acceptance of the child and marital adjustment has long been assumed and has been confirmed in early studies (Becker, Peterson, Shoemaker, Heller, & Quay, 1959; Behrens, 1954; Porter, 1955). Matteson (1974) demonstrated that parents of children with low self-esteem reported more problems in communicating with each other than did parents of children higher in self-esteem. He further showed that the way adolescents perceive their parents' communication with them is strongly associated with the adolescents' self-esteem. More recently Ferguson and Allen (1978) reported that a general dimension of family

harmony (versus conflict) contributes to children's social adjustment.

Nuttal and Nuttal (1976) indicated a relationship between family size and a child's perception of being accepted by his or her parents. They have found that parents' acceptance of their children, as measured by Schaefer's (1965) Children's Report of Parental Behavior Inventory, seems to decrease as the number of children increases. Similarly, Hurley and Hohn (1971) demonstrated a positive association between years of parenting experience, measured in child-years, and parental rejection of the offspring. When measuring parenting experience in terms of children per years of marriage, Hurley and Palonen (1967) reported a significant negative linkage between marital satisfaction and child density. Additional research is needed to identify the variables that influence this apparent decrease in parental concern for the individual child as the family increases in size.

In general, family harmony and marital stability tend to relate positively with offspring's self-esteem. As conflict and dissonance more pervasively influence the child's surroundings, the child may feel less secure, loved, and valued; consequently, his or her sense of self-worth may be compromised.

Self-Esteem and Individual Characteristics

Regarding the relationship beween self-esteem and individual characteristics, Wylie (1979) found no support for Kohn's (1963) hypothesized direct relationship between self-esteem and socioeconomic status (SES). Kohn theorized that an individual's self-worth was in part dependent upon his socioeconomic status. He proposed that working class individuals conform more to external rules and standards and are less concerned with inner feelings than middle class individuals, who tend to emphasize self-direction and self-control. According to Kohn, parents in both classes would theoretically convey these values to their children, would differentially reinforce their children's behavior in accordance with these values, and would assumedly instill in their children the values and behaviors unique to their social class. Introjection of the social class dependent value systems was thought to impact upon self-esteem. While this hypothesis has apparent face-validity and has received modest support from some sources (Gecas & Nye, 1974), it has not been widely supported. Wylie (1979, p. 65) asserted that, "we know so little about what all the relevant class-linked factors might be, their relative importance, and the possible ways of interacting that no single functional relationship is clearly implied by extant theoretical suggestions."

Children in both high and low economic classes have demonstrated (Rosenberg, 1979) a wide range of scores on self-concept reports independent of their actual socioeconomic class. A class distinction has, however, been identified in the case in which a marked discrepancy can be observed between an individual's socioeconomic status and the socioeconomic status of those surrounding him or her (Rosenberg, 1979). Marsh and Parker's (1984) study further underscored the influence of social context on self-evaluation. They determined that students' absolute socioeconomic and ability levels were less influential in determining self-concept than were the students' socioeconomic and ability positions relative to peers.

Regarding the relationship between self-esteem and ethnicity, Wylie (1979) arrived at a similar conclusion. She reported that the research in this area does not suggest a direct relationship between race and self-regard. Wylie contends that understanding the impact of race on self-concept will be dependent upon understanding one's cognitive racial identity, evaluative attitudes toward racial groups, and evaluation of self.

Rohner and Neilson (1978) agreed with Wylie's conclusion that ethnicity has not been found to be a significant indicator of parental warmth or hostility or level of self-esteem development in the child. Lanza (1970), comparing black and white college students, found

no significant relationship between sex, race, and self-esteem. Instead, he found that self-esteem related across groups to the presence of an adequate, stable, and affectionate mother. Comparing inner city black and suburban white children, Miller (1971) found that the child's self-esteem related less to his or her ethnic and socio-economic background than to maternal empathy, genuineness, and positive regard for the child.

Self-Esteem and Achievement

Harter's (1983) review of the literature questioning the relationship between self-esteem and achievement suggested that "achievement impacts upon one's self-evaluation, provided that judgements focus on the academic domain. This relationship may be strongest for those individuals who accurately perceive their competence" (p. 335). This assumption is in sharp contrast to the findings of Marsh and Parker (1984) who emphasized the importance of the contextual dimension in self-evaluation. They demonstrated with high school students that "attendance at a high-SES school (as opposed to a low-SES school) is correlated not only with a lower level of academic self-concept (β = -.36), but also with a somewhat higher level of academic achievement (β = .23)," (p. 213). According to Harter (1983) achievement has been more than casually

related to self-esteem. She referred to "traditionalists who feel that achievement success leads to enhanced self-esteem, although the more popular view to emerge emphasized the impact of self-esteem enhancement on one's academic performance" (p. 333). A longitudinal study by Bachman and O'Malley (1977) related self-esteem in high school males to the post-high school academic and vocational accomplishments. Their findings suggested that academic ability and achievement causally influence self-esteem. They, however, found no evidence of a causal relationship between self-esteem and later achievement.

Efficacy and Locus of Control

James (1890/1963), in relating self-concept to the ratio of successes to pretensions, early framed the viewpoint that one's self-worth is dependent upon one's percepton of efficacy. Cooley's (1902) statement was that "self-feeling" is associated primarily with the exercise of power and the development of a sense of control. More recent scholars have reiterated Mead's and Cooley's assertion of the positive relationship between self-esteem and locus of control (Alberti, 1970; Bandura, 1977, 1981; Ellis & Harper, 1961). The theoretical underpinnings of the assertiveness movement seem based on this relationship.

Much effort has been directed toward ascertaining an

understanding of the antecedents of an internal locus of control. Davis and Phares (1969) demonstrated that children with an internal locus of control believed that their parents showed less rejection, hostile control, and withdrawal of relations, and more positive involvement and consistent discipline than did children with an external locus of control. Gootnick (1976) reported similar results in male and female college students. He demonstrated that subjects with high experienced control and an internal locus of control perceived their parents as being loving and consistent significantly more often than did students without high experienced control and an internal locus of control. In a different study, internality in male children 7 to 12 years-old from intact families correlated positively with internality in fathers and acceptance and consistency in discipline from both parents (Magnum, 1976). Female internality related to nurturance and consistency in discipline from mothers and fathers. MacDonald (1971) had earlier reported similar findings.

The balance of the research evidence in this area supports the contention that an internal locus of control is significantly associated with warm, nurturing parents who are consistent and noncoercive in their use of discipline. Although locus of control has not been directly related to self-esteem, those parental behaviors that appear to be

antecedents of an internal locus of control also appear to be antecedents of high self-esteem.

Hypotheses

The present study addresses itself to the dyadic interactions between mother and son and between father and son. These relationships have repeatedly been shown to be of primary importance in the child's development of a concept of self (Ausubel, 1954; Rohner & Neilson, 1978; Wylie, 1974). Furthermore, these variables appear to contribute differentially to the child's self-esteem development.

Using university freshmen and their fathers' self-reports of self-esteem and interpersonal style, Nelson (1983) demonstrated that sons' perceptions of their fathers' assertiveness correlated positively with sons' self-esteem. Perceptions of fathers' affiliation, however, unexpectedly failed to link significantly to sons' self-esteem. Nelson, consequently, posited that the link between parental affiliation and the child's self-esteem might be mediated more by the mother-child relationship (i.e., perceptions of mothers' affiliation would likely correlate positively with sons' self-esteem) than by the father-son relationship. This suggestion, based on the humanistic viewpoint (Ausubel, 1954; Rogers, 1951, 1965) that positive self-definition develops in an environment of relatively unconditional acceptance and warmth, seems consistent with both the social learning theory and the humanistic perspectives on

child development. Other support for this proposition comes from Rosenberg's (1963) report of a positive correlation between maternal empathy and sons' self-esteem. If paternal assertiveness, but not affiliation, and maternal affiliation, but not assertiveness, link with sons' self-esteem, both theoretical positions would seem supported. Because a relationship between father's affiliation and sons' self-esteem was not found, the humanistic perspective was not supported, although neither was it rigorously refuted, since mothers were excluded from that work.

The proposed study attempts to more fully determine how self-esteem varies with respect to perceptions of parents' son-oriented behavior. Mothers', fathers', and sons' perceptions of the respective parent's comportment regarding the child were measured along the affiliative and assertive dimensions. Many authorities (Becker & Krug, 1964; Conte & Plutchik, 1981; Hurley, 1976b; Hurley & Force, 1973; Kiesler, 1983; Lorr & McNair, 1978; Schaefer, 1965; Symonds, 1939; Wiggins, 1983) support the contention that these two dimensions describe crucial aspects of all interpersonal transactions.

The measures of the parents' son-oriented behavior were compared to the sons' self-reports of self-esteem in an effort to determine how self-esteem varies with respect to

son's perceptions, mother's perceptions, father's perceptions, and congruent perceptions of the relationship along each interpersonal dimension. Congruence and incongruence of parental/filial perceptions were determined for all parent/child pairs and were defined in terms of relative agreement of perceptions as gauged by the individual's scores on the research measures.

These divisions resulted in stratification of the data into individual, paired congruent, and paired incongruent perceptions of the parent's son-oriented behavior. The perceptions were split into high or low assertiveness and into high or low affiliation. Data stratification by parent, interpersonal dimension, score, and congruence of perception were then compared to the sons' reports of self-esteem.

Hypotheses

1. Sons' self-esteem scores will correlate positively with both their own and fathers' perceptions of paternal son-oriented assertiveness on each interpersonal style measure.

2. Sons' self-esteem scores will correlate positively with both their own and mothers' perceptions of maternal son-oriented affiliativeness on each interpersonal style measure.

3. Sons' reports of each parent's son-oriented behavior will correlate more highly with sons' self-esteem scores than will parents' parallel reports of their own son-oriented behaviors.

4. Sons' self-esteem scores will correlate positively with sons' similarity to parents on the major interpersonal dimensions and on the measures of values.

Methods

Participants

The sample was comprised of undergraduate male students enrolled in a general or social psychology course at Michigan State University and their parents. All participants were volunteers who elected to participate in exchange for extra credit applied to the student's final grade in his introductory psychology course.

Sign-up sheets soliciting student participation were posted in the general and social psychology classrooms. These sheets contained dates, location, and times for the study as well as a brief description of the study itself. The latter indicated that the author was conducting a study of parent/child interactions and that both parents would be requested to complete short self-report inventories. It also briefly described the amount and type of participation requested of the student and of their parents.

Data Collection

To assure subject anonymity, no identifying information was collected. In groups of approximately 20 subjects, student participants completed the numbered research measures during scheduled appointments. At that time participants were also provided with additional background

information regarding the research project and informed consent forms specifying that participation was voluntary and could be withdrawn at any time without negative repercussions. Those students who accepted participation were then given copies of the research measures and accompanying directions (see Appendix A). Completion of all research questionnaires required approximately 90 minutes.

Immediately afterwards, the students were supplied with packets of the research material for each parent; subsequently, they were asked to take the parents' packets home and request that the parents complete the questionnaires and return them to the researcher via the mail. Each packet contained: (a) A brief description of the intended research (see Appendix B); (b) A statement requesting the parents' involvement (see Appendix B); (c) Copies of the research questionnaires to be completed (see Appendix B & C); and (d) Self-adressed stamped envelopes to return the completed questionnaires to the researcher. Measures given to the student and measures given to his parents were correspondingly numbered so that subject anonymity could be maintained while at the same time providing a mechanism for proper collating of the students' and parents' questionnaires. Subject and response anonymity was strictly maintained in accordance with the guidelines set forth by the Michigan State University Human Subjects Committee.

Measures

Two measures of each participant's perception of the parent/child relationship were employed to provide an index of the assertive and affiliative components of parent's son-oriented behavior. All sons likewise completed the two inventories used to operationally define self-esteem. A measure of personal values was completed by each participant in an effort to determine consistency between the parents' and children's global value systems, and demographic data was collected for purposes of participant description and possible stratification of findings.

Self-Esteem Inventories

The Rosenberg Self-Esteem Inventory (Rosenberg, 1965), is a ten-item Guttman scale (1950) designed to assess an individual's global sense of self-worth. The basic premise on which the scale rests is Rosenberg's conceptualization of self-esteem as a unidimensional construct able to be measured independently from the specific self-attitudes subsumed within the global construct self-definition.

Formulation of the scale was also based on the premise that attitudes vary in terms of common characteristics which are relevant to attitudes toward all objects. These characteristics, according to Rosenberg, appear completely

applicable to attitudes toward the self. "Putting it baldly, there is no qualitative difference in the characteristics of attitudes toward the self and attitudes toward soup, soap, cereal, or suburbia" (Rosenberg, 1965, p. 6).

Rosenberg asserted that attitudes toward the self, as well as toward any object, may differ in content, direction, intensity, salience, consistency, stability, and in clarity. He further stated that the structure of the self-image can be revealed by the classification of individuals in terms of these universal dimensions and that the critical variable in the measurement of self-esteem appears to be the direction of the self-attitude. "Does the individual have a favorable or unfavorable opinion of himself? Does he consider himself worthy or unworthy" (1965, p. 15).

Wylie (1979) endorsed the ten-item scale based on its reliability and construct validity (Cronbach & Meehl, 1955). Harter (1983) offered further support for the use of the instrument as a global measure of self-esteem. Nunnally, (1967), however, strongly criticized the use of the Guttman format (1950) and argued that the small number of items would produce only gross, ordinal distinctions among people.

Robinson and Shaver (1973), in their review of measures of social psychological attitudes, described the scale as "brief and thorough in measuring the self-acceptance factor

of self-esteem" (p. 82). They reported a personal communication with Lorraine Broll which revealed the Self-Esteem Scale's correlations of .27 with the California Personality Inventory's (Gough, 1964) self-esteem scale, and of .45 (N = 643) and .66 (N = 101) in separate comparisons with a one-item esteem scale. Silber and Tippett (1965) demonstrated the scale correlating from .56 to .83 with similar measures of self-esteem. They also reported test-retest reliability of .85 after a two week interval. Fleming and Courtney (1984) similarly reported high test-retest reliability (r = .82, p < .01) and indicated that the Rosenberg Self-Esteem Scale correlated r = .78 with the "Self-Regard" subscale of the "Self-Rating Scale" (Shavelson, Hubner, & Stanton, 1976).

Texas Social Behavior Inventory (TSBI). The Texas Social Behavior Inventory: An Objective Measure of Self-Esteem or Social Competence (Helmreich, Stapp, & Ervin, 1974) is a multiple-choice scale designed to "be used reliably to categorize individuals as a function of perceived social competence" (p. 1). A factor analytic condensation of the 60-item pool dealing with aspects of personal worth and social interaction, the 32-item inventory was demonstrated to have test-retest reliability (over an unspecified time interval) of r = .94 for 271 males and r = .93 for 235 female university students. As the same

measure again correlated substantially (r = .50, p < .01 for males; r = .52, p < .01 for females) with the California Personality Inventory's self-esteem scale, it displayed construct validity labelled "high" (Helmreich et al., 1974, p. 4). Stapp (cited in Helmreich & Stapp, 1974) showed that the measure also related significantly and positively to academic achievement; however, Helmreich et al., (1974) reported the "TSBI is not significantly related to intelligence (as measured by the Scholastic Aptitude Test)" (p. 4).

Two 16-item TSBI short-forms were abstracted from the original inventory (Helmreich & Stapp, 1974). Each correlated well with the longer instrument (r = .97 for male university students). These short forms correlated r = .89. The TSBI-A and TSBI-B consist of declarative self-statements for which five response alternatives (Not at all characteristic of me; Not very; Slightly; Fairly; Very much characteristic of me) are provided. All items are scored "0" to "4" with "0" defining the response associated with with low social competence, and "4" the response characteristic of high social competence. The total score for each subject is the sum of individual items ranging from 0 to 64. Form A, which demonstrated (Helmreich & Stapp) a normative mean of 40.45 and a standard deviation of 8.87, will be employed as an index of perceived social competence.

Interpersonal Style Inventories

Two measures of interpersonal style were used to gauge perceptions of mothers' and fathers' son-oriented behavior. The inventories were chosen based on their theoretical and empirical structures as well as on their ease of completion. Two, rather than one, inventories were employed to further validate the theoretical relationship between each of the two primary dimensions of interpersonal style (dominance & affiliation) and self-esteem. Two measures were also employed to increase the validity of construct quantification and to question the criterion validity (Leedy, 1985) of the longer with the shorter inventory.

1982 Interpersonal Circle. The 1982 Interpersonal Circle (Kiesler, 1983) is a circumplex model of human behavior based on interpersonal theory and has a central construct of complementarity. Kiesler integrated and expanded upon the four most well-known circumplex models (LaForge & Suczek's Interpersonal Check List, Wiggins's Interpersonal Adjective Scales, Lorr & McNair's Interpersonal Behavior Inventory, and Kiesler et al.'s Impact Message Inventory) of behavior to develop this trait descriptive taxonomy of two-dimensional interpersonal behavior. The measure is based on the bipolar orthogonal dimensions Dominant/Submissive and Hostile/Friendly, and it

is subdivided into 16 segments and two levels.

> The 1982 Interpersonal Circle items were constructed by the laborious and obsessive pursuit of an exhaustive list of synonyms and antonyms for each item present or implied in the ICL, IBI, IAS, and IMI. When possible, adjectives were also translated into verb-phrase descriptions of overt interpersonal behaviors. Because of the superior structure Wiggins (1983) has demonstrated for his measure, IAS items were used as initial markers for segment location and definition. This was followed by multiple classifications and reclassifications of items as they were arranged under each level of each of the 16 segments. Additional reclassifications occurred as it became clear that each segment could be further differentiated into several subclasses. The final step in this iterative process was classification of synonym-antonym, bipolar adjective, and verb phrase items under each subclass of each level of each segment pair until the final list seemed fairly exhaustive or representative. (Kiesler, 1983, p. 188)

From this process Kiesler formulated a list of 350 bipolar items, each of which defines an interpersonal behavior for both a segment and for its behavioral/semantic

opposite. From this list Kiesler (1984) developed the 96-item Check List of Interpersonal Transactions (CLOIT). The self-report inventory of perceived interpersonal transactions was used as an index of each parent's son-oriented behavior.

The 1982 Interpersonal Circle (Kiesler, 1983) employs three separate labels to describe each segment. "One label designates the entire continuum (the circle radius) of interpersonal behavior constituting a particular segment ... A second label designates the mild-moderate level of a particular segment continuum ... A third names the extreme level of a particular segment" (p. 189). In this fashion, a representative set of (assumedly) all interpersonal behaviors and their relative intensities have been operationally defined and located on the circumplex.

Kiesler (1983) asserted that none of the four major prior circumplex measures incorporated the full range of theoretical, methodological, and empirical features requisite for a comprehensive and heuristic interpersonal circle. In brief, Kiesler (p. 193) designated these features as:

(1) An interpersonal circle defines a circumplex ordering of categories that operationalize the domain of interpersonal behavior.

(2) On the circular continuum, categories located at polar ends of radii are defined as behavioral contrasts and/or semantic opposites.

(3) The circular array represents a two dimensional Euclidian space reflecting the joint action of two basic interpersonal dimensions of motivations, almost universally designated Control and Affiliation.

(4) Each of the 16 segments is a blend of the two dimensions reflecting mathematically weighted combinations of Control and Affiliation.

(5) Empirical intercorrelations among the 16 segments should reveal a circumplex ordering (Guttman, 1954).

(6) For each of the 16 segments, the radius of the circle represents the intensity of the corresponding interpersonal behaviors.

(7) A circle should provide at least two (ideally more) levels of definitions and operationalizations for each segment.

(8) Definitions and operationalizations of each level of a particular segment should show minimal semantic/behavioral overlap with adjacent or other segments.

(9) For comprehensive assessment and precise discrimination of interpersonal behavior, if possible, each segment should be elaborated further by defined subclasses of behavior at each level.

(10) Circle items describing interpersonal behaviors should be in the form of either unambiguous adjectives or verb phrases describing overt behaviors, or both.

(11) Circle definitions should be sufficiently operational in form to permit independent investigators reliably to cross-classify items from interpersonal measures at one of the two levels of each segment.

According to Kiesler (1983), the 1982 Interpersonal Circle incorporates all of these essential criteria while each of the other four major circumplex models falls short on at least five characteristics.

Interpersonal Chart. The Interpersonal Chart (Hurley, 1978), based on an eight-item inventory of ratings of self

and others, spatially locates an individual on a graded matrix of interpersonal competence. It defines human social interaction as a function of two dimensions labelled "Acceptance versus Rejection of Self" (ARS) and "Acceptance versus Rejection of Others" (ARO). These dimensions parallel the dimensions labelled Control and Affiliation by Kiesler (1983). Warm--Cold, Helps Others--Harms Others, Gentle--Harsh, and Accepts Others--Rejects Others were the four bipolar subscales employed to measure ARO. Shows Feelings--Hides Feelings, Expressive--Guarded, Active--Passive, and Dominant--Submissive operationally define ARS. Each scale provides for a "0" to "9" rating with the "9" representing the favorable or positive pole and "0" denoting its opposite.

Hurley (1976a) and Hurley and Rosenthal (1978) provided evidence supporting the construct validity of earlier versions on this measure. A high positive correlation (r = .86) between Likes Self--Dislikes Self and composite ARS also supported the ARS's validity as a general label for the behaviors represented by the relevant subscales (Hurley, 1976b). The same study also showed that Likes Self--Dislikes Self contributed more to ARS's total variance than any other subscale. ARO correlated most highly (r = .85) with the Accepts Others--Rejects Others scale (Hurley, 1976b) In the present study, ARO scores above the group median

will be considered indicators of high affiliative style while ARS scores above the group median will be considered indicator of high aasertve style.

Other studies (Hurley, 1976b; Hurley & Rosenthal, 1978; Hurley & Small, 1978) firmly supported the construct validity of these self-acceptance and other-acceptance measures. The former manifested convergent validity by its consistently strong positive correlations with prototypical measures (Wiggins, 1983) of dominance (Kiesler's control) separately provided by LaForge and Suczek's (1955) Interpersonal Checklist and by Lorr and McNair's (1965) Interpersonal Behavior Inventory as well as discriminant validation by very weak correlations with these instruments' respective affiliation measures. The converse correlational pattern held for the other-acceptance composite.

For use in the present study, two of Hurley's subscales were modified to Accepting--Rejecting and Helpful--Harmful and the separate Liked--Disliked subscale was omitted (see Appendix A). Directions for use of the Interpersonal Chart were also modified so that each son was instructed to "Please the mark the location that best represents your father's (mother's) behavior toward you on each dimension." Fathers and mothers were similarly instructed to: "Please mark the location that best represents your behavior toward your son along each dimension."

Values Scale

The current interest on values regards the relationship between parent/child agreement along general value dimensions and the influence of such agreement (or disagreement) on the child's self-reported self-esteem. Specifically, does a significant relationship exist between either the parents' or son's value reports and the son's self-reports of self-esteem, and does parent/son value agreement link with son's self-esteem?

Values Profile. The Values Profile (Bales & Couch, 1969) is a 40-item general purpose inventory of values developed for interpersonal relations research. It was derived from a 252-item questionnaire in which each item was a sentence evaluated on a seven point scale, ranging from strongly agree to strongly disagree. Factor analytic condensation of the 252 items yielded a 40 item scale which best defined the four orthogonal factors identified. These factors were: (a) Agreement with Value-Statements in Favor of Acceptance of Authority; (b) Agreement with Value Statements in Favor of Need-determined Expression vs. Value Determined Restraint; (c) Agreement with Value Statements Favoring Equalitarianism; and (d) Agreement with Value Statements Favoring Individualism.

The first factor (acceptance of authority) was best

described (Bales & Couch, 1969) by the item, "Obedience and respect for authority are the most important virtues children should learn" (p. 6). This item had a factor loading of .76 on factor I and loads near zero on the other three factors.

The second factor (Need Determined Expression vs. Value Determined Restraint) was best described (Bales & Couch, 1969) by the item "No values can be eternal: the only real values are those which meet the needs of the given moment" (p. 6). The item had a loading of .62 for that factor. This factor represents items endorsing the active expression of the appetites. Bales and Couch stated that " 'Hedonism' would presumably be a satisfactory title for this factor if it did not carry the implication of passive rather than active pleasure" (p. 6).

The third factor (Equalitarianism) was best described (Bales & Couch, 1969) by the item "Everyone should have an equal chance and an equal say" (p. 6). The item loaded at +.57 for the third factor.

The fourth factor (Individualism) is best represented (Bales & Couch, 1969) by the item "It is the man who stands alone who excites our admiration," (p. 6) which loaded at +.45 for the fourth factor.

Robinson and Shaver (1973), without providing empirical support, commented on the scale's usefulness based

on its comprehensiveness and relative ease of administration. Spates (1983) also endorsed the Values Profile (1969) but noted the relative sparsity of clear research in the area of values since the late 1960's. He suggested that the abstract nature of values studies and the research trend toward concrete empiricism were factors in the subsequent decline in interest in values research. Burros (1970, 1972) offered no evaluation of the measure.

Demographic Information

General demographic information was obtained by means of questionnaires included in the research packets (see Appendices A, B, & C). Mothers, fathers, and sons each had unique questionnaires so that a maximum of information could be gathered with a minimum of inconvenience to participants. Each participant was asked less than ten questions. Sons' demographic questionnaires focused on academic and vocational aspirations as well as on family composition. The parents' questionnaires were similarly directed toward academic and vocational level as well as residential setting and family income.

Analyses

The first stage of data analysis was a determination of acceptable data sets. Returned parental forms were visually inspected for indications of parental response collusion. Writing form and style was used as primary indicators of one person's having completed both parents' forms. Two questionable forms were omitted from the completed data sets. Subsequently, a descriptive study of participant attributes and characteristics was completed to further specify the research population. Demographic data from sons of responding and nonresponding parents were compared in an effort to identify possible biases related to demographic characteristics of the sample.

The second phase was also descriptive and summarized central tendencies for all variables. Appropriate crosstabular matrices were be developed and inspected. The matrices were produced for the self-esteem variables versus the interpersonal style variables and for the parents' values variables versus their respective son's values variables. The relationships between sons' and parents' perceptions of the respective parent's son-oriented behavior was examined and descriptive statistics were compiled for the self-esteem and interpersonal style data collected.

Planned comparisons centered around a standard stepwise multiple regression analysis. This procedure indicated which interpersonal style variables are the best predictors of the self-esteem variables. The regression analysis also provided information regarding the linkages between the self-esteem variables and the values variables, and it indicated the relative impact of parents' perceptions and sons' perceptions. Correlation coefficients were also derived so that a path analytic interpretation could be developed from the correlation matrices.

Congruence of parent/son perception, of parents' son-oriented behavior, was operationalized in terms of differences in responses between each parent and his or her son on both Kiesler's (1983) and Hurley's (1976a) inventories. The absolute value of parent's minus son's reports on ARO, ARS, DOM , and AFF constituted the index of congruence for these summary scales. Value Profile (Bales & Couch, 1969) scores for parents and sons were similarly employed for the calculation of difference scores which operationalized value congruence. These scores' magnitudes were then correlated with sons' self-esteem scores to demonstrate the linkage between congruence and self-esteem. For the Value Profile (Bales and Couch, 1969) scores, congruence was alternately defined in terms of parent/son agreement regarding scale endorsement.

Correlation coefficients were obtained to determine the intermeasure reliablity of the interpersonal style inventories and of the self-esteem scales. Sons' and parents' perceptions of the respective parent's son-oriented behavior were also compared.

A McQuitty-like (1961) cluster analysis of the five measures' base scales was performed separately for each set of participant data. Such analysis proved useful in elucidating the magnitude and direction of each variable's influence on the associated scales.

Results

Descriptive statistics with central tendencies were obtained for the self-esteem and interpersonal styles measures for mothers, sons, and fathers (see Table 1). Statistics for sons' variables were compiled separately for (a) total sons (*N* = 175); (b) sons with both parents returning forms (*N* = 84) and (c) sons with neither parent returning the research questionnaires (*N* = 71). *T*-tests were then used to determine whether the scores from sons of responding parents were statistically distinct from sons of nonresponding parents. Neither sons' self-esteem nor interpersonal style score differed significantly (at the .05 level) between these groups of sons or parents. None-the-less, sons depicted depicted responding mothers ($p < .07$) and responding fathers ($p < .12$) as more affiliative than nonresponding parents on each interpersonal inventory. This combined probability ($p < .01$) was statistically significant.

Practical Considerations

Statistical Manipulations. To maximize the functional size of the data field, the Statistical Package for the Social Sciences: Version X-21 (Nie et al., 1983) computes *t*-tests and correlation coefficients on a variable to variable

Table 1

Descriptive Statistics and Central Tendencies for the Self-esteem and Major Interpersonal Style Dimensions.

	Sons' Perceptions of Fathers' S-O-B			Fathers' Percep's	Sons' Perceptions of Mothers' S-O-B			Mothers' Percep's
	TS*	SwRP#	SwoRP@		TS*	SwRP#	SwoRP@	
TSBI								
Mean	43.18	43.12	43.26	-	-	-	-	-
StdD	7.53	7.56	7.55	-	-	-	-	-
N	173.	94.	78.	-	-	-	-	-
Range	20--62			-	-	-	-	-
RSE								
Mean	8.05	8.06	8.03	-	-	-	-	-
StdD	1.26	1.14	1.39	-	-	-	-	-
N	173.	94.	79.	-	-	-	-	-
Range	4--10			-	-	-	-	-
AFF								
Mean	7.09	7.90 >	6.11	9.64	13.85	15.00 >	12.48	14.37
StdD	10.97	10.33	11.70	8.80	8.92	7.71	10.08	5.37
N	173.	95.	78.	95.	175.	96.	79.	96.
ARO								
Mean	25.30	25.67 >	24.85	26.42	29.99	30.02 >	29.95	30.68
StdD	6.35	6.46	6.21	5.89	4.86	5.00	4.70	4.55
N	173.	95.	78.	92.	168.	94.	74.	96.
DOM								
Mean	1.57	0.98 <	2.29	-0.25	-2.36	-2.66 <	-1.98	-2.86
StdD	7.07	7.10	7.01	5.20	6.60	6.72	6.48	3.90
N	173.	95.	78.	94.	175.	96.	79.	96.
ARS								
Mean	23.01	23.43 >	22.50	24.00	26.14	26.31 >	25.92	26.82
StdD	6.42	6.45	6.38	5.79	5.79	6.26	5.17	4.95
N	173.	95.	78.	92.	167.	93.	74.	95.

*Total sons
#Sons with responding parents
@Sons with nonresponding parents

See Appendix D for component measures' descriptive statistics.

format. The sample size for each t-test or correlation is dependent upon the number of filled data points in each of the two variables as well as the overlap of completed data sets. Multiple regression analysis, however, utilizes a case by case format and deletes all cases throughout the data matrix which have any missing variable. Multiple regression analysis thus demands a totally solid block of data while Pearson correlations and the t-analyses will operate despite missing data points within the field.

Consider, for example, the hypothetical set of data composed of five cases with six variables each.

		Variables					
		1	2	3	4	5	6
C	I	n	n	n	n	n	n
A	II	n	n	n	n	n	n
S	III	n	n	n	n	ms	ms
E	IV	n	n	n	ms	ms	ms
	V	ms	n	n	n	n	n

n = a data point
ms = a missing value

Correlational analysis would compute Pearson r's for the relationship between variables "2" and "3" based upon five cases, displayed in the columns beneath the variable label. Correlations between variables "1" and "5" would be based on only those two cases (I and II) which have data points

for both variables. Correlations between variables "5" and "6" would rest on three cases (I, II, and V) which have data points for both variables. Multiple regression analyses for the data set would, however, include only cases I and II which have data points for every variable.

As a result of the process in which SPSS X-21 (1983) computes these statistics, the number of cases employed for the development of correlations, t-tests, and multiple regression analyses varies as a function of the actual number of cases, the number of variables considered for the statistical procedure, the number of missing values for each variable, and the overlap of missing variables in the cases considered. The field utilized in the current study has missing data points. Consequently, the functional sample size varies throughout the subsequent analysis.

Variable Labels. As perceptions of parents' son-oriented behavior were ascertained for the summary dimensions and component scales of the two interpersonal style measures for each son-mother-father trio, acronymic abbreviations for the variables and respective person have been employed to facilitate ease of reading. Table 2 lists the summary dimensions and subscale scores for each interpersonal style measure along with the variable's acronym.

Hurley's (1976b) Interpersonal Chart dimension

Table 2

Major and Minor Interpersonal Style Dimensions with Respective Abbreviations.

Check List of Interpersonal Transactions (Kiesler: CLOIT)		Interpersonal Chart (Hurley: IC)
MAJOR VARIABLES		
Dominance (DOM)		Accepts vs Rejects Self (ARS)*
Affiliation (AFF)		Accepts vs Rejects Others (ARO)
MINOR VARIABLES		
A: Dominant	I: Submissive	*IC7 Submissive ..... Dominant
B: Competitive	J: Deferent	*IC5 Active ..... Passive
C: Mistrusting	K: Trusting	IC4 Helpful ..... Harmful
D: Cold	L: Warm	IC2 Warm ..... Cold
E: Hostile	M: Friendly	IC8 Accepting ..... Rejecting
F: Detached	N: Sociable	*IC3 Guarded ..... Expressive
G: Inhibited	O: Exhibitionistic	*IC1 Hides Feelings . Shows F's
H: Unassured	P: Assured	IC6 Harsh ..... Gentle

*Component scores for the ARS measure are indicated by an asterix.

"Acceptance versus Rejection of Self" diminished to ARS in its abbreviated form. Sons' perceptions of their Fathers' ARS reduced to SFARS, and Fathers' perceptions of their own Son-oriented ARS reduced to FSARS. A similar format was used in the abbreviation of both summary and subscale variables for each participant. Sons' perceptions of their Mothers' Interpersonal Chart subdimension "Warm--Cold" (subdimension #2) abbreviated to SMIC2. Mothers' perceptions of their own dominance (subdimension "A" in Kiesler's 1982 schema) reduced to MSA.

Perceptions of Parents' Son-oriented Behavior

Sons' and fathers' reports demonstrated positive, highly significant (all p's $< .001$), yet modest correlations between the dyad's perceptions of each interpersonal style dimension (see Table 3). Only for affiliative measures did sons and fathers show appreciable cross-measure agreement (FSARO with SFAFF: $r = .35$, $p < .01$; FSAFF with SFARO: $r = .41$, $p < .001$). The two dominance measures never correlated significantly. Sons and fathers also had similar interpretations of the parent's son-oriented behavior (see Table 4). Fathers rated themselves somewhat higher (the combined probabilities reaching significance) on both ARO and AFF than did sons. Along the dominance measures, however, fathers described themselves as less dominant on Kiesler's DOM than their sons described them, but slightly

more dominant on Hurley's ARS.

Perhaps even more consistent were sons' and mothers' views of mothers' son-oriented behavior; their mean scores did not differ significantly on any of these dominance and affiliation measures. Like the father/son pairs, sons' and mothers' reports demonstrated significant positive, yet modest, correlations for all interpersonal style measures (see Table 3). These linkages tended to be slightly stronger (ps < .001) for perceived maternal dominance than for perceived maternal affiliation.

Sons and parents each described mother-son and father-son interactions as differing importantly in affiliativeness (see Table 4). Sons rated their mothers as substantially more affiliative than their fathers by each measure (ARO: t = -8.24, p < .001; AFF t = -7.17, p < .001). This finding was consistent with parental self-reports. Mothers' self-descriptions similarly indicated more maternal than paternal affiliativeness on both ARO (t = -6.53, p < .01) and AFF (t = -4.80, p < .01).

The results were quite different along the dominance dimension. On it, sons described fathers as less dominant than mothers on ARS (t = -4.82, p < .01) but more dominant on DOM (t = 5.90, p < .01). The parents' self-descriptions again concurred with the sons' perceptions. Fathers's self-reports indicated greater dominance (p's <.001) than

Table 3

Correlations Between Parents' and Sons' Perceptions of Parent's Son-oriented Behavior When Both Parents Completed the Research Questionnaires (N=84)

	FSARO	FSAFF	FSARS	FSDOM		MSARO	MSAFF	MSARS	MSDOM
SFARO	(.46[a])	[.41[a]]	.15	-.24[c]	SMARO	(.24[c])	[.27[b]]	.04	-.23[c]
SFAFF	[.35[a]]	(.36[a])	.15	-.21[c]	SMAFF	[.10]	(.25[b])	.00	-.10
SFARS	.21[c]	.17	(.32[a])	[-.03]	SMARS	.07	.10	(.33[a])	[.16]
SFDOM	-.39[a]	-.29[b]	[.10]	(.33[a])	SMDOM	-.09	-.11	[.08]	(.34[a])

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

( ) = same measure, different sources
[ ] = conceptually similar measures, different sources

$>Fr^2 = 1.380$[@] $>SFr^2 = 1.633$[#] | $>Mr^2 = .9763$[$] $>SMr^2 = 1.078$[%]

[@] from Table 10
[#] from Table 8
[$] from Table 9
[%] from Table 11

Table 4

Comparisons of Sons', Fathers', and Mothers' Perceptions of Parents' Son-Oriented Behavior.*

	AFFILIATION				DOMINANCE			
	AFF		ARO		DOM		ARS	
	t	p	t	p	t	p	t	p
Sons' Perceptions of Mothers vs. Fathers (N = 167)	-7.17	.000	-8.24	.000	5.90	.000	-4.86	.000
Mothers' vs. Fathers' Self-reports (N = 90-94)	-4.80	.000	-6.53	.000	4.10	.000	-3.60	.001
Sons' vs. Fathers' Perceptions of Fathers (N = 91-93)	-1.65	.114	-0.86	.393	1.58	.118	-0.86	.394
		∨ (combined p < .045)		∨				
Sons' vs. Mothers' Perceptions of Mothers (N = 92-96)	0.70	.484	-1.01	.313	0.33	.738	-0.85	.400

Note. All differences between sons' perceptions of mothers' and fathers' son-oriented behavior appear wholly congruent with mothers' and fathers' self-reports of their son-oriented behavior. The difference between sons' and fathers' perceptions of fathers' son-oriented behavior versus sons' and mothers' perceptions of mothers' son-oriented behavior appear highly incongruent.

T-scores and two-tailed probabilities are indicated.

*A condensation of tables from Appendix E.

Table 4a

Comparisons Between Sons' Perceptions of Responding and Nonresponding Parents' Son-oriented Behavior.*

	AFFILIATION				DOMINANCE			
	AFF		ARO		DOM		ARS	
	t	p	t	p	t	p	t	p
Sons' Perceptions of Rsp Fathers (N=95) vs NonRsp Fathers (N=78)	1.06	.289	0.85	.395	-1.21	.228	0.95	.344
		∨		∨				
		(combined p < .114)#						
Sons' Perceptions of Rsp Mothers (N=93-6) vs NonRsp Mothers (N=74-6)	1.85	.066	0.10	.921	-0.67	.502	0.43	.664
		∨		∨				
		(combined p < .061)#						

T-scores and two-tailed probabilities are indicated.

#Total combined p < .007

*Condensed data from Tables in Appendix E.

mothers' self-depictions on DOM but less dominance on ARS. Sons' and mothers' reports of mothers' DOM scores were negative, indicating a mildly submissive style of son-oriented behavior. Fathers also reported their own DOM as slightly negative, and thus marginally submissive, but sons described their fathers as distinctly more dominant. Suggesting important differences in the two dominance measures, sons, mothers, and fathers generally described fathers' son-oriented behavior as more dominant than mothers' on Kiesler's (1983) DOM but less dominant on Hurley's (1976b) ARS. This contrasts sharply with the consistent intersource agreement on the two affiliative measures (AFF & ARO).

Predictors of Self-Esteem

Planned comparisons centered around a standard stepwise multiple regression analysis (see Tables 5 and 6). This procedure indicated which interpersonal style variables were the best predictors of the sons' self-esteem. The regression analyses also provided information regarding linkages between self-esteem and values scores, and it indicated the relative linkages between mothers', fathers', and sons' perceptions of parent's son-oriented behavior and sons' self-esteem. For these regressions, the interpersonal style measures were separated into their summary dimensions (dominance & affiliation) and also into a finer-grained

analysis featuring the components of each summary variable. Regression analyses were performed separately on the variables for fathers', mothers', and sons' perceptions of the respective parent's son-oriented behavior. The interpersonal measure of self-esteem (TSBI) and the intrapersonal measure of self-esteem (RSE) were also used separately as the dependent variable for each regression analysis. Sample size for each regression varied markedly as a function of individual and item employed for each set of comparisons, as shown in Tables 5 and 6.

Generally, sons' perceptions of parents' son-oriented behavior better predicted sons' self-esteem than did parents' self-reports. Of the four principal interpersonal style measures (ARO, ARS, DOM, AFF) completed by each participant (sons, mothers, fathers), sons' perceptions of fathers' affiliativeness best predicted self-esteem for both TSBI and RSE. This finding held for sons of both responding and nonresponding parents, for total sons, and for parents' perceptions. For total sons (N = 160; see Table 5, section A), only Kiesler's SFAFF significantly predicted either TSBI (R = .26, $p < .002$) or RSE (R = .21, $p < .01$). Neither SFARO, either measure of fathers' dominance, or any measure of mothers' son-oriented behavior significantly predicted sons' self-esteem for this group.

Multiple regression analyses using the larger number of

Table 5

Summary of Multiple Regression Analyses: I

A: Total Sons (N = 160)
Content: Major Variables for mothers and fathers
Variables: SFARO SFARS SFDOM SFAFF SMARO SMARS SMDOM SMAFF

Dependent Variable	Variable Entered	Step direction	Multiple R	R Squared	F	F Signif.
TSBI	SFAFF affilia	1 (+)	.2565	.0658	11.1317	.0011
RSE	SFAFF affilia	1 (+)	.2087	.0436	7.1951	.0081

B: Total Sons (N = 155)
Content: Minor variables, sons' view of fathers
Variables: SFA-SFP, SFIC1-SFIC8, SVP1-SVP4, and demographics

Dependent Variable	Variable Entered	Step	Multiple R	R Squared	F	F Signif.
TSBI	SFIC2 warm-co	1 (+)	.270	.073	12.078	.0007
	ED educati	2 (+)	.342	.117	10.100	.0001
	SFI submiss	3 (+)	.380	.114	8.500	.0000
	SFH unassur	4 (-)	.417	.174	7.904	.0000
	SFF detache	5 (-)	.454	.207	7.777	.0000
	SFB competi	6 (+)	.485	.235	7.599	.0000
	SFIC8 accep-r	7 (+)	.510	.260	7.397	.0000
removed	SFIC2 warm-co	8 (+)	.507	.257	8.554	.0000
	OCC occupat	9 (+)	.529	.281	8.187	.0000
RSE	SFIC8 accep-r	1 (+)	.253	.064	10.513	.0015

C: Total Sons (N = 162)
Content: Minor variables, sons' views of mothers
Variables: SMA-SMP, SMIC1- SMIC8, SVP1-SVP4, and demographics

Dependent Variable	Variable Entered	Step	Multiple R	R Squared	F	F Signif.
TSBI	SMP assured	1 (+)	.211	.045	7.467	.0067
	SMIC8 accep-r	2 (+)	.309	.095	8.373	.0003
	SME hostile	3 (+)	.407	.166	10.497	.0000
	SMG inhibit	4 (+)	.441	.195	9.509	.0000
RSE	SMIC5 activ-p	1 (+)	.212	.044	7.530	.0068

Table 6

Summary of Multiple Regression Analyses: II

A: Sons' Descriptions when Neither Parent Responded (N = 71)
Content: Major variables, neither parent responding
Variables: SFARO, SFARS, SFDOM, SFAFF, SMARO, SMARS, SMDOM, SMAFF.

Dependent Variable	Variable Entered	Step	Multiple R	R Squared	F	F Signif.
TSBI	SFAFF affilia	1 (+)	.331	.109	8.505	.005
RSE	SFAFF affilia	1 (+)	.267	.071	5.301	.024

B: Sons' Descriptions of Responding Parents (N = 84)
Content: Major variables, both parents responding
Variables: SFARO, SFARS, SFDOM, SFAFF, SMARO, SMARS, SMDOM, SMAFF.
FSARO, FSARS, FSDOM, FSAFF, MSARO, MSARS, MSDOM, MSAFF.

Dependent Variable	Variable Entered	Step	Multiple R	R Squared	F	F Signif.
TSBI	SFARO affilia	1 (+)	.220	.048	4.176	.044
RSE	no variable entered					

C: Fathers' self-reports (N = 84)
Content: Minor variables, both parents responding
Variables: FSA-FSP, FSIC1-FSIC8, FVP1-FVP4, and demographics.

Dependent Variable	Variable Entered	Step	Multiple R	R Squared	F	F Signif.
TSBI	FSIC5 activ-p	1 (+)	.281	.079	7.144	.009
RSE	FSP assured	1 (-)	.219	.048	4.198	.043

D: Mothers' self-reports (N = 84)
Content: Minor variables, both parents responding
Variables: MSA-MSP, MSIC1-MSIC8, MVP1-MVP4, and demographics.

Dependent Variable	Variable Entered	Step	Multiple R	R Squared	F	F Signif.
TSBI	MSE hostile	1 (+)	.263	.069	6.125	.015
RSE	MSIC3 guard-e	1 (+)	.330	.109	10.015	.002
	MVP2 expr-re	2 (-)	.394	.155	7.441	.001
	MSIC1 hideF-s	3 (+)	.444	.197	6.555	.001

finer-grained measures resulted in stronger predictions of sons' self-esteem from both parents' and sons' data. Total sons' reports (N = 155; see Table 5, section B) of their fathers' son-oriented behavior, along with sons' value scores and demographic data, accounted for 28% of the total variance in TSBI. Nine steps were required in the regression analysis. The best single predictor was SFIC2 (warm--cold) with the highest correlation (R = .27, p < .001). ED (educational plans), SFI (submissive), SFH (unassured), SFF (detached), SFB (competitive), SFIC8 (accepting--rejecting), and (following the removal of SFIC2) OCC (intended occupation) also entered into the regression equation with SFIC2, in the order given. The variance for RSE was not as well accounted for as only SFIC8 (accepting--rejecting) entered into this regression equation (R = .25, p < .002) for RSE.

For total sons' reports (N = 162, see Table 5, section C) of mothers' son-oriented behavior, 20% of TSBI's variance (R = .44, p < .001) was accounted for by the interpersonal subscale components. This finding contrasts with the noted absence of bonding between sons' self-esteem and the summary variables indicating sons' perceptions of mothers' son-oriented behavior. For these sons, perceptions of their mothers' SMP (assured), SMIC8 (accepting--rejecting), SME (hostile), and SMG (inhibited) entered into the regression

equation aimed at prediction of TSBI. Surprisingly, sons' reports of their mothers' SME (hostile) and SMG (inhibited) linked positively with sons' self-reports of self-esteem. Four percent of the variance tied to RSE was accounted for by the linkage with SMIC5 (active--passive) which yielded a multiple R = .21 ($p < .007$). SMP (assured) best predicted (R = .21) the interpersonal self-esteem (TSBI) scores.

Of the 71 sons (see Table 6, section A) whose parents both chose not to respond, SFAFF was again the best predictor for TSBI (R = .33, $p < .005$) and also for RSE (R = .27, $p < .024$). For the 84 sons (see Table 6, section B) of two responding parents, SFARO best, but weakly, predicted TSBI (R = .22, $p < .05$). Among this group, no variable significantly predicted sons' RSE. Thus, sons' descriptions of their fathers along the ARO and AFF affiliative measures, which correlated .41 and .50 respectively in the sample of sons with and without responding parents, consistently best predicted sons' self-esteem.

Fathers' self-perceptions were not nearly as effective in predicting sons' self-esteem. Mothers' self-reports, however, demonstrated substantial predictive capacity regarding sons' self-esteem. For fathers' reports (N = 84; see Table 6, section C) active--passive subscale was the sole predictor of TSBI (R = .28, $p < .01$). FSP (assured)

alone predicted RSE (R = .22, p < .05). Each of these factors accounted for less than 8% of the total variance for the respective self-esteem scale. Mothers' self-reports (N = 84: see Table 6, section D) again linked more strongly to sons' self-esteem than did fathers'. MSE (hostile) was the single variable useful in predicting TSBI (R = +.26, p < .015); however, it accounted for only about 7% of TSBI's total variance. Its linkage was, unexpectedly, positive. However, almost 20% of RSE's variance was accounted for by mothers' variables. MSIC3 (guarded--expressive), MVP2 (expression vs. restraint), and MSIC1 (hides feelings--shows feelings) yielded a R =.44, p < .001). These linkages were notable and accounted for 19% of the covariance. MSIC3 (guarded--expressive) alone moderately predicted (R = .33, p < .002) sons' intrapersonal self-esteem (TSBI).

In general, sons' perceptions of fathers linked to sons' self-esteem along both the summary and finer-grained variables. Sons' views of mothers predicted self-esteem only by the latter. Fathers' and mothers' self-perceptions linked to self-esteem solely by the finer-grained variables, with mothers' self-perceptions accounting for two and one half times as much of RSE's total variance as fathers' self-perceptions.

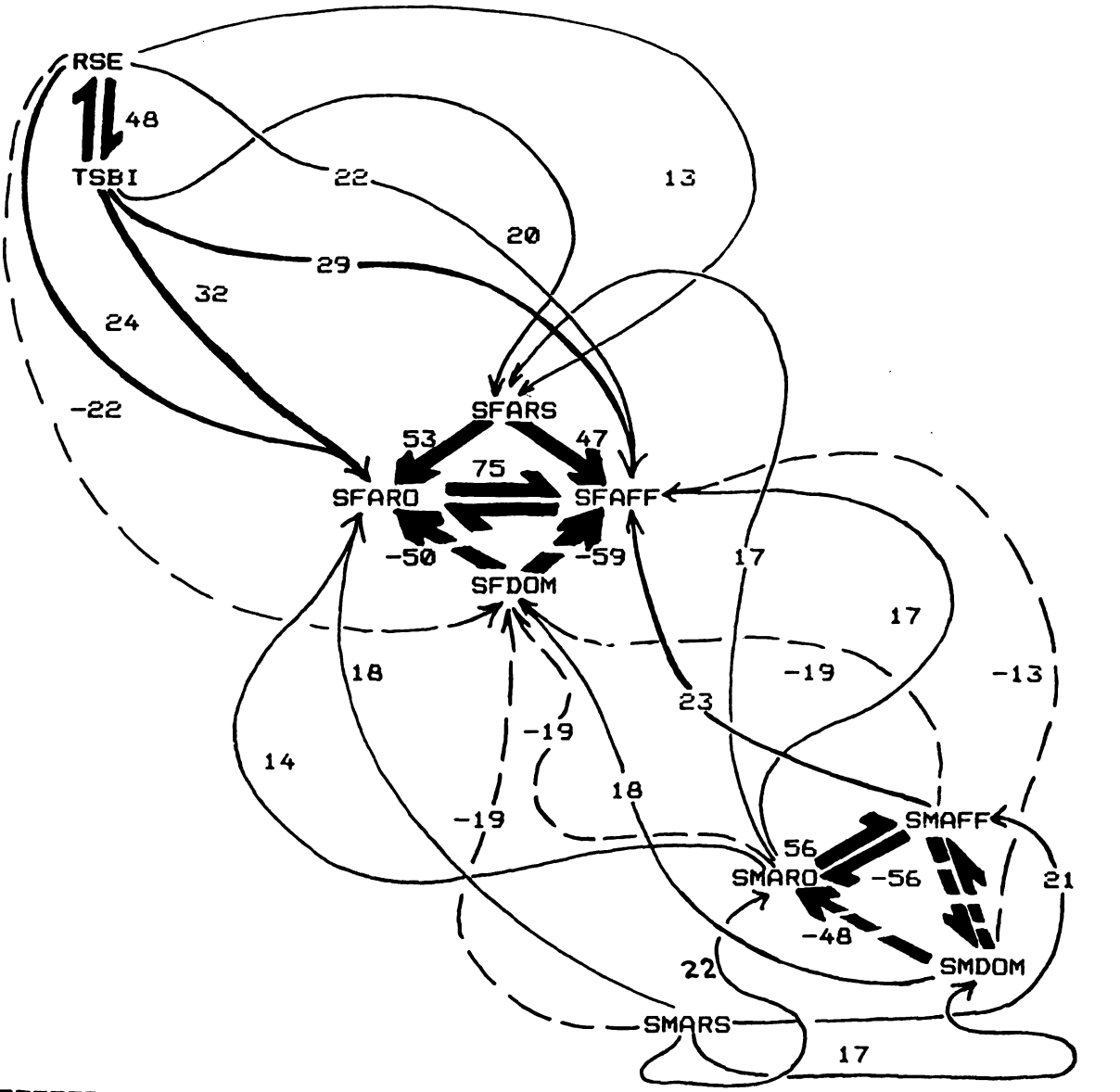
Factors Linked to Self-esteem

A McQuitty-like (1961) factor analysis of the research measures' base scales was performed separately for each set of participant data as illustrated by the clusters of Figures 1 through 3 and documented by the correlation coefficients of tables 8 through 11. One-tailed tests of significance were used, except where otherwise specified. Figures 1 through 3 were derived from sons' data. Figure 1 represents all sons' data. Figure 2's dual elements separately represent data from sons of two parents who returned the research forms and from sons of parents who chose not to return completed forms. Figure 3 represents parents' individual data as well as sons' self-esteem scores. These factor analyses largely confirm the multiple regression analyses findings. Sons' perceptions of their fathers' affiliativeness showed the strongest links with sons' self-esteem. Aside from mothers' self-reports, perceptions of mothers' son-oriented behavior failed to link significantly, via the summary variables, with sons' self-esteem.

Figure 1 showed that self-esteem and perceptions of parents' son-oriented behavior for total sons (N = 165 - 172) clustered around a central bond (r = .75) between the two measures of fathers' affiliation (SFARO & SFAFF). While both measures of fathers' dominance (SFARS & SFDOM)

Figure 1

Cluster Analysis Based on Total Sons' Data (N = 165-172)



Note. Modified after McQuitty (1961). Bonds' thickness (directly) and length (inversely) roughly represent the strength of the correlation (given adjacent to the appropriate connection). An arrowhead indicates the variable that contributed the greater variance within this total matrix; broken bonds denote negative correlations, unbroken bonds denote positive correlations.

Table 7

Correlations Between Sons' Self-esteem Scores and Perceptions of Their Parents' Son-oriented Behavior for All Sons' Data (N = 165-172)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM	SMARO	SMAFF	SMARS	SMDOM
TSBI	-	[48[a]]	32[a]	29[a]	20[b]	-09	09	04	03	-03
RSE	[48[a]]	-	24[a]	22[b]	13[c]	-22[b]	09	10	08	00
SFARO	32[a]	24[a]	-	[75[a]]	53[a]	-50[a]	14[c]	08	18[b]	00
SFAFF	29[a]	22[b]	[75[a]]	-	47[a]	-59[a]	17[b]	23[a]	08	-13[c]
SFARS	20[b]	13[c]	53[a]	47[a]	-	[05]	17[b]	00	07	-01
SFDOM	-09	-22[b]	-50[a]	-59[a]	[05]	-	-19[b]	-19[b]	-19[b]	18[b]
SMARO	09	09	14[c]	17[b]	17[b]	-19[b]	-	[56[a]]	22[b]	-48[a]
SMAFF	04	10	08	23[a]	00	-19[b]	[56[a]]	-	21[b]	-56[a]
SMARS	03	08	18[b]	08	07	-19[b]	22[b]	21[b]	-	[17[b]]
SMDOM	-03	00	-00	-13[c]	-01	18[b]	-48[a]	-56[a]	[17[b]]	-

[a] p < .001 by one-tailed test [ ] = conceptually similar measures
[b] p < .01 by one-tailed test
[c] p < .05 by one-tailed test

Note. Correlations between each measure of self-esteem and sons' views of mothers' and fathers' behavior are notably similar. Also note the general but mild agreement between how sons depict mothers vs. fathers.

(Correlations between self-esteem and component variables are listed in Appendices F & G.)

linked substantially with each affiliative measure, the dominance measures suprisingly failed to link with each other. Even more notably, the latter also linked oppositely to the two affiliative measures (SFDOM's correlations were r = -.59 [SFAFF] and r = -.50 [SFARS]; SFARS's parallel correlations were r = .53 [SFAFF] and r = .47 [SFARO]).

Sons' perceptions of their mothers' son-oriented behavior demonstrated a similar nuclear bond (r = .56) between the affiliative measures (SMARO & SMAFF). Similar also was their equally substantial but negative tie between Kiesler's SMDOM and SMAFF (r = -.56). The two maternal dominance measures (SMARS & SMDOM) again displayed significant, opposite-signed connections to each affiliative index, although they had a weak positive linkage to each other. Sons' perceptions of their mothers' son-oriented behavior showed multiple low positive, and usually significant, linkages to the sons' reports of their fathers' son-oriented behavior. No significant correlations obtained between the sons' views of mothers' behavior and sons' self-reports of self-esteem, although their pattern closely paralleled that of sons' views of fathers' behavior.

The self-esteem measures bonded only to each other (r = .48) and to the measures of paternal style. TSBI and RSE each linked significantly with fathers' affiliation (SFARO's r's = .32 & .24; SFAFF's r's = .29 & .22). TSBI and RSE

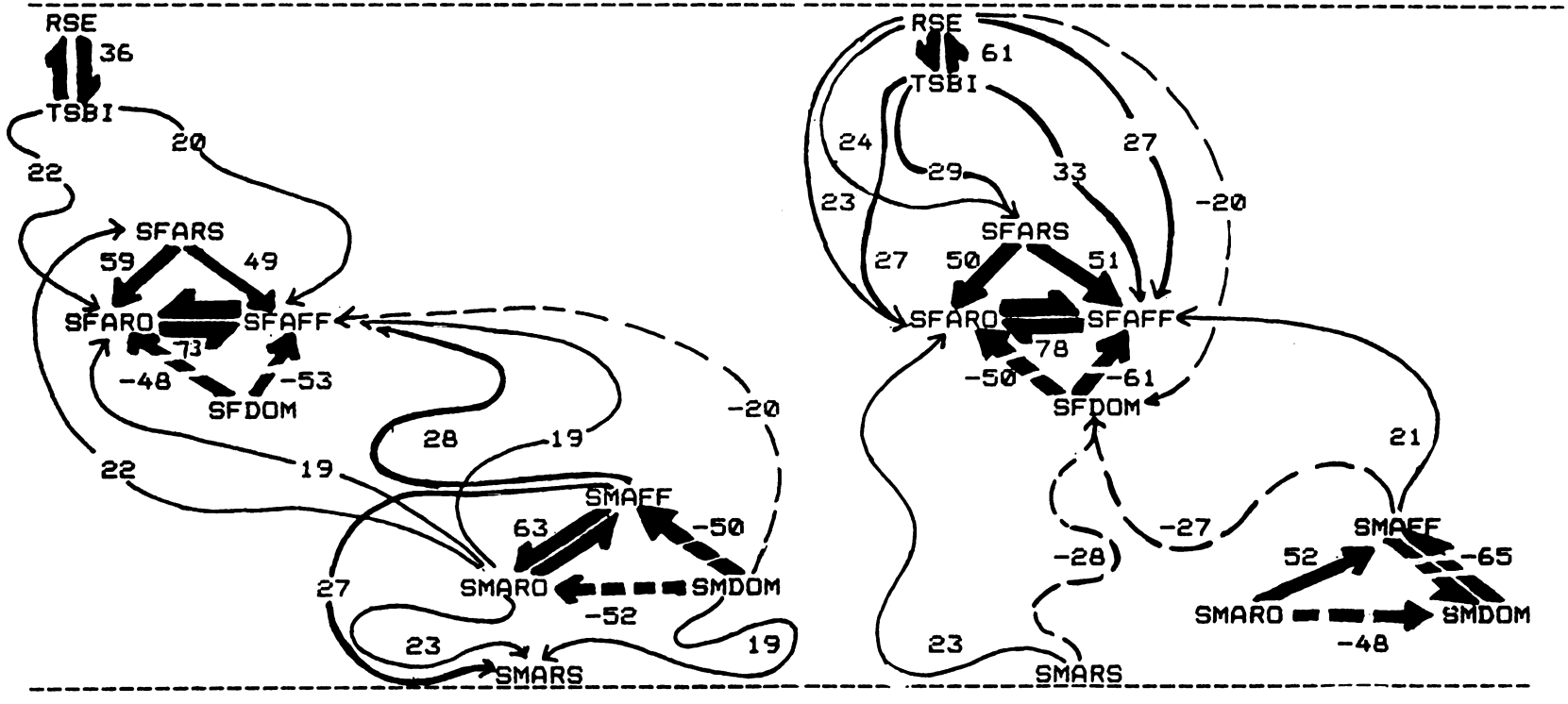
associated significantly but weakly to SFARS (r's = .20 & .13, respectivley), but only RSE connected negatively with SFDOM (r = -.22).

The Table 7 correlations between sons' perceptions of fathers' complementary behaviors on Hurley's measures (SFARO vs. SFARS, r = .53) substantially exceeded mothers' parallel responses (SMARO vs. SMARS, r = .22). This finding occurred consistently for total sons' reports, sons' of two responding parents reports (Table 8), and sons' of two nonresponding parents reports (Table 9), but not for the self-reports of mothers versus fathers (Tables 10 & 11).

Figure 2 juxtaposes the reports from 84 sons whose parents both reponded with those from 71 sons of parents who did not complete the research questionnaires. The results strongly resembled the clusters derived from the total sons' (N's = 165 - 172). Substantial nuclear bonds were again evident between perceptions of fathers' affiliation (SFARO, SFAFF), between perceptions of mothers' affiliation (SMARO, SMAFF), and between sons' self-esteem (TSBI, RSE). The diagram based on two responding parents demonstrated large intermeasure bonds between the affiliative measures for both fathers (SFARO vs. SFAFF = .73) and mothers (SMARO vs. SMAFF = .63). Measures of paternal dominance (SFARS & SFDOM) again showed significant and substantial linkages with both measures of paternal affiliation, but not with each other (r

Figure 2

Depiction of All Statistically Significant Bonds of Sons' Self-Esteem Measures (RSE & TSBI) with Sons' Perceptions of Their Fathers' and Mothers' Son-Oriented Behavior



Note. Modified after McQuitty (1961). Bonds' thickness (directly) and length (inversely) roughly represent the strength of the correlation (given adjacent to the appropriate connection). An arrowhead indicates the variable that contributed the greater variance within this total matrix; broken bonds denote negative correlations, unbroken bonds denote positive correlations.

Table 6

Correlations Between Sons' Self-esteem Scores and Sons' Perceptions of Their Parents Son-oriented Behavior When Both Parents Completed the Research Questionnaires (N = 84)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM	SMARO	SMAFF	SMARS	SMDOM
TSBI	-	[36[a]]	22[c]	20[c]	13	-05	13	-07	-06	-08
RSE	[36[a]]	-	17	15	10	-13	09	04	00	02
SFARO	22[c]	17	-	[73[a]]	59[a]	-48[a]	19[c]	12	12	-14
SFAFF	20[c]	15	[73[a]]	-	49[a]	-53[a]	19[c]	28[b]	06	-20[c]
SFARS	13	10	59[a]	49[a]	-	[02]	22[c]	10	00	-03
SFDOM	-05	-13	-48[a]	-53[a]	[02]	-	-18	-12	-16	21[c]
SMARO	13	09	19[c]	19[c]	22[c]	-18	-	[63[a]]	23[c]	-52[a]
SMAFF	-07	04	12	28[b]	10	-12	[63[a]]	-	27[b]	-50[a]
SMARS	-06	00	12	06	00	-16	23[c]	27[b]	-	[19[c]]
SMDOM	-08	02	-14	-20[c]	-03	21[c]	-52[a]	-50[a]	[19[c]]	-

[a] $p < .001$ by one-tailed test [ ] = conceptually similar measures
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 9

Correlations Between Sons' Self-esteem Scores and Sons' Perceptions of Son-oriented Behavior When Neither Parent Completed the Research Questionnaires (N = 71)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM	SMARO	SMAFF	SMARS	SMDOM
TSBI	-	[61[a]]	27[c]	33[b]	29[b]	-11	-00	12	08	00
RSE	[61[a]]	-	23[c]	27[c]	24[c]	-20	06	11	18	-01
SFARO	27[c]	23[c]	-	[78[a]]	50[a]	-50[a]	03	05	23[c]	15
SFAFF	33[b]	27[c]	[78[a]]	-	51[a]	-61[a]	10	21[c]	12	-07
SFARS	29[b]	24[c]	50[a]	51[a]	-	[04]	11	-06	11	03
SFDOM	-11	-20	-50[a]	-61[a]	[04]	-	-16	-27[c]	-28[b]	19
SMARO	-00	06	03	10	11	-16	-	[52[a]]	18	-48[a]
SMAFF	12	11	05	21[c]	-06	-27[c]	[52[a]]	-	16	-65[a]
SMARS	08	18	23[c]	12	11	-28[b]	18	16	-	[15]
SMDOM	00	-01	15	-07	03	19	-48[a]	-65[a]	[15]	-

[a] $p < .001$ by one-tailed test [ ] = conceptually similar measures
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

= .02). Kiesler's DOM bonded negatively with both affiliative measures for each parent, but the parallel linkages of Hurley's dominance measure were positive. The self-esteem measures' primary bonds were again with each other (r = .36). Weaker, secondary ties obtained between TSBI and paternal affiliation (SFARO r = .22, & SFAFF r = .20). Measures of mothers' son-oriented behavior were often connected to the measures of fathers' son-oriented behavior, primarily via linkages between fathers' and mothers' affiliation. Mothers' behavior did not link directly with sons' self-esteem.

The diagram derived from the 71 sons whose parents did not return questionnaires generally resembled its counterpart. Consistent with the reports from sons of responding parents and total sons, primary bonds clustered around the perceptions of fathers' behavior, the perceptions of mothers' behavior, and the self-esteem scores. The strongest tie (r = .78) within the offsprings' reports of their fathers' son-oriented behavior was again between the affiliation (SFARO & SFAFF) measures. SMARO again correlated with SMAFF (r = .52), and TSBI's link with RSE significantly exceeding (r = .61) that of its counterpart for sons of responding parents (r = .36).

Measures of paternal dominance connected substantially with the measures of paternal affiliation. The bonds

between SFARS and each affiliative measure (SFARO, SFAFF) were positive (r = .50, r = .51; respectively). Bonds between SFDOM and the affiliative measures (SFARO, SFAFF) were negative (r = -.50, r = -.61; respectively). SMDOM demonstrated substantial negative ties to both SMARO (r = -.48) and SMAFF (r = -.65). Unlike the earlier cluster analyses, SMARS failed to link significantly to either measure of maternal affiliation. Instead, it linked modestly with SFARO (r = .23) and SFDOM (r = -.28). Numerous modest and moderate connections obtained between each self-esteem measure and sons' perceptions of their fathers' dominance and affiliation.

As evident in Figure 2, sons of two responding parents described the son-oriented behaviors of their mothers and fathers as more-strongly interconnected than did sons of two nonresponding parents. More than the sons of responding parents, nonresponders' sons perceived more and stronger correlations between own self-esteem and their fathers' son-oriented behavior, including the negative linkage (-.20) with fathers' DOM. As noted for total sons' reports, sons of both responding (Table 6) and nonresponding (Table 7) parents depicted the connection between Hurley's (1976b) complementary ARS and ARO measures as significantly higher in fathers than in mothers. The correlations for responding parents were r = .59 for fathers and r = .23 for mothers. The parallel linkages for nonresponding parents were r = .50

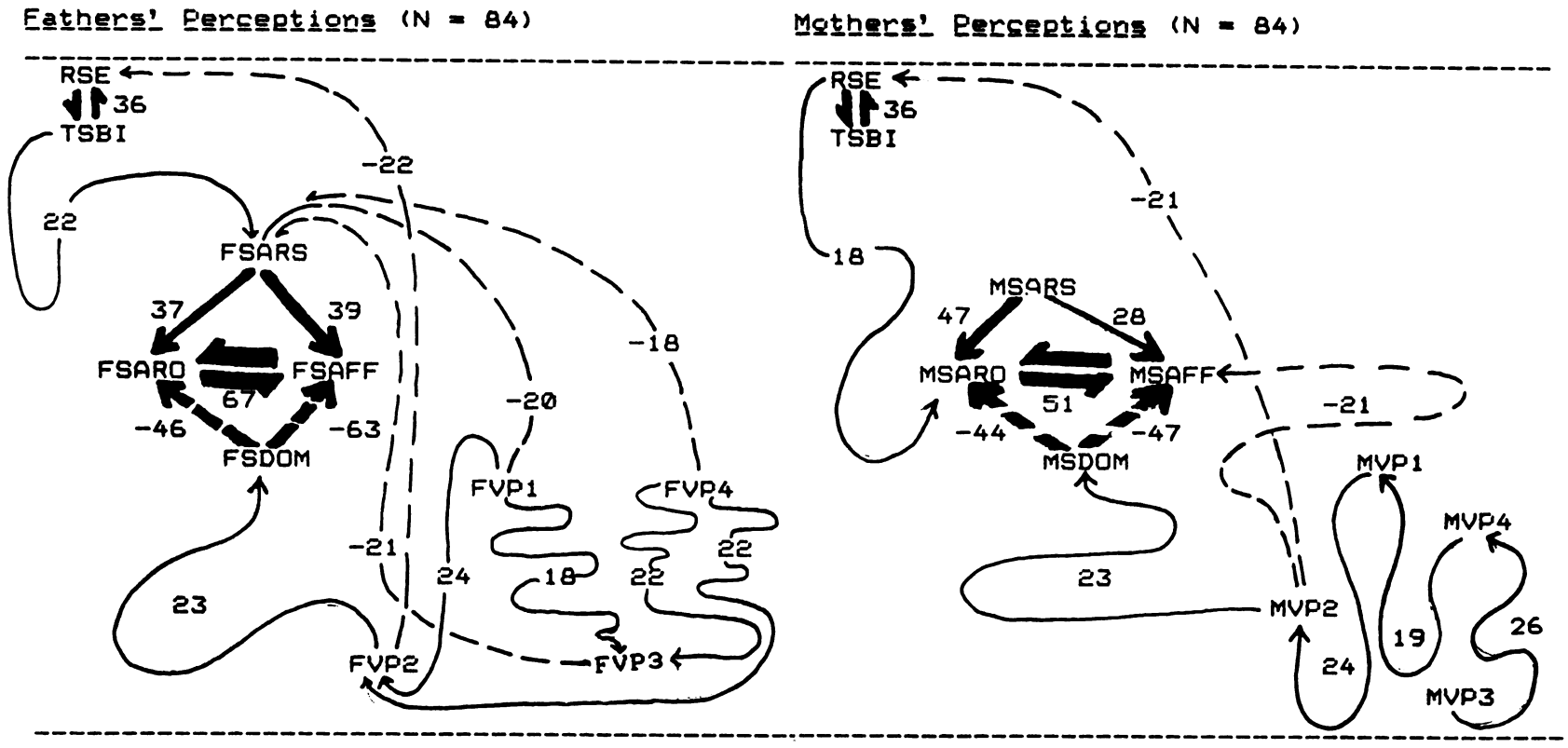
for fathers and $\underline{r}$ = .18 for mothers.

Figure 3's components were separately derived from fathers' and mothers' reports. In addition to self-esteem and interpersonal style data, it included the parent's values scales. Sons' value scales were omitted from Figures 1 and 2 as they showed no significant linkages with the self-esteem or the interpersonal style measures. As with the prior cluster analyses containing sons' perceptions of parents, the central feature of fathers' and mothers' self-perceptions were dominant bonds between the two affiliative measures. Moderate linkages between the measures of self-esteem further characterized these clusters.

Fathers' perceptions, based on 84 cases, centered around the large nuclear bond ($\underline{r}$ = .67) between the affiliative measures (FSARO and FSAFF). Substantial negative linkage ($\underline{r}$ = -.46, $\underline{r}$ = -.63) obtained between FSDOM and the paternal affiliative measures FSARO and FSAFF, respectively. Hurley's measure of assertiveness (FSARS) linked moderately ($\underline{r}$ = .37, $\underline{r}$ = .39) with each affiliative index (FSARO and FSAFF, respectively), but not ($\underline{r}$ = -.04) with its conceptual counterpart (Kiesler's FSDOM). The self-esteem measures (TSBI and RSE) bonded with each other ($\underline{r}$ = .36) and more weakly with FSARS ($\underline{r}$ = .22) through TSBI. Fathers' value profile scores linked weakly with each other

Figure 3

Depiction of All Statistically Significant Bonds of Sons' Self-Esteem Measures (RSE & TSBI) with Parents' Self-Reports of Their Son-Oriented Behavior and Value Profiles



Note. Modified after McQuitty (1961). Bonds' thickness (directly) and length (inversely) roughly represent the strength of the correlation (given adjacent to the appropriate connection). An arrowhead indicates the variable that contributed the greater variance within this total matrix; broken bonds denote negative correlations, unbroken bonds denote positive correlations.

Table 10

Correlations Between Sons' Self-esteem Scores, Fathers' Value Scores and Fathers' Perceptions of Their Son-oriented Behavior Data When Both Parents Completed the Research Questionnaires (N = 84)

	TSBI	RSE	FSARD	FSAFF	FSARS	FSDOM	FVP1	FVP2	FVP3	FVP4
TSBI	-	[36[a]]	08	13	22[c]	07	-12	01	-09	02
RSE	[36[a]]	-	01	09	-10	-13	-01	-22[c]	-04	05
FSARD	08	01	-	[67[a]]	37[a]	-46[a]	-11	-04	-02	-12
FSAFF	13	09	[67[a]]	-	39[a]	-63[a]	-10	14	05	-04
FSARS	22[c]	-10	37[a]	39[a]	-	[-04]	-20[c]	02	-21[c]	-18[c]
FSDOM	07	-13	-46[c]	-63[a]	[-04]	-	04	23[c]	-06	12
FVP1	-12	-01	-11	-10	-20[c]	04	-	-24[c]	18[c]	15
FVP2	01	-22[c]	-04	14	02	23[c]	-24[c]	-	16	22[c]
FVP3	-09	-04	-02	05	-21[c]	-06	18[c]	16	-	22[c]
FVP4	02	05	-12	-04	-18[c]	12	15	22[c]	22[c]	-

[a]p < .001 by one-tailed test [ ] = conceptually similar measures
[b]p < .01 by one-tailed test
[c]p < .05 by one-tailed test

Note. FVP1 = F Acceptance of Authority
FVP2 = F Need Determined Expression vs. Value Determined Restraint
FVP3 = F Equalitarianism
FVP4 = F Individualism

Table 11

Correlations Between Sons' Self-esteem Scores, Mothers' Value Scores, and Mothers' Perceptions of Their Son-oriented Behavior When Both Parents Completed the Research Questionnaires (N=84)

	TSBI	RSE	MSARO	MSAFF	MSARS	MSDOM	MVP1	MVP2	MVP3	MVP4
TSBI	-	[36[a]]	03	01	08	-03	12	01	-26	12
RSE	[36[a]]	-	18[c]	03	15	03	05	-21[c]	-09	03
MSARO	03	18[c]	-	[51[a]]	47[a]	-44[a]	05	-12	-27	-06
MSAFF	01	09	[51[a]]	-	28[b]	-47[a]	-06	-21[c]	-04	-12
MSARS	08	15	47[a]	28[b]	-	[-05]	-17	-05	-13	-02
MSDOM	-03	03	-44[a]	-47[a]	[-05]	-	-03	23[c]	-02	11
MVP1	12	05	05	-06	-17	-03	-	-24[c]	01	19[c]
MVP2	01	-21[c]	-12	-21[c]	-05	23[c]	-24[c]	-	11	16
MVP3	-06	-09	-07	-04	-13	-02	01	11	-	26[b]
MVP4	12	03	-06	-12	-02	11	19[c]	16	26[b]	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

[ ] = conceptually similar measures

Note. MVP1 = M Acceptance of Authority
MVP2 = M Need Determined Expression vs. Value Determined Restraint
MVP3 = M Equalitarianism
MVP4 = M Individualism

and with both dominance measures. FVP2 (*expression vs. restraint*) also showed a weak *negative* connection (r = -.22) with RSE. FVP2 bonded positively with FSDOM.

The analysis of mothers' perceptions, derived from 84 mothers' reports, was also dominated by the substantial bond (r =.51) between the measures of affiliation (MSARO and MSAFF). As was the case with fathers', and sons' reports, both measures of self-reported maternal dominance (MSARS and MSDOM) manifested moderate to substantial connections with each of the affiliatives measures, but not with each other (r = -.05). MSDOM joined negatively with MSARO (r = -.44) and MSAFF (r = -.47) while its counterpart MSARS tied positively with each (r = .47, r = .28, respectively). The self-esteem scales again demonstrated moderate linkages with each other (r = +.36), but showed only weak, modestly significant, linkages (p's < +.05) with mothers' self-perceptions. MSARO tied to RSE (r = .18) Mothers' values scales showed weak ties with each other and with RSE (r = -.21), MSDOM (r = .23) and MSAFF (r = -.21) via MVP2 (*expression vs. restraint*).

These cluster analyses for mothers' and fathers' separate reports were similar not only in regard to the numerous and substantial intercorrelations among the interpersonal style measures but also in regard to the relative isolation of the self-esteem measures from parents'

reports of their son-oriented behavior. FSARS and MSARO were the sole interpersonal measures that linked significantly to either self-esteem index. Similarly, FVP2 (expression vs. restraint) and MVP2 (expression vs. restraint), whose negative linkages with RSE were modest (r = -.22, r = -.21; respectively) were the only value scales to connect with either self-esteem score. FVP2 and MVP2 also linked modestly (r = .23, r = .23; respectively) to the pertinent parent's self-reported DOM.

The general trend apparent among the different sets of factors was the tight clustering of interpersonal style dimensions by person (father, mother, son) and the bonding between the two self-esteem scales. Weaker, although significant ($p < .01$), linkages tied sons' self-esteem scores to sons' interpretations of fathers' affiliation and to a lesser extent fathers' dominance. Fathers linked their own dominance (FSARS) to sons' self-esteem while mothers associated their own son-oriented affiliativeness to sons' self-esteem. Only VP2 (expression vs. restraint) among value measures consistently related significantly with sons' Rosenberg self-esteem. Both parents also linked the same scale (expressiveness vs. restraint) directly with their self-reports of DOM. The two measures of parental dominance failed to interlink significantly and correlated moderately, although oppositely, with the measures of parental

affiliation. Unlike the reports of total sons, sons of two responding parents, and sons of nonresponding parents, the correlations between Hurley's (1976) complementary measures (ARO and ARS) were not significantly different for fathers' (r = .37) and mothers' (r = .47) self-reports.

Parent/Son Congruence of Perception and Self-esteem

Congruence of parent/son perception regarding parental son-oriented behavior, hypothesized to link directly to sons' self-esteem, was operationalized in terms of differences between each parent's and son's reports on the summary interpersonal style dimensions. Difference scores were calculated and their absolute values were employed separately for mothers and fathers. Dyads reporting small differences were considered more congruent than dyads reporting larger differences. Father/son difference scores correlated significantly with sons' self-esteem while mother/son differnce scores failed to demonstrate significant linkage (see Table 12). The father/son dyads obtained significant correlations only for ARO and TSBI (r = -.26, p < .006) and for DOM and RSE (r = -.19, p < .03).

Comparisons of sons' self-esteem scores as a function of each parents' relative scores on complementary interpersonal style measures (ARO & ARS, AFF & DOM) were

Table 12

Correlations for Differences Between Parent/Son Perceptions of Parents' Son-Oriented Behavior and Son's Self-Esteem (N = 93-95)

	Father/Son Differences vs. Son's Self-Esteem		Mother/Son Differences vs. Son's Self-Esteem	
	TSBI	RSE	TSBI	RSE
ARO	-.26[b]	.01	-.05	-.11
AFF	-.06	.12	.08	-.09
ARS	.02	.12	.02	.09
DOM	-.08	-.19[c]	-.05	.08

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. Only differences between fathers' and sons' perceptions of fathers behavior along the ARO (r = -.26, $p < .01$) and DOM (r = -.19, $p < .05$) dimensions correlated significantly with sons' self-esteem scores.

also computed (see Table 13). Such concordant complementarity was useful in distinguishing between sons' self-esteem scores only for sons who described their fathers as simultaneously low on both ARO and ARS, versus all others. TBSI was significantly lower (t = -4.59, p = .000) in the concordant group. Concordance of mothers' complementary son-oriented behaviors, versus all others, was not useful in stratifying sons' self-esteem scores.

Comparisons of self-esteem scores as of function of sons' discordant discriptions of parents' complementary son-oriented behavior was effective in stratifying sons' self-esteem only for perceptions of fathers' son-oriented behavior on Kiesler's measures AFF and DOM (see Table 14). Sons depicting their fathers as low on DOM but high on AFF had modestly higher scores on both TSBI (t = 2.33, p < .021) and RSE (t = 2.44, p < .016). Discordance of mothers' complementary son-oriented behavior was not useful in separating sons' self-esteem scores into distinct groups.

Values, Value Congruence, and Self-esteem

Fathers' value scores showed weak, yet highly significant, positive linkages with sons' value scores (see Table 15) for each value dimension except VP4 (individualism). For that value score, no relationship was manifest between either sons' and fathers' scores or between

Table 13

Comparisons of Sons' Self-esteem Scores for Sons Who Described Mothers or Fathers as Simultaneously High or Low on Both Affiliative or Dominance Dimensions

	t	*p	N	t	*p	N
^ SFARO; ^ SFARS				^ SMARO; ^ SMARS		
TSBI	1.22	.223	36	1.60	.112	38
RSE	0.69	.488	37	1.15	.253	37
v SFARO; v SFARS				v SMARO; v SMARS		
TSBI	-4.59	.000	39	0.38	.707	29
RSE	-2.11	.037	39	-1.01	.313	29
^ SFDOM; ^ SFAFF				^ SMDOM; ^ SMAFF		
TSBI	0.55	.584	25	-0.27	.787	23
RSE	-0.80	.427	25	-0.37	.714	23
v SFDOM; v SFAFF				v SMDOM; v SMAFF		
TSBI	-0.30	.763	5	-0.90	.371	5
RSE	-0.48	.633	5	-1.53	.127	5

Note. ^ indicates scores ranging in the upper third for the respective variable.
v indicates scores ranging in the lower third for the respective variable.

*Pooled variance estimates, two-tailed probabilities.

Table 14

Comparisons of Sons' Self-esteem Scores for Sons Who Describe Mothers or Fathers as Simultaneously High and Low on the Respective Affiliative or Dominance Dimensions

	t	*p	N	t	*p	N
v SFARO; ^ SFARS				v SMARO; ^ SMARS		
TSBI	-0.65	.517	9	-0.05	.962	18
RSE	-1.18	.240	9	0.02	.987	19
^ SFARO; v SFARS				^ SMARO; v SMARS		
TSBI	0.77	.443	8	1.08	.281	17
RSE	0.23	.817	7	1.15	.250	17
v SFDOM; ^ SFAFF				v SMDOM; ^ SMAFF		
TSBI	2.33	.021	39	1.82	.071	29
RSE	2.44	.016	39	1.24	.216	29
^ SFDOM; v SFAFF				^ SMDOM; v SMAFF		
TSBI	-2.36	.020	34	0.19	.847	35
RSE	-2.04	.043	34	0.79	.428	36

Note. ^ indicates scores ranging in the upper third for the respective variable.
v indicates scores ranging in the lower third for the respective variable.

*Pooled variance estimates, two-tailed probabilities.

Table 15

Correlations Between Parents' and Sons' Value Profile Scores (N = 84)

	FVP1	FVP2	FVP3	FVP4		MVP1	MVP2	MVP3	MVP4
SVP1	(46[a])	-30[a]	-04	-05	SVP1	(20[c])	-26[b]	-15	-18[c]
SVP2	-13	(32[a])	06	08	SVP2	00	(20[c])	-04	09
SVP3	01	-03	(39[b])	09	SVP3	-02	07	(12)	16
SVP4	01	06	19[c]	(06)	SVP4	19[c]	-07	09	(-06)

[a] $p < .001$ by one-tailed test ( ) = same measure, different sources
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. VP1 = Acceptance of Authority
VP2 = Need Determined Expression vs. Value Determined Restraint
VP3 = Equalitarianism
VP4 = Individualism

sons' and mothers' scores. Sons' and mothers' scores likewise showed no correlation on VP3 (*equalitarianism*). Their reports obtained only weak linkages ($p < .05$) between the VP1 scores (*acceptance of authority*) and between the VP2 scores (*expression vs restraint*).

To determine the relationship between self-esteem and parent/son value agreement, congruence between each parent's and son's report was determined for the four value subscales. As the case with parent/son perception of parental son-oriented behavior, value congruence was operationalized in terms of difference scores. Differences between each parent's and son's value scale scores were calculated. Their absolute values were again employed as indices of congruence. Scale score differences were then summed to form *total difference* scores. Parent/son value congruence was operationalized in terms of these scores' magnitudes. Dyads showing higher scores would thus exhibit less value congruence than pairs showing lower difference scores.

Pearson correlation coefficients were calculated to determine the relationship between parent/son value congruence and sons' self-esteem (see Table 16). No significant linkages obtained between sons' self-reports of self-esteem and parent/son value congruence.

A parent/son pair was alternatively defined as having

Table 16

Correlations for Differences Between Parent/Son Value Scale Scores and Son's Self-Esteem (N = 93-95) and Between Total Score Differences and Self-Esteem (N = 93-95)

	Father/Son Differences vs. Son's Self-Esteem		Mother/Son Differences vs. Son's Self-Esteem	
	TSBI	RSE	TSBI	RSE
VP1	.11	-.01	.03	.01
VP2	.02	.06	-.02	.03
VP3	.10	.03	-.03	.03
VP4	-.01	-.03	.13	-.08
Total	.09	.01	.05	-.01

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. None of the correlations between parent/son difference scores and sons' self-esteem scores reached significance.

congruent values along a particular subscale if both members either endorsed, assumed a neutral stance toward, or rejected the pertinent scale. Table 17 provides descriptive statistics of sons', mothers', and fathers' response scores for each value scale. Parent/son agreement along one, two, three, or all four value dimensions was then determined. *T* - tests were used to evaluate whether sons' self-esteem scores differed statistically as a function of parent/son value congruence. As with the findings based on difference score operationalization of congruence, neither mother/son nor father/son value congruence, defined in terms of scale endorsement, could be used as an indicater of son's self-esteem.

Single Variables and Self-esteem

To further delineate the linkage between perceptions of parents' son-oriented behavior and sons' self-esteem, self-esteem scores were bifurcated as a function of interpersonal style score along each dimension. Fathers', mothers', and sons' perceptions of the respective parent's behavior were divided into high and low categories relative to the respective participant and dimension's median score. *T* - tests where employed to determine whether significant differences obtained between the resultant groups of sons' self-esteem scores. Neither fathers' nor mothers' perceptions of their own behavior, along any dimension,

Table 17

Number of Parent/Son Dyads Demonstrating Value Congruence (agreement) Along One to Four Value Scales

Value Scale	Number of Fathers & Sons who		Number of Mothers & Sons who	
	Agree	Disagree	Agree	Disagree
VP1: Acceptance of Authority	45	47	43	52
VP2: Expression vs. Restraint*	45	48	45	50
VP3: Equalitarianism	38	55	51	44
VP4: Individualism	11	81	7	88
Congruence along two scales	46	47	47	49
Congruence along three scales	13	78	14	81
Congruence along four scales	4	91	0	96

*Need Determined Expression vs Value Determined Restraint

could be used to separate sons' self-esteem scores into statistically distinct groups. Only sons' perceptions were useful in so distinguishing the respective groups of self-esteem scores.

Sons' perceptions of both fathers' affiliation and assertiveness, for both Hurley's (1976b) and Kiesler's (1983) measures, were effective means of dividing the self-esteem scores into significantly different groups (see Table 18). Only SFARS was ineffective in stratifying both self-esteem measures into distinct groups. RSE was not divisible into significantly different groups as a function of high versus low SFARS scores. None of the sons' reports of mothers' son-oriented behavior were useful in distinguishing self-esteem scores into high and low categories.

Interpersonal style scores were likewise stratified as a function of self-esteem score. Sons' self-esteem scores were separated via median split into high and low categories. Mothers', fathers', and sons' perceptions of the respective parent's son-oriented behavior were subsequently divided into groups as a function of the son's self-esteem score. T-tests were then performed on the resultant groups for each interpersonal style dimension. Of the variables separated as a function of TSBI score, only the affiliative measures describing sons' perceptions of their fathers divided into statistically distinct groups.

Table 18

Differences in Self-esteem Scores as a Function of Sons' Perceptions of Fathers' Son-oriented Behavior Relative to the Pertinent Subsamples' Median Value

Dimension	N	X	StdD	t score	probability
TSBI					
Hi SFAFF	86	45.42	6.38		
Lo SFAFF	84	41.29	7.66	t = 3.83	$p < .000^{\#}$
RSE					
Hi SFAFF	87	8.38	1.11		
Lo SFAFF	84	7.74	1.31	t = 3.46	$p < .001^{\#}$
TSBI					
Hi SFARO	87	45.10	5.62		
Lo SFARO	84	41.31	8.71	t = 3.35	$p < .001^{*}$
RSE					
Hi SFDOM	81	7.77	1.36		
Lo SFDOM	90	8.33	1.08	t = -3.03	$p < .003^{\#}$
RSE					
Hi SFARO	87	8.31	1.08		
Lo SFARO	84	7.75	1.36	t = 2.97	$p < .003^{*}$
TSBI					
Hi SFARS	83	44.70	6.00		
Lo SFARS	87	41.87	8.53	t = 2.49	$p < .014^{*}$
TSBI					
Hi SFDOM	80	41.93	7.83		
Lo SFDOM	90	44.67	6.61	t = -2.47	$p < .014^{\#}$
RSE					
Hi SFARS	84	8.12	1.12		
Lo SFARS	87	7.95	1.37	t = 0.86	$p < .390^{*}$

Note. Two-tailed tests of significance were used
*Separate variance estimate
#Pooled variance estimate

Neither sons' perceptions of their mothers' nor either parents' perceptions of their own son-oriented behavior formed unique groups. TSBI based SFARO stratifications resulted in $t = 2.12$ ($p < .036$) for groups of 87 versus 84 sons. Similar SFAFF stratifications yielded $t = 2.40$ ($p < .018$). Of the variables separated as a function of RSE score, sons' perceptions of both fathers' affiliation and assertiveness divided into distinct groups, but only along Kiesler's scale. Again, parents' and sons' perceptions of mothers' son-oriented behavior were not separated into distinct groups as a function of the self-esteem score. RSE based SFDOM stratifications yielded groups having $t = -2.74$ ($p < .007$ for groups of 71 versus 100 sons). The parallel SFAFF stratifications yielded a $t = 2.29$ ($p < .024$).

Unforeseen Findings

Fathers were consistently described by sons as less differentiated than mothers in their son-oriented behavior. This finding obtained for comparisons of the sons' perceptions of mothers versus fathers, as well as for intercomparisons of the parents' self-perceptions on Kiesler's (1983) component scales. Tables 19 and 20 provide the correlations and sums of squared correlations for sons' perceptions of mothers' versus fathers' son-oriented behavior, on the component scales for both interpersonal style inventories. Tables 21 and 22 provide

Table 19

Correlations Between Sons' Perceptions of Son-oriented Behavior of Mothers (N = 167-169)/Fathers (N = 171-173) on Hurley's (1976) Subscales

		FATHERS									
		WC	SH	HH	AR	AP	EG	GH	DS	$\sum r^2$	$\sum r^2$%
MOTHERS											
Warm--Cold	(WC)		53	62	56	57	49	36	5	1.6760	19.8
Shows F--Hides	(SH)	42		37	37	59	54	18	26	1.2944	15.3
Helps--Harms	(HH)	34	29		45	60	32	39	23	1.3912	16.4
Accepts--Rejects	(AR)	44	29	47		41	24	41	6	1.0504	12.4
Active--Passive	(AP)	30	17	19	11		36	22	18	1.4115	16.6
Express--Guarded	(EG)	24	59	16	20	19		15	19	.8799	10.4
Gentle--Harsh	(GH)	35	12	25	41	14	13		-12	.5675	6.7
Dom--Submissive	(DS)	-12	18	-11	-16	24	22	-27		.2095	2.5
										8.4804	100.1%
$\sum r2$		.7701	.7864	.5569	.7444	.2804	.5927	.4769	.2643	= 4.4512	
$\sum r2$%		17.3	17.7	12.5	16.7	6.3	12.9	10.7	5.9	= 100.0%	

Note: Warm--Cold has the highest mean % contribution to the total (Mothers + Fathers $\sum r^2$) in each Table, and the sum of Fathers' $\sum r^2$ (8.4804) is much higher than the sum of Mothers' $\sum r^2$ (4.4512).

Table 20

Correlations Between Sons' Perceptions of Son-oriented Behavior of Mothers (N = 167-169)/Fathers (N = 171-173) on Kiesler's (1983) Subscale

	FATHERS									
	LO	ME	KC	BJ	NF	AI	PH	OG	Σr^2	Σr^2%
MOTHERS										
Warm—Cold (LO)		67	66	-57	62	-17	-14	11	1.6544	19.0
Friendly—Hostile (ME)	68		63	-59	62	28	-25	- 3	1.7201	19.7
Trusting—MisTru (KC)	58	55		-58	58	-30	-17	15	1.6467	18.9
Compet—Deferent (BJ)	-60	-53	-43		-43	44	27	6	1.4644	16.8
Sociable—Detach (NF)	-05	40	44	-35		-02	-15	18	1.3454	15.4
Dom—Submissive (AI)	-16	-22	-22	21	-05		25	20	.4938	5.7
Assured—NonAssu (PH)	16	-12	-14	26	18	37		06	.2725	3.1
Exhibit—Inhibit (OG)	-03	09	01	-01	15	27	11		.1151	1.4
									8.7124	100.0%
$\Sigma r2$	1.245	1.174	1.052	1.060	.636	.379	.309	.117 = 5.973		
$\Sigma r2$%	20.9	19.7	18.9	16.8	10.7	6.3	5.2	2.0 = 100.1%		

Note: Warm—Cold has the highest mean % contribution to the total (Mothers + Fathers Σr^2) in each Table, and the sum of Fathers' Σr^2 (8.7124) is much higher than the sum of Mothers' Σr^2 (5.973).

Table 21

Correlations Between Parents' Perceptions of Son-oriented Behavior of Mothers (N = 94-95)/Fathers (N = 94-96) on Hurley's (1976) Subscales

		FATHERS									
		WC	SH	HH	AR	AP	EG	GH	DS	Σr^2	Σr^2%
MOTHERS											
Warm—Cold	(WC)		46	58	57	54	40	49	-05	1.5671	17.9
Shows F—Hides	(SH)	47		27	33	46	58	07	14	.9659	11.0
Helps—Harms	(HH)	48	22		59	59	25	46	-10	1.3896	15.8
Accepts—Rejects	(AR)	55	31	28		43	39	49	-37	1.4959	17.0
Active—Passive	(AP)	36	34	57	31		37	19	-05	1.2117	13.8
Express—Guarded	(EG)	57	67	43	42	44		02	21	.8924	10.2
Gentle—Harsh	(GH)	59	24	43	45	31	38		-39	.8853	10.1
Dom—Submissive	(DS)	-03	08	-00	-16	24	16	-20		.3677	4.2
										8.7756	100.0%
Σr^2		1.557	.994	1.052	.978	1.014	1.499	1.074	.156	= 8.323	
Σr^2%		18.7	11.9	12.6	11.7	12.2	18.0	12.9	1.9	= 99.9%	

Note: Warm—Cold has the highest mean % contribution to the total (Mothers + Fathers Σr^2) in each Table, and the sum of Fathers' Σr^2 (8.7756) is not significantly different than the sum of Mothers' Σr^2 (8.3226).

Table 22

Correlations Between Parents' Perceptions of Son-oriented Behavior of Mothers (N = 94-95)/Fathers (N = 93-96) on Kiesler's (1983) Subscale

	F A T H E R S									
	LD	ME	KC	BJ	NF	AI	PH	OG	$\sum r^2$	$\sum r^2$%
M O T H E R S										
Warm--Cold (LD)		65	61	-57	22	-33	-10	21	1.6544	19.0
Friendly--Hostile(ME)	34		53	-60	53	-35	-10	16	1.7201	19.7
Trusting--MisTru (KC)	34	33		-46	53	-09	-07	20	1.6467	18.9
Compet--Deferent (BJ)	-36	-40	-34		-49	26	04	-17	1.4644	16.8
Sociable--Detach (NF)	35	39	15	-40		-17	-19	35	1.3454	15.4
Dom--Submissive (AI)	14	05	-00	05	-08		17	16	.4938	5.7
Assured--NonAssu (PH)	-12	19	-01	02	-03	08		10	.2725	3.1
Exhibit--Inhibit (OG)	04	-15	00	05	10	29	06		.1151	1.4
									7.0930	100.0%
$\sum r2$	.519	.598	.363	.571	.474	.122	.062	.124	= 2.832	
$\sum r2$%	18.3	21.1	12.8	20.1	16.8	4.3	2.2	4.4	= 100.0%	

Note: Hostile--Friendly has the highest mean % contribution to the total (Mothers + Fathers $\sum r^2$) in each Table, and the sum of Fathers' $\sum r^2$ (7.0930) is much higher than the sum of Mothers' $\sum r^2$ (2.832).

the correlations and sums of squared correlations for parents' reports of their own son-oriented behavior. The sum of the squared correlations for sons' views of fathers (8.4804) on Hurley's subscales was nearly twice that for mothers (4.4512). On Kiesler's subscales, the sums of the squared correlations for sons' views of fathers (8.7124) was also considerably larger than that for mothers (5.973). Parents' self-reports demonstrated higher intercorrelations for fathers' (Σr^2 = 7.093) than mothers (Σr^2 = 2.832) only for Kiesler's component scales. The sum of the squared correlations of mothers' (Σr^2 = 8.323) and fathers' (Σr^2 = 8.776) self-reports on Hurley's (1976) component scales were roughly equivalent. Fathers' consistently higher bonds linking scales designed to differentiate between specific types of behavior indicates less differentiated paternal than maternal son-oriented behavior.

Comparisons between mothers' (.976) and fathers' (1.340) self-reported son-oriented behavior, as described by the summary scores (see Table 3), did not demonstrate significant variation between sums of squared correlations. Sons' reports along these same dimesions were, however, markedly different (mothers' Σr^2 = 1.079; fathers' Σr^2 = 1.64).

Higher intercorrelation between measures of fathers' than mothers' son-oriented behavior held for sons' reports on both Hurley's (1976a) and Kiesler's (1983) interpersonal

style inventories and for both summary and component scores. Parents' self-reports, however, demonstrated a significant difference only on Kiesler's component measures.

The second major unforeseen finding was the lack of significant correlations between the two parallel measures of Dominance, DOM and ARS (see Figures 1, 2, & 3). Neither sons', fathers', nor mothers' reports significantly linked ARS and DOM scores to each other. Instead, sons', fathers', and mothers' ARS scores tied (r = .28 to .59) positively to the affiliation measures (ARO & AFF) while DOM linked (r's = -.44 to -.65) negatively.

This finding was paralleled by linkages between sons' reports on the questions, "How much do you want to be like your father?" (LKF) and "How much do you want to be like your mother?" (LKM) with sons' reports of parents' ARS and DOM (see Table 23). ARS scores showed significant, large positive correlations with LKM (r = .43, $p < .001$) and LKF (r = .42, $p < .001$) while DOM demonstrated negative bonds (r's = -.14 and -.21, respectively). LKM and LKF demonstrated strong positive bonds with both affiliative measures ARO (r's = .45 & .59, respectively) and AFF (r's = .45 & .56, respectively).

Table 23

Correlations Between Sons' Reports (N = 167-175) on Wants to Be Like Father or Mother and Sons' Self-Esteem Scores and Perceptions of Parents' Son-Oriented Interpersonal Behavior

	Wants to be Like Mother (LKM)	Wants to be Like Father (LKF)
LKM		.46[a]
LKF	.46[a]	
TSBI	.10	.22[b]
RSE	.12	.14[c]
SFARO	.22[b]	.59[a]
SFAFF	.26[a]	.56[a]
SFARS	.07	.42[a]
SFDOM	-.18[c]	-.21[b]
SMARO	.45[a]	.06
SMAFF	.45[a]	.11
SMARS	.43[a]	.19[b]
SMDOM	-.14[c]	.02

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. Sons' reports on Wants to be Like Parent show strong positive correlations with Sons' perceptions of the respective parent's affiliativeness and ARS. Linkages to DOM are significant, weak and negative.

DISCUSSION

The results in this study centered around five key findings. (1) Sons reported less differentiated impressions of fathers than of mothers. (2) The correlations between sons' views of son-oriented behaviors of their mothers and fathers were generally low. (3) Sons' self-reported self-esteem varied distinctly with perceptions of fathers' and mothers' attitudes and son-oriented behavior. (4) Sons' self-esteem did not vary significantly as a function of parent/son congruence along either value profile or interpersonal style measures. (5) The two measures of Dominance failed to correlate significantly as expected and linked oppositely to the measures of Affiliation.

The Research Sample

The research sample reflected a highly educated portion of the general population with higher than average total family income. Eighty-one percent of the respondents reported a total income in excess of $35,000, 54% stated income in excess of $50,000. Boyer and Savageau (1985) revealed that "The average household income for all U.S. metro areas is currently $33,121, ranging from $51,601 in

Anchorage to $16,478 in McAllen-Edinburg-Mission, Texas," (p. 373). Total family income for residence of the southern half of lower Michigan is about $3,000 less than the national average. Boyer and Savageau (1985) also revealed that fewer than one in six persons (16.7%) over 25 years of age currently has completed 16 years of education. Of the research sample, 55.8% of fathers claimed 16 years of education, 24.2% reported 18 or more years. Forty-two percent of mothers reported 16 or more years of education, 13.8% claimed 18 or more years. While 65.4% of East Lansing residents over 25 years have at least 16 years of education (Boyer & Savageau, 1985), the research sample has three times as many college educated adults, per capita, as does the nation. Clearly, the participant population is skewed in the direction of education and economic wealth; consequently, generalizations beyond this group should be made cautiously.

These college students' TSBI scores ($\underline{M}$ = 43.18, SD = 7.53, $\underline{N}$ = 175) were slightly higher ($\underline{t}$ = 2.84, $\underline{p} < .01$ by one-tailed test) than Helmreich and Stapp's (1974) normative sample ($\underline{M}$ = 40.45, SD = 8.87, $\underline{N}$ = 238) but were very similar to Nelson's (1983) student sample ($\underline{M}$ = 44.77, SD = 7.82, $\underline{N}$ = 66). Thus, the current scores appear commensurate with comparable populations. Similar comparisons for sons' and fathers' perceptions along Hurley's ARO and ARS dimensions revealed that the sample population's scores were

approximately equivalant to those in Nelson's (1983) study.

Although the samples employed in the present and in 1983 were relatively similar to the range of scores on the TSBI and on Hurley's (1976a) interpersonal style inventory, the parental return rate was much lower in the current study. The return rate for both parents was but 49% (N = 84) compared to fathers' return rate of 89% in the earlier work. A total of 96 (55%) fathers and 95 (54%) mothers currently returned completed questionnaires. This reduction rate was likely due to the extended length of the current questionnaires (12 pages for each parent versus four pages for fathers in the former study) and the increased amount of time required for completion. That both parents were requested to complete questionnaires may have also limited parents' participation. One parent's reluctance to become actively involved in the study may have negatively influenced the partner as well.

The Research Measures

The Texas Social Behavior Inventory (Helmreich et al., 1974), the measure of interpersonal self-esteem, functioned as anticipated and provided a wide range (20 - 62) of scores. While the majority of respondents scored in the upper third of the measure's potential range, the TSBI seemed a useful means of quantifying the construct and of segregating

respondents into pertinent categories. The performance of the Rosenberg Self-Esteem scale (Rosenberg, 1965), the measure of intrapersonal self-esteem, however, was less than expected. It provided only a very limited range of scores (4 - 10) and seemed but a gross measure of self-esteem. Fine-tuning might enhance its usefulness through increasing the number of RSE items or through scoring each item on a Likert basis.

The positive correlations anticipated and confirmed between the intrapersonal and interpersonal measures of self-esteem supported each's construct validity. That TSBI and RSE shared only about 25% ($\underline{r}$ = .36 to $\underline{r}$ = .61) of each others' variance upheld the relative independence of the intrapersonal from the interpersonal self-esteem construct. Had their linkage been much stronger, the conceptual distinctions between them would have been foggy.

Like the TSBI, the Values Profile (Bales & Couch, 1969) afforded a relatively large range of scores and a functional mechanism for stratifying respondents. Unfortunately, the scale's validity and reliability apparently have not been confirmed during the 15 years since its introduction. Standardization of individual scales and a stylistic up-dating of the item content seem useful modifications of the measure. The entire area of value measurement would likely benefit from renewed research efforts directed toward value

identification, quantification, and standardization.

On the interpersonal style measures, sons' and fathers parallel summary measures demonstrated consistent positive correlations (*r*'s = .32 to .46, *p*'s < .001). This intersource agreement provided external validity (Leedy, 1974) for each of these four measures. Their external validity was further supported through the weaker, but still significant, positive correlations found between sons' and mothers' reports of mothers' son-oriented behavior. The two measures of affiliation did, however, show the strong expected positive bonds.

These interpersonal style measures, while providing seemingly adequate quantification and stratification of the pertinent constructs, performed unexpectedly. Measurement of dominance and affiliation are thought to be necessary and sufficient to describe most interactions in the interpersonal domain (Benjamin, 1974; Hurley, 1980; Kiesler, 1983; Symonds, 1939; Wiggins, 1979), and ARS and DOM were thought to measure the same primary dimension, dominance. However, neither sons', mothers', nor fathers' reports of the parents' son-oriented behavior linked the two measures of dominance (ARS & DOM) positively and significantly. Also unexpected were their opposite correlations with each of the affiliation summary measures. These findings show that Hurley's (1976b) ARS and Kiesler's (1983) DOM are not equivalent measures. ARS appears a sound measure of self-

acceptance (Hurley 1976a), while DOM seems weighted toward the measurement of a narrower facet of self-acceptance, dominance. ARS's Dominant--Submissive subscale consistently linked positively with DOM; however, ARS's remaining three subscales -- seemingly more direct indicators of self-acceptance -- consistently failed to link positively with DOM. Interestingly, ARS had earlier (Nelson, 1983) demonstrated significant, although modest positive bonds (mean r = .30) with the dominance dimension of the Interpersonal Check List (LaForge & Suczek, 1955). Comparison of responses on Hurley's and Kiesler's summary and subscale measures of the dominance dimension versus responses on other current empirically validated measures of autonomy/control would seem a useful means of further delineating these scales' validity. Benjamin's (1974) Structural Analysis of Social Behavior or Wiggins' (1983) Interpersonal Circle might be appropriate measures for such criterion validation.

Discussion

Finding 1. Sons have less differentiated views of fathers than of mothers. Sons' perceptions of fathers' son-oriented behavior across the present measures intercorrelated more strongly than did sons' parallel perceptions of mothers' behavior. These linkages were demonstrated with the summary measures (Table 7) and

confirmed by the finer-grained subcomponent scores (Tables 19 & 20). Sons' less differentiated portraits of their fathers imply that sons have a more generalized and vaguer picture of their fathers' specific behaviors than holds for their mothers. This finding could also suggest that the sons' views of fathers are somehow obscured or confounded, or simply that fathers lack the son-oriented interpersonal complexity of mothers. Cattell (1981) has specified male/female developmental differences that might account for this apparent behavioral difference.

While sons have less differentiated views of fathers than of mothers, mothers and fathers described fathers' son-oriented behavior relative to mothers' as comparably differentiated. These results were consistently shown on the summary scores of both Hurley's Interpersonal Chart and on Kiesler's Check List of Interpersonal Transactions. On the finer-tuned component scores, parents depicted themselves as equivalently differentiated according to Hurley's (1976a) measures; however, they portrayed mothers as more differentiated than fathers according to Kiesler's (1983) scales.

In general, these sons view their fathers' son-oriented behavior as less differentiated and more globally consistent than their mothers' behavior. Parents, on the other hand, tended to describe mothers' and fathers' interpersonal son-

oriented behavior as roughly equivalent on this characteristic. This interesting finding has not previously been reported in the literature. Further replication and delineation of this observation could provide useful information relative to male socialization, self-concept formation, and sex-role identification. Additional efforts might be productively directed toward determining the relative importance of son's age and level of individuation in sons' disparate views of their fathers and mothers.

Finding 2. Correlations between the same measures of mothers' and fathers' son-oriented behavior were generally low on the summary variables. Parents and sons agreed in describing mothers' son-oriented behavior as differing significantly from fathers'. This finding suggests that in these families each parent had a somewhat unique style of son-oriented behavior and also that these parents played globally different familial roles.

The findings also apparently support the traditional stereotype that mother's parenting is primarily affective while fathers' parenting is more instrumental. Mothers were consistently depicted (Tables 1 and 4) as more affiliative than their husbands on both Hurley's ARO and Kiesler's AFF. Although fathers were recurrently described as significantly more dominant than mothers on Keisler's DOM, the mothers scored significantly higher than fathers on ARS, a measure that likely indicates higher general

expressiveness rather than sheer dominance. Mothers' scores on the subscales of ARS significantly exceeded fathers' Shows Feelings--Hides Feelings, Guarded--Expressive, and on Active--Passive, but not for Dominant--Submissive. On this last subdimension, fathers' scores were markedly higher. Taken as a whole these findings may suggest that these fathers, relative to their spouses, tend to be somewhat emotionally absent from the home. However, this inference could benefit from further substantiation.

In contrast to the differences in respondents' perceptions of the behavior of mothers and fathers, correlations found between sons' and parents' perceptions of the respective parents' son-oriented behavior were uniformly significant (p's < .001). These intersource correlations were moderate (r's = .32 to .46) for sons and fathers on all interpersonal style dimensions, but the sons' portraits of their fathers differed significantly from fathers' self-portraits. Fathers' perceived themselves as more accepting of their sons than the sons reported. This discrepancy may indicate differences between the fathers' attitudes and behaviors and/or it may represent definitional differences in fathers' and sons' constructs of acceptance and dominance. The variation may also be a function of the sons' developmental stage and related issues of

individuation and gender role-identity. If this latter theory holds true and these participant sons are currently striving toward greater independence, they might describe their fathers as more domineering and controlling than the fathers would describe themselves. This relationship was seen with Kiesler's dimension DOM but not with Hurley's ARS. On DOM, sons depicted their fathers as mildly dominant while the fathers saw themselves as slightly submissive in relating to these sons. Inspection of the subscale means for ARS of fathers and sons, revealed that sons also portrayed fathers as more dominant on the specific subscale Dominant--Submissive (IC7). Fathers perceived themselves as significantly warmer than their sons perceived them on the ARO subscale Warm--Cold (IC2). These responses seem consistent with the view that sons' developmental stage actively influences their perceptions of their fathers' son-oriented behavior.

Unlike these father/son pairs, mother/son dyads generally agreed in their descriptions of mothers' son-oriented behavior on each summary dimension (affiliative & dominance). Only on ARO (t = 1.92, p <.05) was a mild discrepancy noted between their perceptions; mothers described themselves as relating to their sons more warmly and more acceptingly than sons described mothers. This greater consistency between mother/son perceptions than between father/son perceptions may, again, be reflective of

the sons' developmental stage and the individuation and identity formation processes. If sons have already identified and discriminated between male/female characteristics relative to their mothers who presumably serve as role models for femaleness, then their perceptions of mothers' behavior may be more accurate than their perceptions of their fathers'. The sons may be uncertain as to the finer discriminations within the boundaries of male-identification. Late adolescent sons may be fairly certain of their gender-role identity yet relatively uncertain as to their preferred position on the more focal "maleness" continuum. In essence, the son may be comfortable with his sex-role identification but experiencing some dissonance regarding the finer discriminations which specify where he will seek to position himself on the maleness continuum.

This greater consistency of mother/son versus father/son perceptions may also reflect the amount of time sons have with mothers relative to the amount of time with fathers. That 58% of fathers labelled themselves as "professional" while 48% of mothers labelled themselves as "homemaker" suggests that these sons may have had less readily available contact with their fathers than with their mothers. The relatively high total family incomes of the participant pool may also suggest that a disproportionate amount of the fathers' time is spent

engaged in activities outside of the home. If this theory holds true, sons' perceptions of mothers would likely be based on more direct contact while sons' perceptions of fathers may be influenced by a more subjective impression of the father's demeanor. However, as noted above, further evidence is necessary to provide direct support for this inference.

Additional indirect support for the hypothesis that fathers may be less available to their sons than are mothers can be derived from comparison of Figures 1 and 2. Figure 1 is an amalgamation of the two diagrams in Figure 2. The Figure's upper half, which includes sons' reports of fathers' behavior, strongly resembles the diagram describing the behavior of two nonresponding parents relative to sons' self-perceptions. The lower half of Figure 1, which includes sons' reports of mothers' behavior, strongly resembles the diagram describing the behavior of two responding parents. In short, sons' perceptions of their fathers' behavior appears more similar to sons' perceptions of nonresponding, and potentially less involved, parents while sons' perceptions of responding versus nonresponding mothers' behavior differed less.

Finding 3. Sons' self-esteem varied with perceptions of both mothers' and fathers' son-oriented behavior;

however, the connections with fathers' behavior was via both summary and component measures while the linkage with mothers' behavior was exclusively via the finer-grained subscales. This difference in the connections of maternal and paternal perspectives to sons' self-esteem was evident in the data from sons, mothers, and fathers, and it may suggest that sons are more attentive to their fathers' general demeanor than to fathers' specific behavior. Sons seem, however, more responsive to specific maternal behaviors. In sum, sons appear to view fathers - relative to mothers - in more general, less differentiated terms and respond accordingly.

Among the summary measures, sons consistently linked their fathers' affiliativeness, and to a lesser degree dominance, to their own self-reports of self-esteem. The global measures of mothers' son-oriented behavior linked to sons' self-esteem similarly but insignificantly. Most research (Ausubel, 1954; Baldwin et al., 1945; Crase et al., 1981; Hurley, 1965; Symonds, 1939) supports a positive relationship between the offspring's self-esteem and warm, accepting, and firmly consistent parents, both mothers and fathers. That sons' self-esteem scores were not significantly correlated with either sons' or mothers' perceptions of mothers' global behavior was contrary to expectations. Orford (1986), however, questioned the evidence for interpersonal complementarity in general, and

Loeb et al. (1977) reported that sons' self-esteem related to "mothers play[ing] a relatively directive role with their sons," (p. 216), as well as to maternal and paternal warmth.

Each parent's son-oriented behavior, as gauged by the more numerous finer-grained subscales, was effective in predicting sons' self-esteem. Sons' described fathers' warm--cold and accepts others--rejects others and mothers' assured and active--passive as the primary predictors of self-esteem, while fathers and mothers reported active--passive/assured and hostile/guarded--expressive, respectively, as key behavioral components linked to sons' self-esteem. That sons' perceptions of the key paternal behaviors which linked to self-esteem were the same that their mothers' self-reports linked to sons' to self-esteem is interesting. The positive connection between mothers' self-reported hostile behavior toward their sons and sons' self-esteem is not readily explainable, but it does not necessarily indicate that the participant mothers view themselves as hostile toward their sons. Mothers' mean score on hostile was only 2.81 while their mean score on it antithesis, friendly, was 5.56. The linkage may instead indicate that mothers whose sons are more independent merely perceived themselves to be somewhat more distant than did the mothers of slightly less independent sons. This contention is consistent with Orford's (1986, p. 365)

finding that "hostile-submissive behavior is frequently met with friendly-dominance".

Almost 20% of RSE's total variance was accounted for by mothers' self-reported fine-tuned subscale components; although less than 8% of either self-esteem measure's total variance could be accounted for by comparable measures of fathers' behavior. The substantial bonding between mothers' perceptions of their specific son-oriented behavior and sons' self-esteem, relative to the weak linkages between fathers' self-reported behavior and sons' self-esteem, suggests that mothers' perceptions of their son-oriented behavior -- like those of their sons' -- are better differentiated than are fathers' perceptions of their own son-oriented behavior. This supposition was confirmed by the stronger intercorrelations between summary measures of fathers' self-reports of son-oriented behavior than between summary measures of mothers' self-reports of their son-oriented behavior.

Comparison of sons' reports for responding and nonresponding parents also provided interesting and unanticipated results. The linkage between TSBI and RSE was unexpectedly higher (r = .61 vs. r = .36) for the sons of two nonresponding parents than for sons of two responding parents. Nonresponding parents demonstrated, through this behavior, less involvement in their sons' activities than did responding parents. If the nonresponding parents are

typically less involved with their sons than are responding parents, it is speculated that perhaps the sons of the former group might be more individuated and more independent than the sons of the latter group. In brief, they might be at a later stage of development than their less less individuated counterparts. This independence might be translated into a blurring of the distinctions between intra- and interpersonal self-esteem. TSBI and RSE scores for these two groups of sons, however, were not significantly different, nor were the sons' response patterns on the LKF (wants to be like father) and LKM (wants to be like mother) items. Unfortunately, the demographic characteristics of the nonresponding parents were not available to help further delineate salient differences between the two groups.

The strong linkages between perceptions of fathers' son-oriented affiliation and sons' self-esteem was repeatedly demonstrated and is consistent with the humanistic school of development (Ausubel, 1954; Mead, 1934; Rogers, 1951). The linkages between perceptions of fathers' son-oriented dominance and sons' self-esteem supports a contemporary male-role stereotype and is consistent with the social learning model (Bandura, 1977). Nelson's (1983) related prior study, however, indicated that perceptions of

paternal dominance but not affiliation correlated with sons' self-esteem. The correlations currently obtained between perceptions of fathers' dominance along Hurley's ARS scale and the interpersonal measure of self-esteem (TSBI) were consistent with Nelson's (1983) earlier report. However, the positive correlation between measures of fathers' affiliation and sons' self-esteem was much weaker in that earlier report, which hypothesized a linkage between sons' self-esteem and perceptions of mothers' affiliation. In the present research population at least, sons' self-esteem is related to perceptions of both fathers' dominance and affiliation. In this regard, sons' perceptions of fathers' behavior, especially fathers' affiliativeness, appears most critical to the son's development of self-esteem. Sons may simply be, in some compensatory fashion, idealizing their fathers' son-oriented affiliativeness.

The present study employed conceptually similar measures and a participant pool comparable to Nelson's 1983 work, but obtained different results than this earlier report. Perhaps the inclusion of mothers in the current study may have influenced the general sample distribution. Other differences in the results of these two studies seem due to changes in the operational definitions of affiliation and dominance as well as changes in the operational definitions of self-esteem. Hurley's Interpersonal Chart

(1976b) and the Texas Social Behavior Inventory (Helmreich et al., 1974) were retained from the previous to the current study, but Kiesler's 1982 Interpersonal Circle (1983) and Rosenberg's Self-esteem Inventory (1965) were operational, although not conceptual, modifications from the earlier work. The current study also had a population base of nearly three times the former research but a much lower return rate (49% vs 89%) for fathers' data.

Finding 4. Sons' self-reports of self-esteem did not vary significantly as a function of parent/son congruence in terms of either interpersonal styles or value profiles. This finding was unexpected. Self-esteem seems primarily a product of an individual's interpretation and evaluation of his or her experience; parent/son agreement appears roughly equivalant to concensual validation or affirmation of belief. Therefore, parent/son attitudinal congruence would seem to provide external validation and positive reinforcement. The present research findings do not support the theorized role of parent/son agreement as a factor contributing to the son's self-esteem; however, neither do they refute such possibilities. The experimental operationalization of congruence may have been insufficient to adequately assess the actual role of parent/son congruence relative to the offspring's self-esteem. Other factors, such as fathers' general parenting style rather

than its detailed structure or content, appear to hold salience relative to sons' self-worth.

While congruence per se was not an effective indicator of self-esteem, sons in this study appeared firmly identified with their fathers. The personal values espoused by each showed moderate to substantial positive correlation (r's .32 to .46, p's < .001) for three of the four value scales (all except VP4, individualism). Fifty-three percent of fathers endorsed that scale while only 14% of the sons subscribed to the value. This father/son difference regarding the endorsement of "individualism" likely reflects experiential and developmental differences between fathers and sons. Unlike the father/son dyads, sons' and mothers' value profiles linked only weakly (r's = .20, p's < .05) for two value scales, acceptance of authority and expression vs. restraint. Interestingly, parents' expression vs. restraint was the sole parental value that linked significantly with sons' self-esteem. The negative correlations evident between parent's endorsement of this value and sons' self-esteem again indicates the influence of the sons' developmental stage. Parents who promote their son's independence, especially at the period of adolescent individuation, likely also espouse greater restraint of their own self-expression than would more dominant, directive parents. The weak positive corelations (r's = .22

& .23) between parents' VP2 and DOM adds slight further support for this contention.

Finding 5. The two measures of Dominance failed to interlink significantly and tied inversely to the measures of Affiliation. ARS appears to adequately represent the construct of "acceptance versus rejection of self" while DOM seems more focused on the measurement of interpersonal control. The consistent weak positive, but significant, linkages between DOM and VP2 (expression vs. restraint) demonstrates the positive relationship between dominance and expression, possibly expression of dominance or control. That the Dominant--Submissive subscale of Hurley's (1976b) ARS consistently showed the highest positive linkages with Kiesler's summary measure DOM (see Appendix 1), while ARS's remaining subscales (Active--Passive, Hides Feelings--Shows Feelings, and Guarded--Expressive) failed to consistently link with DOM, further supports this contention and suggests that dominance is more a subtype of acceptance versus rejection of self than it is a parallel construct, at least as interpreted by this specific population. The linkage of fathers' self-acceptance, but not dominance, to sons' self-esteem is consistent with the contention than sons' self-reported self-esteem are influenced by their developmental stage and level of perceived individuation from parents.

The construct consistency between DOM and ARS was again brought into question by DOM's and ARS's differential

linkages to LKM (wants to be like mother) and LKF (wants to be like father). That sons' reports of mothers' and fathers' DOM manifested significant negative linkages with LKF and LKM while ARS showed significant positive bonds with LKF and LKM confirmed the construct variation between ARS and DOM. Furthermore, the direction of these correlations tended to support the contention that ARS broadly measures self-acceptance while DOM is a more focal measure of interpersonal control. Sons appear to want to emulate their parents' interpersonal manifestations of acceptance versus rejection of self, but they chose against modeling themselves after parents' control-oriented behaviors.

Relationships Hypothesized and Observed

The research hypotheses probed the relationship between familial perceptions of parents' son-oriented behavior and the son's self-reports of self-esteem. Specific facets of mothers' behavior and fathers' behavior were predicted to associated with high self-esteem in sons. These presages focused on maternal warmth and affiliation as well as on paternal dominance and assertiveness.

Hypothesis 1 stated that a positive correlation would obtain between perceptions of paternal assertiveness and sons' self-esteem. The prediction found support in that total sons' (172) perceptions of fathers' assertiveness on Hurley's (1976b) dimension ARS linked significantly (r

= .20, $p < .01$) with the interpersonal measure of self-esteem (TSBI), as did fathers' self-reports of ARS (r = .22, $p < .05$). RSE also bonded weakly with FSARO, and Kiesler's (1983) measure of paternal dominance (DOM) demonstrated a modest but suprisingly negative bond (r = -.22) to RSE. This negative linkage may be a manifestation of DOM as a specific representation of interpersonal control rather than assertiveness. The association demonstrated between general paternal dominance and sons' self-esteem is consonant with earlier reports (Bandura, 1977; Nelson, 1983; Openshaw, 1978). Strong, dominant paternal role models could promote an enhanced sense of self by providing increased consistency with culturally prescribed male stereotypes. Sons whose fathers seem more consistent with social role expectations could develop more concrete and constant notions of self in terms of sex-role identity. These assumptions are consistent with Bandura's (1977) notion of self-efficacy. "Behavior consistent with social expectation seems likely to yield positive regard more than less socially appropriate behavior would" (Nelson, 1983, p.34).

That SFARS linked directly to measures of sons' self-estee while SFDOM linked inversely might indicate that sons' perceptions of fathers' self-acceptance, rather than dominance per se, is the critical variable related to self-esteem in this specific population. Perceptions of mothers' assertiveness failed to link significantly with any measure

of sons' self-esteem.

Hypothesis 2 stated that a positive correlation would obtain between perceptions of maternal affiliation and son's self-esteem. The findings were generally supportive but none of these four small positive correlations attained statistical significance. Neither self-esteem index related significantly to either sons' or mothers' perceptions of mothers' son-oriented affiliation. Rather, sons' and fathers' perceptions of the fathers' son-oriented affiliation consistently showed strong positive linkages to sons' reports of self-esteem. These unexpected results did not support Nelson's (1983) report linking sons' self-esteem to maternal, but not paternal, affiliation.

None-the-less, these findings partially supported both Ausubel's (1954) satellization theory and to Roger's (1961) humanistic theory of development. Both postulated that a warm accepting environment is crucial to the development of a positive concept of self. In the present sample fathers, rather than mothers, appear to satisfy this developmental requisite. The general finding that sons' self-esteem linked more consistently with inclusive perceptions of fathers' behavior than mothers' may be specific to sons at the age and developmental stage of the present research sample. Similar measures obtained at earlier or later stages in the sons' development may yield quite different

findings.

Hypothesis 3 stated that sons' perceptions of parental son-oriented behavior would correlate more highly with sons' self-esteem than would parents' perceptions of their own son-oriented behavior. Self-esteem, defined as a melding of self-approval with a great liking or fondness for oneself (Rosenberg, 1965), suggests an internalized subjective evaluation based on the individual's interpretation of external and internal data. Alternatively defined as the reflected appraisal of significant others (Cooley, 1902; Mead, 1934), self-esteem implies an internalized subjective modification of those appraisals. Self-esteem seems dependent upon the individual's interpretation of life events (James, 1890/1963), and not directly upon the events themselves. Thus, the parents' perceptions of their own son-oriented action may be equally as or more accurate than the sons' perceptions of his parents' behavior, but the sons' interpretations and evaluations of those parental behaviors are more heavily weighted in the self-evaluative equation resulting in one's self-esteem. The accuracy of the perceptions thus seems less important than the perceiver.

The hypothesis found moderate support in father/son reports, but less so in mothers/son reports. The

fundamental implication of the hypothesis indicates that, relative to self-esteem, an individual's perceptions, interpretations, and internalizations of his or her experience holds salience over others' perceptions, interpretations, and internalizations of the same set of external occurances. This aspect of the hypothesis was supported; however, strong positive correlations between sons' self-esteem and fathers' self-reports of their son-oriented behavior were also demonstrated. These linkages between sons' self-esteem and paternal behavior seem consistent with Social Learning Theory's (Bandura, 1977; Bandura & Huston, 1961; Sopchak, 1952) contention that the child's relationship and identification with either parent can have positive or negative effects.

Hypothesis 4 stated that sons holding values similar to their parents would have higher self-esteem scores than would sons holding dissimilar values. The hypothesis failed to derive any support from the current findings. Parent/son value similarilty was no greater for high self-esteem sons than for low self-esteem sons. Likewise, self-esteem scores for sons demonstrating value congruence with parents were not significantly different than self-esteem scores for sons demonstrating values distinct from their parents.

Recommendations for Future Study

Numerous questions arise from the present findings. The most salient regard parenting style and the correlates of an offspring's self-esteem. Contemporary literature abounds with reports alleging direct relationships between parental affiliativeness, parental dominance, and the offspring's self-esteem. Typically, the child-oriented behavior of both parents is deemed critical to optimal growth, adjustment, and self-esteem development in the offspring. However, the present findings suggest that, at least for college freshmen from relatively well-educated and economically well-to-do families, sons' self-esteem is not equally tied to mothers' and fathers' son-oriented behavior. Self-esteem was most consistently associated with the broader measures of fathers' son-oriented behavior and with the more molecular measures of mothers' behavior. The current findings also suggest that these sons' perceptions of their fathers' son-oriented behavior were of uncertain accuracy, lacked the degree of differentiation found in perceptions of mothers' behavior, and may be overly-idealized. A key question evolving from this study asks whether the current findings are replicable for other comparable populations or whether they are age- and situation-specific to university freshmen from highly educated, upper middle-class families in which the father is

the primary wage-earner.

Replication of the study using a younger, more diverse group of students, as high school juniors and seniors, would likely be a productive means of addressing several of the more pressing questions. Findings from a younger sample would also address the questions regarding developmental stage differences and correlates of self-esteem. A more diverse sample would also be useful in determining to what extent the current findings are artifacts of the unique population studied. Effort made to gather each parent's perception of the spouse's son-oriented interpersonal behavior could provide convergent validity regarding each parent's actual son-oriented behavior. Such intersource consensual validity might also shed light on sons' and parents' perceptual accuracy in delimiting the parent's son-oriented interpersonal style.

The utilization of an intrapersonal self-esteem scale with a greater potential range of scores might also prove valuable, as might the use of upgraded value measures. The compilation of additional demographic data on all families, both responding and nonresponding, could be used to further delineate paternal and maternal behaviors linked to the offspring's self-esteem. Such data might best be obtained from the primary contact person for each family of participants and supplimented/confirmed by others.

Inclusion of daughters and perceptions of parents'

daughter-oriented behavior is recommended to further delineate parenting differences as a function of parent's and offspring's gender. Daughters data might also provide insight into developmental differences in adolescent males and females as well as variation in the correlates of self-esteem. Such information could provide greater understanding of the dynamics of family interaction as well as mor fulling illuminating the antecedents of self-esteem. Collecton of data regarding parents' daughter-oriented behavior and daughters' self-esteem might best be accomplished in a study separate but parallel to the reccomended parent/son study.

Another issue that directly evolved from the present findings focuses on the behaviors necessary and sufficient to adequately describe interpersonal interaction. The specific relationship between the dominance and self-acceptance dimensions of the summary construct Autonomy--Control has been brought into question. Further analysis of the subdimensions of Hurley's (1976b) and Kiesler's (1983) measures might prove useful in this regard. Research directed toward further specification of the parameters of autonomy/control might attempt external validation through the use of additional empirically-based inventories. Wiggins' (1983) or Benjamin's (1974) inventories seem

appropriate measures to achieve such ends.

Summary

The present study was designed to further delineate the factors associated with self-esteem development. One hundred seventy-five university freshmen and half of their mothers and fathers both completed research questionnaires designed to describe and quantify the parents' son-oriented behavior. Each participant also provided limited demographic information and completed an inventory of values. Additionally, sons completed measures of interpersonal and intrapersonal self-esteem.

Sons' perceptions of their parents' son-oriented behavior were found to bond somewhat more strongly to sons' self-esteem reports than to mothers' or fathers' perceptions of their own son-oriented behavior. This finding was predicted by the research hypotheses and is consistent with accepted theory (Gecas et al., 1974; James, 1890/1963; Mead, 1934). The study also demonstrated that perceptions of fathers' behavior on summary measures of affiliativeness and dominance linked directly with sons' self-esteem reports while perceptions of mothers' son-oriented behavior were less strong for these measures. However, for the more numerous finer-grained measures, perceptions of mothers' son-oriented behavior linked even more strongly to sons'

self-esteem than did perceptions of fathers' behavior. The apparent lack of connection between sons' self-esteem and perceptions of mothers' son-oriented behavior seemed best explained in terms of sons' differential perceptions of and responsiveness to mothers versus fathers. Sons' appear to generally view fathers in more global and less differentiated terms than they do mothers. Sons' views of and responsiveness to mothers, however, seems more focused on specific behavior patterns. While these findings were not hypothesized, they clearly supported the humanistic contention relating parental warmth and an offspring's self-esteem (Ausubel, 1954; Berzonski, 1978; Rogers, 1951). Socioeconomic and educational factors likely also played a role in determining the correlates of self-esteem in this population.

Taken as a whole, the present findings appear to indicate that for these participants mothers may have had more direct contact with their sons than did fathers, and that mothers also seem to play a considerable part in the male-role socialization of sons. These sons appear somewhat more identified with their fathers' values and attitudes than with those of their mothers although the sons described their fathers' son-oriented behavior as differing notably from fathers' self-reports. Sons appear to have better learned and internalized their fathers' than their mothers'

values despite having less well-differentiated pictures of their fathers than of their mothers. Sons also demonstrated a lack of strong value congruence with mothers. These findings may well be related to the developmental stage of the student participants as well as the families' unusually high economic and educational levels. The linkages between self-reports of self-esteem and perceived parental son-oriented behavior may be vastly different for sons slightly older or younger than the present sample.

APPENDICES

APPENDIX A

Sons' Questionnaire

APPENDIX A

Sons' Questionnaire

Informed Consent Form
for participation in the study:

Perceptions of Parent/Son Interaction
and Their Relationships to Self-Esteem in the Son

I understand that the present study is an exploration of how sons and parents view their relationship. I have been assured that complete subject and response anonymity will be maintained. I further realize that my participation is completely voluntary and that I may withdraw from this study at any time without negative consequence.

Name _____ date _____

address _____

_____

_____

phone _____

Investigator: Michael Jan Nelson, Ph.D. candidate

INTERPERSONAL CHART*
(sons - f)

INSTRUCTIONS: The following eight opposite-anchored scales represent the dimensions indicated at the ends of each scale. Please encircle the dot that best represents your father's behaviors toward you between each pair of anchors. Dots closest to each anchor indicate behavior similar to the relevant bar.

1. Hides Feelings . . . . . Shows Feelings

2. Warm . . . . . Cold

3. Guarded . . . . . Expressive

4. Helpful . . . . . Harmful

5. Active . . . . . Passive

6. Harsh . . . . . Gentle

7. Submissive . . . . . Dominant

8. Accepting . . . . . Rejecting

*Modified after Hurley's (1976) Interpersonal Chart.

CHECK LIST OF INTERPERSONAL TRANSACTIONS*
(sons - f)

INSTRUCTIONS: The following pages contain lists of behaviors that can occur when two people interact. Please put a check before each item which accurately describes how your father usually acts toward you.

WHEN IN MY COMPANY, MY FATHER ...

____ 9. suggests topics or issues to discuss, or directions or actions to pursue

____ 10. is hesitant to express approval or acceptance of me

____ 11. is careful to speak or act unemotionally or undemonstratively, with little variation in tone or manner

____ 12. finds it difficult to take the initiative; or looks to me for direction or focus; or shows a desire to do "whatever I want"

____ 13. is receptive and cooperative of my requests, directions, appeals, or wishes; or is quick to assist or work together with me

____ ...

____ 104. seems totally engrossed in me; or is constantly moved, affected, or responsive to my comments or actions

*Modified after Kiesler's (1983) Check List of Interpersonal Transactions.

SOCIAL BEHAVIORS*

INSTRUCTIONS: For each of the following statements, please mark the response which is most characteristic of your attitudes.

A. Not at all characteristic of me
B. Not very characteristic of me
C. Slightly characteristic of me
D. Fairly characteristic of me
E. Very much characteristic of me

105. I am not likely to speak to people until they speak to me	A. B. C. D. E.
106. I would describe myself as self-confident.	A. B. C. D. E.
107. I feel confident of my appearance.	A. B. C. D. E.
108. I am a good mixer.	A. B. C. D. E.
...	
120. I have no doubts about my social competence.	A. B. C. D. E.

*From Helmreich, Stapp, and Ervin's (1974) Texas Social Behavior Inventory.

ROSENBERG'S SCALE*

DIRECTIONS: Please answer the following "true" or "False" as they pertain to your feelings about yourself. Thank you.

121. On the whole, I am satisfied with myself.
A. True B. False

122. At times, I think I am no good at all.
A. True B. False

123. I feel that I have a number of good qualities.
A. True B. False

124. I am able to do things as well as most other people.
A. True B. False

...

130. I take a positive attitude toward myself.
A. True B. False

*From Rosenberg's (1965) The Rosenberg Self-esteem Inventory.

INTERPERSONAL CHART*
(sons - m)

INSTRUCTIONS: The following eight opposite-anchored scales represent the dimensions indicated at the ends of each scale. Please encircle the dot that best represents your mother's behaviors toward you between each pair of anchors. Dots closest to each anchor indicate behavior similar to the relevant bar.

131. Hides Feelings . . . . . Shows Feelings

132. Warm . . . . . Cold

133. Guarded . . . . . Expressive

134. Helpful . . . . . Harmful

135. Active . . . . . Passive

136. Harsh . . . . . Gentle

137. Submissive . . . . . Dominant

138. Accepting . . . . . Rejecting

*Modified after Hurley's (1976) Interpersonal Chart.

CHECK LIST OF INTERPERSONAL TRANSACTIONS*
(sons - m)

INSTRUCTIONS: The following pages contain lists of behaviors that can occur when two people interact. Please put a check before each item which accurately describes how your mother usually acts toward you.

WHEN IN MY COMPANY, MY MOTHER ...

____ 139. suggests topics or issues to discuss, or directions or actions to pursue

____ 140. is hesitant to express approval or acceptance of me

____ 141. is careful to speak or act unemotionally or undemonstratively, with little variation in tone or manner

____ 142. finds it difficult to take the initiative; or looks to me for direction or focus; or shows a desire to do "whatever I want"

____ 143. is receptive and cooperative of my requests, directions, appeals, or wishes; or is quick to assist or work together with me

____ ...

____ 234. seems totally engrossed in me; or is constantly moved, affected, or responsive to my comments or actions

*Modified after Kiesler's (1983) Check List of Interpersonal Transactions.

VALUE PROFILE*

DIRECTIONS: Please read each statement and then indicate the response which best represents your immediate reaction to the opinion expressed. Circle the response which most clearly approximates your general feeling from the set of possible responses.

VPI

A	B	C	D
Disagree	Slightly disagree	Slightly agree	Agree

235. Obediance and respect for authority are the most important virtues children should learn.
A B C D

244. A well raised child is one who doesn't have to be told twice to do something.
A B C D

VPII

245. Since there are no values that can be eternal, the only real values are those which meet the needs of the given moment.
A B C D

254. Tenderness is more important than passion in love.
A B C D

VPIII

255. Everyone should have an equal chance and an equal say.
A B C D

264. In a small group there should be no real leaders -- everyone should have an equal say.
A B C D

VPIV

265. To be superior a man must stand alone.
A B C D

274. A man can learn better by striking out boldly on his own than he can by following the advice of others.
A B C D

* From Bales and Couch's (1969) The Values Profile.

SON'S DEMOGRAPHIC DATA

275. What is your racial background?
   A. White (caucasion)
   B. Black (negro)
   C. Yellow (oriental)
   D. Brown (hispanic)
   E. Red (indian)
   F. Mixed

276. Do you currently live with one or both of your parents?
   A. One
   B. Both

277. What do you want to be when you grow-up?
   A. Farmer
   B. Laborer
   C. Professional
   D. Other _____

278. What level of education to you plan to complete?
   A. Less than high school graduation
   B. High School Graduation
   C. Technical or two-year degree
   D. A 4-year college degree
   E. Master's or Doctoratal Degree

279. How many brothers, sisters, half-brothers, and half-sisters do you have?
   A. 1
   B. 2
   C. 3
   D. 4
   E. 5 or more

280. How much do you want to be like your father?
   A. Very little
   B. Little
   C. Moderately
   D. Much
   E. Very Much

282. How much do you want to be like your mother?
   A. Very little
   B. Little
   C. Moderately
   D. much
   E. Very much

Thank You !!!!!

APPENDIX B

Fathers' Questionnaire

APPENDIX B

Fathers' Questionnaire

Michael Jan Nelson, M.A.
135 Snyder Hall, Dept. of Psych.
Michigan State University
East Lansing, Michigan 48824

January, 1986

Dear _____:

I am a graduate student in clinical psychology at Michigan State University and am presently working on a doctoral dissertation entitled: Perceptions of Parent/son Interaction and Their Relationships to Self-esteem in the Son.

Your son, _____ , has agreed to participate in my exploration of how sons and parents view their relationship, and he thought that you would also be willing to help in this project. I will collect data from about 250 parent/son groups. Your participation would be very helpful and greatly appreciated. Your assistance will also help to earn extra credit toward your son's grade in general psychology this term. He has already received the credit for his and your participation.

If you are willing to participate, please complete the enclosed measures according to each's directions. This will likely require 25 minutes of your time. Then, return the questionnaires to me at your earliest convenience, in the enclosed envelopes. If you choose not to participate in the study, kindly return the blank forms anyway as they could then be used with a different parent/son group.

Strict confidentiality and anonymity will be maintained. The number printed at the upper right hand corner of each measure is simply a code number to link son's questionnaires with parents' questionnaires.

If you have any questions concerning this study, please send them to me under separate cover and I will respond at once. Also, if you desire feedback on the study's outcome, a summary of the findings will be available through the university following completion of the analysis. Thank you for your help and your cooperation.

Sincerely,

INTERPERSONAL CHART*
(fathers)

INSTRUCTIONS: The following eight opposite-anchored scales represent the dimensions indicated at the ends of each scale. Please encircle the dot that best represents your own behaviors toward your son between each pair of anchors. Dots closest to each anchor indicate behavior similar to the relevant bar.

1. Hides Feelings . . . . . Shows Feelings

2. Warm . . . . . Cold

3. Guarded . . . . . Expressive

4. Helpful . . . . . Harmful

5. Active . . . . . Passive

6. Harsh . . . . . Gentle

7. Submissive . . . . . Dominant

8. Accepting . . . . . Rejecting

*Modified after Hurley's (1976) Interpersonal Chart.

CHECK LIST OF INTERPERSONAL TRANSACTIONS*
(fathers)

INSTRUCTIONS: The following pages contain lists of behaviors that can occur when two people interact. Please put a check before each item which accurately describes how you usually act toward your son.

WHEN IN MY SON'S COMPANY, I ...

____ 9. suggest topics or issues to discuss, or directions or actions to pursue

____ 10. am hesitant to express approval or acceptance of him

____ 11. am careful to speak or act unemotionally or undemonstratively, with little variation in tone or manner

____ 12. find it difficult to take the initiative; or look to him for direction or focus; or show a desire to do "whatever he wants"

____ 13. am receptive and cooperative of his requests, directions, appeals, or wishes; or am quick to assist or work together with him

____ ...

____ 104. seem totally engrossed in him; or am constantly moved, affected, or responsive to his comments or actions

*Modified after Kiesler's (1983) Check List of Interpersonal Transactions

VALUE PROFILE*

DIRECTIONS: Please read each statement and then indicate the response which best represents your immediate reaction to the opinion expressed. Circle the response which most clearly approximates your general feeling from the set of possible responses.

VPI

A	B	C	D
Disagree	Slightly disagree	Slightly agree	Agree

105. Obediance and respect for authority are the most important virtues children should learn.
A B C D

114. A well raised child is one who doesn't have to be told twice to do something.
A B C D

VPII

115. Since there are no values that can be eternal, the only real values are those which meet the needs of the given moment.
A B C D

124. Tenderness is more important than passion in love.
A B C D

VPIII

125. Everyone should have an equal chance and an equal say.
A B C D

134. In a small group there should be no real leaders -- everyone should have an equal say.
A B C D

VPIV

135. To be superior a man must stand alone.
A B C D

144. A man can learn better by striking out boldly on his own than he can by following the advice of others.
A B C D

* From Bales and Couch's (1969) The Values Profile.

FATHER'S DEMOGRAPHIC INFORMATION

145. What is your current occupation?
   A. Unemployed
   B. Farmer
   C. Laborer
   D. Professional
   E. Other _____

146. About how long have you been at your present job?
   A. less than 1 year
   B. 1 to 5 years
   C. 5 to 10 years
   D. more than 10 years

147. What is your highest level of education?
   A. Less than High School Graduation
   B. Technical or two-year degree
   C. High School Graduation
   D. Four Year College Degree
   E. Master's or Doctorate Degree

148. About how many hours per week do you and your son average together in joint activities?
   A. less than 1
   B. 1 to 3
   C. 4 to 6
   D. 7 to 10
   E. more than 10

149. In which range does your total family income lie?
   A. less than $10,000
   B. $10,000 to $20,000
   C. $20,000 to $35,000
   D. $35,000 to $50,000
   E. more than $50,000

Thank You !!!!!

APPENDIX C

Mothers' Questionnaire

APPENDIX C

Mothers' Questionnaire

INTERPERSONAL CHART*
(mothers)

INSTRUCTIONS: The following eight opposite-anchored scales represent the dimensions indicated at the ends of each scale. Please encircle the dot that best represents your own behaviors toward your son between each pair of anchors. Dots closest to each anchor indicate behavior similar to the relevant bar.

1. Hides Feelings . . . . . Shows Feelings

2. Warm . . . . . Cold

3. Guarded . . . . . Expressive

4. Helpful . . . . . Harmful

5. Active . . . . . Passive

6. Harsh . . . . . Gentle

7. Submissive . . . . . Dominant

8. Accepting . . . . . Rejecting

*Modified after Hurley's (1976) Interpersonal Chart.

CHECK LIST OF INTERPERSONAL TRANSACTIONS*
(mothers)

INSTRUCTIONS: The following pages contain lists of behaviors that can occur when two people interact. Please put a check before each item which accurately describes how you usually act toward your son.

WHEN IN MY SON'S COMPANY, I ...

____ 9. suggest topics or issues to discuss, or directions or actions to pursue

____ 10. am hesitant to express approval or acceptance of him

____ 11. am careful to speak or act unemotionally or undemonstratively, with little variation in tone or manner

____ 12. find it difficult to take the initiative; or look to him for direction or focus; or show a desire to do "whatever he wants"

____ 13. am receptive and cooperative of his requests, directions, appeals, or wishes; or am quick to assist or work together with him

____ ...

____ 104. seem totally engrossed in him; or am constantly moved, affected, or responsive to his comments or actions

*Modified after Kiesler's (1983) Check List of Interpersonal Transactions

VALUE PROFILE*

DIRECTIONS: Please read each statement and then indicate the response which best represents your immediate reaction to the opinion expressed. Circle the response which most clearly approximates your general feeling from the set of possible responses.

VPI

A	B	C	D
Disagree	Slightly disagree	Slightly agree	Agree

105. Obediance and respect for authority are the most important virtues children should learn.
A B C D

114 A well raised child is one who doesn't have to be told twice to do something.
A B C D

VPII

115. Since there are no values that can be eternal, the only real values are those which meet the needs of the given moment.
A B C D

124. Tenderness is more important than passion in love.
A B C D

VPIII

125. Everyone should have an equal chance and an equal say.
A B C D

134. In a small group there should be no real leaders -- everyone should have an equal say.
A B C D

VPIV

135. To be superior a man must stand alone.
A B C D

144. A man can learn better by striking out boldly on his own than he can by following the advice of others.
A B C D

* From Bales and Couch's (1969) The Values Profile.

MOTHER'S DEMOGRAPHIC INFORMATION

145. What is your current occupation?
   A. Homemaker
   B. Farmer
   C. Laborer
   D. Professional
   E. Other _____

146. About how long have you been at your present job?
   A. less than 1 year
   B. 1 to 5 years
   C. 5 to 10 years
   D. more than 10 years

147. What is your highest level of education?
   A. Less than high school graduation
   B. High School Graduation
   C. Technical or two-year degree
   D. Four Year College Degree
   E. Master's or Doctorate Degree

148. About how many hours per week do you and your son average in joint activities?
   A. less than 1
   B. 1 to 3
   C. 4 to 6
   D. 7 to 10
   E. more than 10

149. What is your present residential setting?
   A. Urban
   B. Suburban
   C. Rural

150. About how many years have you resided at your present residence?
   A. Less than one year
   B. One to five years
   C. Six to ten years
   D. More than ten years

Thank You !!!!!

APPENDIX D

Descriptive Statistics and Central Tendencies for Subscale Scores

APPENDIX D

Descriptive Statistics and Central Tendencies for Subscale Scores.

Table 21

Frequencies for Minor Variables

Variable		Sons' Perceptions of Fathers		Sons' Perceptions of mothers		Fathers' Perceptions of selves		Mothers' Perceptions of selves	
		N = 172		N = 169		N = 84		N = 85	
		$\bar{X}$	StdD	$\bar{X}$	StdD	$\bar{X}$	StdD	$\bar{X}$	StdD
Shows Feel	IC1	5.1	2.4	7.4	2.0	6.0	2.2	7.3	1.6
Warm	IC2	6.3	2.1	7.8	1.5	6.7	1.8	8.0	1.3
Expressi	IC3	5.3	2.4	6.8	2.4	5.8	2.3	7.3	1.9
Helpful	IC4	7.4	1.7	7.8	1.5	7.4	1.6	7.8	1.5
Active	IC5	6.5	2.4	7.2	1.9	6.6	2.0	7.4	1.8
Gentle	IC6	5.0	2.1	7.0	1.9	5.4	2.0	6.9	1.8
Dominant	IC7	6.1	2.1	4.6	2.1	5.7	1.8	4.8	1.8
Accepting	IC8	6.7	2.0	7.6	1.7	6.8	1.8	7.8	1.6
		N = 172		N = 169		N = 85		N = 84	
Dominant	A	3.2	1.8	2.4	1.7	3.0	1.8	2.2	1.5
Compet	B	1.1	1.4	.7	.9	1.0	1.0	.8	.8
Mistrust	C	1.3	1.7	1.3	1.6	.6	.8	.5	.7
Cold	D	1.1	1.8	.6	1.2	.8	1.2	.1	.5
Hostile	E	1.2	2.0	.8	1.5	.8	1.4	.3	.8
Detached	F	.8	1.6	.3	.8	.3	.9	.1	.6
Inhibited	G	1.7	1.6	1.0	1.3	1.0	1.3	.8	.9
Unassured	H	.7	1.3	1.4	1.7	.6	1.0	1.0	1.2
Submissiv	I	1.1	1.4	1.4	1.4	.9	.9	1.1	.8
Deferent	J	2.5	2.0	3.4	2.2	2.5	2.1	3.5	1.9
Trusting	K	2.3	2.0	3.3	2.2	2.4	1.7	3.2	1.9
Warm	L	3.1	2.5	4.7	2.6	3.3	2.6	4.2	2.1
Friendly	M	4.0	2.5	5.1	2.5	4.2	2.3	5.8	1.8
Sociable	N	2.1	1.8	3.2	2.2	2.4	1.8	2.8	1.3
Exhibit	O	1.4	1.7	1.7	1.7	1.1	1.5	1.1	.9
Assured	P	2.1	1.7	1.9	1.4	1.3	1.1	1.4	1.0

APPENDIX E

Comparisons of Participants' Perceptions of Parents' Son-Oriented Behavior

APPENDIX E

Comparisons of Participants' Perceptions of Parents' Son-Oriented Behavior

Table 22

Comparisons of Fathers' and Mothers' Perceptions of Their Own Son-Oriented Behavior

Variable	Number	Mean	StdD	*t* Value	*Probability
ARO					
Fathers' Perceptions	91	26.5	5.9	-6.53	.000
Mothers' Perceptions	91	30.5	4.6		
AFF					
Fathers' Perceptions	94	9.6	8.8	-4.80	.000
Mothers' Perceptions	94	14.4	5.4		
ARS					
Fathers' Perceptions	90	24.0	5.7	-3.60	.001
Mothers' Perceptions	90	26.8	5.1		
DOM					
Fathers' Perceptions	93	- 0.2	5.2	4.10	.000
Mothers' Perceptions	93	- 2.9	3.9		

*Paired *t*-tests; Two-tailed Probabilities.

Table 23

Comparisons of Sons' Perceptions of Fathers' versus Mothers' Son-Oriented Behavior

Variable	Number	Mean	StdD	*t* Value	*Probability
ARO					
Sons' Percep's of Fathers	167	25.2	6.4	-8.24	.000
Sons' Percep's of Mothers	167	30.0	4.9		
AFF					
Sons' Percep's of Fathers	173	7.1	11.0	-7.17	.000
Sons' Percep's of Mothers	173	13.9	9.0		
ARS					
Sons' Percep's of Fathers	166	23.0	6.5	-4.86	.000
Sons' Percep's of Mothers	166	26.1	5.8		
DOM					
Sons' Percep's of Fathers	173	1.6	6.9	5.90	.000
Sons' Percep's of Mothers	173	-2.4	6.6		

*Paired *t*-tests; Two-tailed Probabilities.

Table 24

Comparisons of Sons' and Parents' Perceptions of Parents' Son-Oriented Behavior

Variable	Number	Mean	StdD	t Value	*Probability
Sons and Fathers					
ARO					
Sons' Perceptions	91	25.9	6.5	-0.86	.393
Fathers' Percep's	91	26.5	5.9		
AFF					
Sons' Perceptions	94	7.8	10.3	-1.60	.114
Fathers' Percep's	94	9.6	8.9		
ARS					
Sons' Perceptions	91	23.5	6.5	-0.86	.394
Fathers' Percep's	91	24.1			
DOM					
Sons' Perceptions	93	1.0	7.1	1.58	.118
Fathers' Percep's	93	-0.2	5.2		
Sons and Mothers					
ARO					
Sons' Perceptions	94	30.0	5.0	-1.01	.313
Mothers' Percep's	94	30.6	4.6		
AFF					
Sons' Perceptions	96	15.0	7.7	0.70	.484
Mothers' Percep's	96	14.4	5.4		
ARS					
Sons' Perceptions	92	26.2	6.3	-0.85	.393
Mothers' Percep's	92	26.8	5.0		
DOM					
Sons' Perceptions	96	- 2.7	6.7	0.33	.738
Mothers' Percep's	96	- 2.9	3.9		

*Paired t-tests; Two-tailed Probabilities.

Table 24

Comparisons of Self-Esteem Scores and Perceptions of Parents' Son-Oriented Behavior for Sons of Responding and Nonresponding Parents

Variable	Number	Mean	StdD	t Value	*Probability
TSBI					
w parents	94	43.1	7.6	-0.12	904
w/o parents	78	43.3	7.5		
RSE					
w parents	94	8.1	1.1	0.20	842
w/o parents	79	8.0	1.4		
Sons' Perceptions of Fathers' Son-Oriented Behavior					
SFARO					
w rsp father	95	25.7	6.5	0.85	395
w/o rsp father	78	24.8	6.2		
SFAFF					
w rsp father	95	7.9	10.3	1.06	289
w/o rsp father	78	6.1	11.7		
SFARS					
w rsp father	95	23.4	6.5	0.95	344
w/o rsp father	78	22.5	6.4		
SFDOM					
w rsp father	95	1.0	7.1	-1.21	228
w/o rsp father	78	2.3	7.0		
Sons' Perceptions of Mothers' Son-Oriented Behavior					
SMARO					
w rsp mother	94	30.0	5.0	0.10	921
w/o rsp mother	74	30.0	4.7		
SMAFF					
w rsp mother	96	15.0	7.7	1.85	066
w/o rsp mother	79	12.5	10.1		
SMARS					
w rsp mother	93	26.3	6.3	0.43	664
w/o rsp mother	74	25.9	5.2		
SMDOM					
w rsp mother	96	-2.7	6.7	-0.67	502
w/o rsp mother	79	-2.0	6.5		

*Pooled Variance Estimates and Two-tailed probabilities.

APPENDIX F

Summary Tables of Linkages Between Self-Esteem Scores and Interpersonal Subscale Scores

APPENDIX F

Summary Tables of Linkages Between Self-Esteem Scores and Interpersonal Subscale Scores

Table 25

Correlation Between Self-esteem Scores (TSBI, RSE) and Parents' and Sons' IC Dimensions

		Sons' of Fa N = 170-2		Sons' of Mo N = 166-8		Fathers' of Selves N = 92		Mothers' of Selves N = 93-4		
		TSBI	RSE	TSBI	RSE	TSBI	RSE	TSBI	RSE	$\underline{r}$
Active-Pass	IC5	18[b]	17[b]	13	26[a]	28[b]	03	14	03	.153
AcceptsO-Rej	IC8	29[a]	25[a]	19[b]	11	01	-10	13	25[b]	.141
Warm-Cold	IC2	26[a]	20[b]	06	06	10	-05	10	19[c]	.115
HelpsO-Harms	IC4	28[a]	19[b]	08	11	16	01	08	-01	.113
Gentle-Harsh	IC6	14[c]	12	-01	-04	07	18[c]	07	21[c]	.093
ShowsF-Hides	IC1	15[c]	13[c]	01	01	30[b]	-05	05	07	.084
Express-Guar	IC3	15[c]	06	00	-06	16	-06	09	31[a]	.081
Dom-Submiss	IC7	04	-04	-02	07	12	-05	05	04	.026

[a] $\underline{p}$ < .001 by one-tailed test
[b] $\underline{p}$ < .01 by one-tailed test
[c] $\underline{p}$ < .05 by one-tailed test

Table 26

Correlation Between Self-esteem Scores (TSBI, RSE) and Parents' and Sons' Collapsed CLOIT Subdimensions

		Sons' of Fa N = 170-3		Sons' of Mo N = 172-5		Fathers' of Selves N = 92-3		Mothers' of Selves N = 94		$\bar{r}$
		TSBI	RSE	TSBI	RSE	TSBI	RSE	TSBI	RSE	
Sociable-Detac	NF	27[a]	14[c]	11	15[c]	27[b]	10	10	02	.145
Warm-Cold	LD	19[b]	22[b]	-01	05	15	07	08	07	.103
Trust-MisTrust	KC	22[b]	23[a]	12	14[c]	09	05	-09	05	.101
Exhibit-Inhib	OG	14[c]	-03	00	-01	29	10	05	-05	.061
Friendly-Host	ME	24[a]	20[b]	-06	-02	-02	04	-07	13	.055
Compet-Deferen	BJ	-15[c]	-18[b]	-09	04	-02	-10	03	21[c]	.033
Assured-UnAssu	PH	13c	-03	03	10	-03	-13	-10	02	.003
Dom-Submissive	AI	-09	-13[c]	03	06	09	03	-12	05	-.010

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 27

Correlation Between Self-esteem Scores (TSBI, RSE) and Parents' and Sons' CLOIT Subdimensions

		TSBI	RSE	TSBI	RSE	TSBI	RSE	TSBI	RSE	$\bar{r}$
		Sons' of Fa N = 170-2		Sons' of Mo N = 172-3		Fathers' of Selves N = 92-3		Mothers' of Selves N = 94-5		
Sociable	N	23[a]	12	11	10	20[c]	06	07	06	.119
Trusting	K	24[a]	23[a]	19[b]	15[c]	16	03	-07	-02	.119
Warm	L	21[b]	20[b]	02	04	14	06	09	05	.101
Friendly	M	26[a]	19[b]	05	03	01	00	01	14	.086
Deferent	J	24[a]	15[c]	15[c]	09	00	10	-05	-18[c]	.063
Exhibitionist	O	12	-06	09	-04	17	02	14	01	.056
Assured	P	12	-03	20[b]	05	-04	-19[c]	09	13	.041
Unassured	H	-06	01	12	-09	00	-02	20[c]	08	.030
Hostile	E	-14[c]	-15[c]	20[b]	10	06	-08	24[b]	00	.029
Submissive	I	17[c]	08	-13[c]	-03	-02	-13	20[c]	06	.025
Dominant	A	-02	-12	13[c]	05	09	-03	-01	08	.021
Competitive	B	05	-12	13[c]	11	-04	-04	-04	11	.020
Inhibited	G	-05	-04	13[c]	-04	-22[b]	-11	07	08	-.023
Mistrusting	C	-07	-11	05	-06	11	-04	05	-20[c]	-.034
Cold	D	-09	-16[b]	08	-04	-10	-05	06	-08	-.048
Detached	F	-23[a]	-12	-05	-20[b]	-27[b]	-13	-11	09	-.128

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

APPENDIX G

Subscale and Self-Esteem Intercorrelations

APPENDIX G

Subscale and Self-Esteem Intercorrelations

Table 28

Correlations Between Total Sons' Self-Esteem Scores and Sons' Perceptions of Fathers' Son-oriented Behavior on IC Subdimensions (N = 169-173)

	TSBI	RSE	SFIC1	SFIC2	SFIC3	SFIC4	SFIC5	SFIC6	SFIC7	SFIC8
TSBI	-	48[a]	15[c]	26[a]	15[c]	28[a]	18[b]	14[c]	04	29[a]
RSE	48[a]	-	13[c]	20[b]	06	19[b]	17[c]	12	-04	25[a]
SFIC1	15[c]	13[c]	-	53[a]	54[a]	37[a]	41[a]	18[b]	26[a]	37[a]
SFIC2	26[a]	20[b]	53[a]	-	49[a]	62[a]	57[a]	36[a]	05	56[a]
SFIC3	15[c]	06	54[a]	49[a]	-	32[a]	36[a]	15[c]	19[b]	24[a]
SFIC4	28[a]	19[b]	37[a]	62[a]	32[a]	-	60[a]	39[a]	23[a]	45[a]
SFIC5	18[b]	17[c]	41[a]	57[a]	36[a]	60[a]	-	22[b]	18[b]	41[a]
SFIC6	14[c]	12	18[b]	36[a]	15[c]	39[a]	22[b]	-	-12	41[a]
SFIC7	04	-04	26[a]	05	19[b]	23[a]	18[b]	-12	-	06
SFIC8	29[a]	25[a]	37[a]	56[a]	24[a]	45[a]	41[a]	41[a]	06	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. SFIC1 = SF Hides Feelings--Shows Feelings
SFIC2 = SF Warm--Cold
SFIC3 = SF Guarded--Expressive
SFIC4 = SF Help--Harmful
SFIC5 = SF Active--Passive
SFIC6 = SF Gentle--Harsh
SFIC7 = SF Dominant--Submissive
SFIC8 = SF Accepts Others--Rejects Others

Table 29

Correlations Between Total Sons' Self-Esteem Scores and Their Perceptions of Mothers' Son-oriented Behavior on IC Subdimensions (N = 166-9)

	TSBI	RSE	SMIC1	SMIC2	SMIC3	SMIC4	SMIC5	SMIC6	SMIC7	SMIC8
TSBI	-	48[a]	01	06	00	08	13	-01	-02	19[b]
RSE	48[a]	-	01	06	-06	11	26[a]	-04	07	11
SMIC1	01	01	-	42[a]	59[a]	29[a]	17[c]	12	18[b]	29[a]
SMIC2	01	06	42[a]	-	24[a]	34[a]	30[a]	35[a]	-12	43[a]
SMIC3	00	-06	59[a]	24[a]	-	16[c]	19[b]	13[c]	22[b]	20[b]
SMIC4	08	11	29[a]	34[a]	16[c]	-	19[b]	25[a]	-11	47[a]
SMIC5	13	26[a]	17[c]	30[a]	19[b]	19[b]	-	14[c]	24[a]	11
SMIC6	-01	-04	12	35[a]	13[c]	25[a]	14[c]	-	-27[a]	41[a]
SMIC7	-02	07	18[b]	-12	22[b]	-11	24[a]	-27[a]	-	-16[c]
SMIC8	19[b]	11	29[a]	43[a]	20[b]	47[a]	11	41[a]	-16[c]	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. SMIC1 = SM Hides Feelings--Shows Feelings
SMIC2 = SM Warm--Cold
SMIC3 = SM Guarded--Expressive
SMIC4 = SM Help--Harmful
SMIC5 = SM Active--Passive
SMIC6 = SM Gentle--Harsh
SMIC7 = SM Dominant--Submissive
SMIC8 = SM Accepts Others--Rejects Others

Table 30

Correlations Between Sons' Self-Esteem Scores and Fathers' Perceptions of Their Son-oriented Behavior on IC Subdimensions (N = 85)

	TSBI	RSE	FSIC1	FSIC2	FSIC3	FSIC4	FSIC5	FSIC6	FSIC7	FSIC8
TSBI	-	.41[a]	.26[b]	.10	.13	.14	.28[b]	.05	.15	.01
RSE	.41[a]	-	-.05	-.04	-.09	.03	.06	.21[c]	-.10	-.10
FSIC1	.26[b]	-.05	-	.48[a]	.60[a]	.25[c]	.48[a]	.04	.17	.33[a]
FSIC2	.10	-.04	.48[a]	-	.46[a]	.58[a]	.55[a]	.49[a]	.00	.60[a]
FSIC3	.13	-.09	.60[a]	.46[a]	-	.28[b]	.46[a]	.07	.12	.45[a]
FSIC4	.14	.03	.25[c]	.58[a]	.28[b]	-	.57[a]	.45[a]	-.07	.59[a]
FSIC5	.28[b]	.06	.48[a]	.55[a]	.46[a]	.57[a]	-	.17	.01	.44[a]
FSIC6	.05	.21[c]	.04	.49[a]	.07	.45[a]	.17	-	-.33[a]	.48[a]
FSIC7	.15	-.10	.17	.00	.12	-.07	.01	-.33[a]	-	-.11
FSIC8	.01	-.10	.33[a]	.60[a]	.45[a]	.59[a]	.44[a]	.48[a]	-.11	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. FSIC1 = FS Hides Feelings--Shows Feelings
FSIC2 = FS Warm--Cold
FSIC3 = FS Guarded--Expressive
FSIC4 = FS Help--Harmful
FSIC5 = FS Active--Passive
FSIC6 = FS Gentle--Harsh
FSIC7 = FS Dominant--Submissive
FSIC8 = FS Accepts Others--Rejects Others

Table 31

Correlations Between Sons' Self-Esteem Scores and Mothers' Perceptions of Their Son-oriented Behavior on IC Subdimensions (N = 84)

	TSBI	RSE	MSIC1	MSIC2	MSIC3	MSIC4	MSIC5	MSIC6	MSIC7	MSIC8
TSBI	-	.38[a]	.07	.11	.10	.07	.14	.08	.03	.14
RSE	.38[a]	-	.07	.20[c]	.33[a]	.00	.05	.21[c]	.06	.27[b]
MSIC1	.07	.07	-	.50[a]	.60[a]	.24[c]	.40[a]	.29[b]	.10	.34[a]
MSIC2	.11	.20[c]	.50[a]	-	.58[a]	.51[a]	.37[a]	.61[a]	-.01	.57[a]
MSIC3	.10	.33[a]	.60[a]	.58[a]	-	.37[a]	.49[a]	.42[a]	.18	.45[a]
MSIC4	.07	.00	.24[c]	.51[a]	.37[a]	-	.62[a]	.44[a]	.01	.29[b]
MSIC5	.14	.05	.40[a]	.37[a]	.49[a]	.62[a]	-	.35[a]	.23[c]	.32[a]
MSIC6	.08	.21[c]	.29[b]	.61[a]	.42[a]	.44[a]	.35[a]	-	-.18[c]	.47[a]
MSIC7	.03	.06	.10	-.01	.18	.01	.23[c]	-.18[c]	-	-.11
MSIC8	.14	.27[b]	.34[a]	.57[a]	.45[a]	.29[b]	.32[a]	.47[a]	-.11	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. MSIC1 = MS Hides Feelings--Shows Feelings
MSIC2 = MS Warm--Cold
MSIC3 = MS Guarded--Expressive
MSIC4 = MS Helps--Harmful
MSIC5 = MS Active--Passive
MSIC6 = MS Gentle--Harsh
MSIC7 = MS Dominant--Submissive
MSIC8 = MS Accepts Others--Rejects Others

Table 32

Correlations Between Sons' Self-Esteem Scores and Total Sons' Perceptions of Fathers' Son-oriented Behavior on ICL Subdimensions (N = 172 - 174)

	TSBI	RSE	SFAI	SFLD	SFME	SFPH	SFKC	SFOG	SFBJ	SFNF
TSBI	-	48[a]	-09	19[b]	24[a]	13[c]	22[b]	14[c]	-15[c]	27[a]
RSE	48[a]	-	-13[c]	22[b]	20[b]	-03	23[b]	-03	-18[b]	14[c]
FSAI	-09	-13[c]	-	-17[c]	-28[a]	25[a]	-30[a]	20[b]	44[a]	-02
SFLD	19[b]	22[b]	-17[c]	-	67[a]	-14[c]	66[a]	11	-57[a]	62[a]
SFME	24[a]	20[b]	-28[a]	67[a]	-	-25[a]	63[a]	-03	-59[a]	62[a]
SFPH	13[c]	-03	25[a]	-14[c]	-25[a]	-	-17[c]	06	27[a]	-15[c]
SFKC	22[b]	23[b]	-30[a]	66[a]	63[a]	-17[c]	-	15[c]	-58[a]	58[a]
SFOG	14[c]	-03	20[b]	11	-03	06	15[c]	-	06	18[b]
SFBJ	-15[c]	-18[b]	44[a]	-57[a]	-59[a]	27[a]	-58[a]	06	-	-43[a]
SFNF	27[a]	14[c]	-02	62[a]	62[a]	-15[c]	58[a]	18[b]	-43[a]	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. SFAI = SF Dominant - Submissive
SFLD = SF Warm - Cold
SFME = SF Friendly - Hostile
SFPH = SF Assured - Unassured
SFKC = SF Trusting - Mistrusting
SFOG= SF Exhibitionistic - Inhibited
SFBJ = SF Competetive - Deferent
SFNF = SF Sociable - Detached

Table 33

Correlations Between Total Sons' Self-Esteem Scores and Sons' Perceptions of Mothers' Son-Oriented Behavior on ICL Subdimensions (N = 169-172)

	TSBI	RSE	SMAI	SMLD	SMME	SMPH	SMKC	SMOG	SMBJ	SMNF
TSBI	-	48[a]	03	-01	-06	03	12	00	-09	11
RSE	48[a]	-	06	05	-02	10	14[c]	-01	-04	15[c]
SMAI	03	06	-	-16[c]	-22[b]	37[a]	-22[b]	27[a]	21[b]	-05
SMLD	-01	05	-16[c]	-	60[a]	-16[c]	58[a]	-03	-60[a]	37[a]
SMME	-06	-02	-22[b]	60[a]	-	-12	55[a]	-09	-53[a]	40[a]
SMPH	03	10	37[a]	-16[c]	-12	-	-14[c]	11	26[a]	-18[b]
SMKC	12	14[c]	-22[b]	58[a]	55[a]	-14[c]	-	01	-43[a]	40[a]
SMOG	00	-01	27[a]	-03	-09	11	01	-	-01	15[c]
SMBJ	-09	-04	21[b]	-60[a]	-53[a]	26[a]	-43[a]	-01	-	-35[a]
SMNF	11	15c	-05	37a	40a	-18b	40a	15c	-35a	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Note. SMAI = SM Dominant - Submissive
SMLD = SM Warm - Cold
SMME = SM Friendly - Hostile
SMPH = SM Assured - Unassured
SMKC = SM Trusting - Mistrusting
SMOG = SM Exhibitionistic - Inhibited
SMBJ = SM Competetive - Deferent
SMNF = SM Sociable - Detached

APPENDIX H

Correlations Between CLOIT and IC Summary and Subscale Scores

APPENDIX H

Correlations Between CLOIT and IC Summary and Subscale Scores

Table 34

Correlations between CLOIT and IC Subdimensions for Sons' Perceptions of Fathers' Son-oriented Behavior (N = 172-4)

	SFARO	SFARS	SFIC1	SFIC2	SFIC3	SFIC4	SFIC5	SFIC6	SFIC7	SFIC8
SFAFF	75[a]	47[a]	45[a]	69[a]	42[a]	52[a]	49[a]	47[a]	-06	60[a]
SFDOM	-50[a]	05	-11	-33[a]	-02	-23[a]	-03	-49[a]	33[a]	-49[a]
SFAI	-27[a]	23[a]	05	-13[c]	10	-06	12	-33[a]	42[a]	-32[a]
SFLD	65[a]	38[a]	37[a]	61[a]	34[a]	42[a]	38[a]	49[a]	-04	53[a]
SFME	70[a]	33[a]	32[a]	57[a]	25[a]	51[a]	41[a]	48[a]	-03	61[a]
SFPH	-08	12	00	-02	07	00	12	-12	17[c]	-10
SFKC	57[a]	27[a]	30[a]	53[a]	27[a]	38[a]	35[a]	40[a]	-17[c]	44[a]
SFOG	03	31[a]	28[a]	20[b]	36[a]	00	21[b]	-13	01	-05
SFBJ	-45[a]	-15[c]	-25[a]	-39[a]	-20[b]	-25[a]	-13[c]	-38[a]	20[b]	-45[a]
SFNF	60[a]	52[a]	47[a]	60[a]	42[a]	49[a]	51[a]	30[a]	04	43[a]

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 35

Correlations between CLOIT and IC Subdimensions for Sons' Perceptions of Mothers' Son-oriented Behavior (N = 166-9)

	SMARO	SMARS	SMIC1	SMIC2	SMIC3	SMIC4	SMIC5	SMIC6	SMIC7	SMIC8
SMAFF	56[a]	21[b]	37[a]	43[a]	20[b]	28[a]	12	41[a]	-11	51[a]
SMDOM	-48[a]	17[c]	-01	-27[a]	06	-20	07	-46[a]	35[a]	-47[a]
SMAI	03	06	27[a]	02	20[b]	00	23[b]	-23[b]	41[a]	-15[c]
SMLD	-01	05	24[a]	45[a]	07	20[b]	12	40[a]	-13[c]	47[a]
SMME	-06	-02	25[a]	36[a]	09	31[a]	06	47[a]	-26[a]	44[a]
SMPH	03	10	03	-13[c]	01	-03	18[b]	-15[c]	27[a]	-18[b]
SMKC	12	14[c]	28[a]	27[a]	13[c]	32[a]	07	34[a]	-06	55[a]
SMOG	00	-01	24[a]	-03	27[a]	-21[b]	-03	-20[b]	21[b]	-11
SMBJ	-09	-04	-19[b]	-31[a]	-13[c]	-13[c]	-06	-39[a]	16[c]	-36[a]
SMNF	11	15[c]	29[a]	29[a]	22[b]	20[b]	11	14[c]	-04	26[a]

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 36

Correlations between CLOIT and IC Subdimensions for Sons' Perceptions of Fathers' Son-oriented Behavior (N = 172-4)

	SFARO	SFARS	SFIC1	SFIC2	SFIC3	SFIC4	SFIC5	SFIC6	SFIC7	SFIC8
SFAFF	75[a]	47[a]	45[a]	69[a]	42[a]	52[a]	49[a]	47[a]	-06	60[a]
SFDOM	-50[a]	05	-11	-33[a]	-02	-23[a]	-03	-49[a]	33[a]	-49[a]
SFA	-31[a]	18[b]	04	-14[c]	11	-10	08	-34[a]	30[a]	-40[a]
SFB	-28[a]	09	-03	-21[b]	04	-11	06	-28[a]	20[b]	-31[a]
SFC	-42[a]	-12	-12	-37[a]	-09	-28[a]	-23[a]	-31[a]	09	-37[a]
SFD	-43[a]	-23[a]	-21[b]	-43	-25[a]	-27[a]	-25[a]	-29[a]	05	-38[a]
SFE	-53[a]	-16[c]	-15[c]	-40[a]	-10	-38[a]	-26[a]	-38[a]	-03	-45[a]
SFF	-52[a]	-51[a]	-45[a]	-58[a]	-42[a]	-44[a]	-45[a]	-24[a]	-10	-34[a]
SFG	-19[b]	-38[a]	-29[a]	-33[a]	-34[a]	-16[c]	-26[a]	03	-18[b]	-12
SFH	14[c]	08	16[c]	14[c]	14[c]	09	13	06	-21[b]	13[c]
SFI	09	-19[b]	-04	04	-04	-03	-09	16[c]	-39[a]	05
SFJ	40[a]	25[a]	31[a]	37[a]	29[a]	25[a]	22[b]	30[a]	-13[c]	36[a]
SFK	44[a]	27[a]	32[a]	44[a]	32[a]	29[a]	29[a]	31[a]	-16[c]	31[a]
SFL	63[a]	37[a]	39[a]	56[a]	30[a]	41[a]	36[a]	49[a]	-02	49[a]
SFM	65[a]	38[a]	37[a]	56[a]	30[a]	47[a]	41[a]	42[a]	-02	58[a]
SFN	46[a]	35[a]	33[a]	41[a]	28[a]	36[a]	39[a]	26[a]	-03	37[a]
SFO	-13	02	07	-05	12	-14[c]	02	-12	-16[b]	-16[b]
SFP	01	22[b]	11	08	19[b]	06	25[a]	-11	06	-03

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 37

Correlations between CLOIT and IC Subdimensions for Sons' Perceptions of Mothers' Son-oriented Behavior (N = 166-9)

	SMARO	SMARS	SMIC1	SMIC2	SMIC3	SMIC4	SMIC5	SMIC6	SMIC7	SMIC8
SMAFF	56[a]	21[b]	37[a]	43[a]	20[b]	28[a]	12	41[a]	-11	51[a]
SMDOM	-48[a]	17[c]	-01	-27[a]	06	-20	07	-46[a]	35[a]	-47[a]
SMA	-19[b]	28[a]	18[b]	-08	15[c]	00	12	-22[b]	34[a]	-23[b]
SMB	-33[a]	00	-15[c]	-20[b]	-09	-14[c]	-02	-28[a]	28[a]	-31[a]
SMC	-42[a]	-10	-23[a]	-19[b]	-05	-31[a]	-02	-24[a]	05	-49[a]
SMD	-36[a]	-19[b]	-29[a]	-41[a]	-16[b]	-08	-14[c]	-26[a]	07	-37[a]
SME	-44[a]	00	-16[b]	-27[a]	00	-25[a]	05	-39[a]	18[b]	-40[a]
SMF	-28[a]	-20[b]	-29[a]	-20[b]	-23[b]	-16[c]	-10	-06	06	-35[a]
SMG	-07	-24[a]	-26[a]	-07	-19[b]	02	-01	01	-20[b]	-09
SMH	07	-07	-03	10	05	-02	-10	10	-13[c]	07
SMI	-01	-32[a]	-23[a]	-14[c]	-16[c]	01	-24[a]	10	-26[a]	-04
SMJ	32[a]	09	14[c]	25[a]	11	08	05	31[a]	-06	26[a]
SMK	40[a]	15[c]	23[a]	25[a]	14[c]	23[b]	08	31[a]	-05	42[a]
SML	46[a]	03	16[c]	36[a]	01	20[b]	07	37[a]	-12	40[a]
SMM	42[a]	06	23[b]	31[a]	12	25[a]	05	37[a]	-22[b]	32[a]
SMN	23[a]	16[c]	22[b]	25[a]	17[c]	16[c]	09	13[c]	-02	17[c]
SMO	-25[a]	13[c]	10	-08	19[b]	-24[a]	-04	-23[b]	-12	-20[b]
SMP	-15[c]	20[b]	01	-09	08	-07	18[b]	-12	28[a]	-21[b]

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 38

Correlations between CLOIT and IC Subdimensions for Mothers' Perceptions of Their Own Son-oriented Behavior (N = 95)

	MSARO	MSARS	MSIC1	MSIC2	MSIC3	MSIC4	MSIC5	MSIC6	MSIC7	MSIC8
MSAFF	44[a]	27[b]	39[a]	50[a]	38[b]	20[c]	15	33[a]	-07	32[a]
MSDOM	-40[a]	-05	-24[c]	-34[a]	-02	-07	-06	-38[a]	19[c]	-36[a]
MSA	-17	-07	-06	-07	-06	-16	03	-21[c]	26[b]	-17[c]
MSB	-29[b]	-03	-17[c]	-31[a]	-09	-12	-01	-21[c]	-18[c]	-30[a]
MSC	-16	-19[c]	-19[c]	-14	-25[b]	04	-13	-15	01	-28[b]
MSD	-20[c]	-30[b]	-29[b]	-20[c]	-32[a]	-08	-17[c]	-10	-07	-46[a]
MSE	-24[b]	-06	-13	-20[c]	-09	-12	-04	-18[c]	07	-23[c]
MSF	-18[c]	-03	-06	-24[b]	-08	-18[c]	-02	-04	07	-13
MSG	00	-09	04	-05	-04	-11	-09	02	-14	07
MSH	15	08	04	19[c]	-01	-01	20[c]	14	-02	14
MSI	06	11	13	03	01	-04	05	07	08	-06
MSJ	21[c]	01	20[c]	23[c]	-08	07	-02	09	-11	16
MSK	23[c]	21[c]	26[b]	28[b]	16	07	13	20[c]	02	12
MSL	23[b]	05	06	25[b]	03	02	02	29[b]	06	10
MSM	37[a]	25[b]	36[a]	38[a]	33[a]	22[c]	16	25[b]	-14	33[a]
MSN	30[a]	14	27[b]	38[a]	22[c]	18[c]	11	26[b]	-20[c]	18[c]
MSO	-24[b]	01	05	-11	-07	-13	-05	-33[a]	08	-13
MSP	05	25[b]	17	11	24[b]	14	13	00	15	-11

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test

Table 39

Correlations between CLOIT and IC Subdimensions for Fathers' Perceptions of Their Own Son-oriented Behavior (N = 92-5)

	FSARO	FSARS	FSIC1	FSIC2	FSIC3	FSIC4	FSIC5	FSIC6	FSIC7	FSIC8
FSAFF	69[a]	40[a]	46[a]	60[a]	32[a]	42[a]	45[a]	57[a]	-17	54[a]
FSDOM	-44[a]	-03	-11	-41[a]	-16	-15	-12	-46[a]	34[a]	-34[a]
FSA	-29[b]	-05	-11	-28[b]	-22[c]	-09	-05	-28[b]	29[b]	-27[b]
FSD	-49[a]	-28[b]	-34[a]	-42[a]	-31[a]	-31[a]	-21[c]	-37[a]	14	-47[a]
FSS	-40[a]	-51[a]	-49[a]	-44[a]	-35[a]	-33[a]	-48[a]	-16	-06	-43[a]
FSJ	36[a]	24[c]	21[c]	39[a]	24[c]	21[c]	28[b]	28[b]	-09	25[b]
FSM	55[a]	29[b]	31[a]	50[a]	26[b]	29[b]	32[a]	54[a]	-14	40[a]
FSP	00	08	01	01	06	07	02	-06	11	00
FSC	-26[b]	-02	04	-14	-02	-15	-24[c]	-27[b]	19[c]	-26[b]
FSP	-38[a]	-48[a]	-44[a]	-37[a]	-36[a]	-31[a]	-45[a]	-20[c]	-04	-35[a]
FSI	-04	-06	01	14	-06	-14	-12	-01	02	-16
FSL	47[a]	19[c]	29[b]	42[a]	17	23[c]	27[b]	45[a]	-25[b]	39[a]
FSO	-04	11	16	02	-01	03	04	-02	13	-17
FSB	-36[a]	-18[c]	-16	-40[a]	-08	-25[b]	-31[a]	-18[c]	07	-29[b]
FSE	-37[a]	-03	-11	-27[b]	05	-24[b]	-13	-34[a]	13	-30[b]
FSH	11	-04	06	15	-03	04	03	16	-20[c]	-02
FSK	43[a]	22[c]	27[b]	31[a]	20[c]	25[b]	19[c]	45[a]	-10	34[a]
FSH	49[a]	32[a]	38[a]	46[a]	23[c]	34[a]	39[a]	40[a]	-16	36[a]

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test

APPENDIX I

Correlations Between Self-Esteem and Stratified Interpersonal Style Scores

APPENDIX I

Correlations Between Self-Esteem and Stratified Interpersonal Style Scores

Table 40

Correlations Between Sons' Self-esteem Scores and Perceptions of Their Fathers' Son-oriented Behavior for Sons Scoring in the Upper Third on the Texas Social Behavior Inventory (N = 66)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM
TSBI	-	[15]	-03	11	-05	-07
RSE	[15]	-	08	25c	06	-26c
SFARO	-03	08	-	[74a]	49a	-41a
SFAFF	11	25c	[74a]	-	49a	-45a
SFARS	-05	06	49a	49a	-	[11]
SFDOM	-07	-26c	-41a	-45a	[11]	-

$^{a}p < .001$ by one-tailed test
$^{b}p < .01$ by one-tailed test
$^{c}p < .05$ by one-tailed test

[ ] = conceptually similar measures

Table 41

Correlations Between Sons' Self-Esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Lower Third on the Texas Social Behavior Inventory (N = 58)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM
TSBI	-	[46[a]]	42[a]	20	30[c]	-07
RSE	[46[a]]	-	24[c]	22[c]	09	-18
SFARO	42[a]	24[c]	-	[73[a]]	45[a]	-54[a]
SFAFF	20	22[c]	[73[a]]	-	36[b]	-69[a]
SFARS	30[c]	09	45[a]	36[b]	-	[12]
SFDOM	-07	-18	-54[a]	-69[a]	[12]	-

[ ] = conceptually similar measures

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 42

Correlations Between Sons' Self-esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Upper Third on the Rosenberg Self-Esteem Scale (N = 72)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM
TSBI	-	[09]	05	11	15	03
RSE	[09]	-	10	-02	07	-07
SFARO	05	10	-	[73[a]]	60[a]	-37[a]
SFAFF	11	-02	[73[a]]	-	51[a]	-55[a]
SFARS	15	07	60[a]	51[a]	-	[06]
SFDOM	03	-07	-37[a]	-55[a]	[06]	-

[ ] = conceptually similar measures

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

Table 43

Correlations Between Sons' Self-esteem Scores and Perceptions of Their Fathers' Son-Oriented Behavior for Sons Scoring in the Lower Third on the Rosenberg Self-esteem Scale (N = 55)

	TSBI	RSE	SFARO	SFAFF	SFARS	SFDOM
TSBI	-	[22]	53[a]	40[b]	37[b]	-11
RSE	[22]	-	34[b]	25[c]	23[c]	-18
SFARO	53[a]	34[b]	-	[78[a]]	51[a]	-60[a]
SFAFF	40[b]	25[c]	[78[a]]	-	44[a]	-65[a]
SFARS	37[b]	23[c]	51[a]	44[a]	-	[-03]
SFDOM	-11	-18	-60[a]	-65[a]	[-03]	-

[ ] = conceptually similar measures

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

APPENDIX J

Correlations Between Self-Esteem and Summary Measures for All Fathers and All Mothers

APPENDIX J

Correlations Between Self-Esteem and Summary Measures for All Mothers and All Fathers

Table 44

Correlations Between Sons' Self-esteem Scores and Mothers' Perceptions of Their Son-oriented Behavior for Sons (N = 172) and All Responding Mothers (N = 93-6)

	TSBI	RSE	MSARO	MSAFF	MSARS	MSDOM
TSBI	-	[48[a]]	11	00	11	-03
RSE	[48[a]]	-	19[c]	05	16	09
MSARO	11	19[c]	-	[44[a]]	47[a]	-40[a]
MSAFF	00	05	[44[a]]	-	27[b]	-47[a]
MSARS	11	16	47[a]	27[b]	-	[-05]
MSDOM	-03	09	-40[a]	-47[a]	[-05]	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

[ ] = conceptually similar measures

Table 45

Correlations Between Sons' Self-esteem Scores and Fathers' Perceptions of Their Son-oriented Behavior for Sons and All Responding Fathers (N = 90-94)

	TSBI	RSE	FSARO	FSAFF	FSARS	FSDOM
TSBI	-	[48[a]]	11	16	31[a]	08
RSE	[48[a]]	-	01	08	-04	-05
FSARO	11	01	-	[67[a]]	38[a]	-44[a]
FSAFF	16	08	[67[a]]	-	40[a]	-61[a]
FSARS	31[a]	-04	38[a]	40[a]	-	[-03]
FSDOM	08	-05	-44[a]	-61[a]	[-03]	-

[a] $p < .001$ by one-tailed test
[b] $p < .01$ by one-tailed test
[c] $p < .05$ by one-tailed test

[ ] = conceptually similar measures

APPENDIX K

Comparisons Between Complimentary Parental Behavioral Styles

APPENDIX K

Comparisons Between Complementary Parental Behavioral Styles

Table 46

Comparisons of Sons' Self-esteem Scores for Sons Who Describe Mothers and Fathers as Simultaneously High or Low on Complementary Affiliative and Dominance Dimensions

	t	*p	N	t	*p	N
^ SFARO; ^ SMARS				^ SFARS; ^ SMARO		
TSBI	1.29	.198	33	0.81	.418	36
RSE	1.59	.113	32	0.34	.738	37
v SFARO; v SMARS				v SFARS; v SMARO		
TSBI	-1.45	.148	22	-2.55	.012	27
RSE	-1.33	.186	22	-1.99	.048	28
^ SFAFF; ^ SMDOM				^ SFDOM; ^ SMAFF		
TSBI	2.65	.009	9	-1.64	.104	19
RSE	1.18	.241	9	-2.74	.007	19
v SFAFF; v SMDOM				v SFDOM; v SMAFF		
TSBI	-1.79	.074	15	0.72	.473	11
RSE	-1.23	.222	15	-0.66	.525	11

Note. ^ indicates scores ranging in the upper third for the respective variable.
v indicates scores ranging in the lower third for the respective variable.

*Pooled variance estimates, two-tailed probabilities.

APPENDIX L

Raw Data

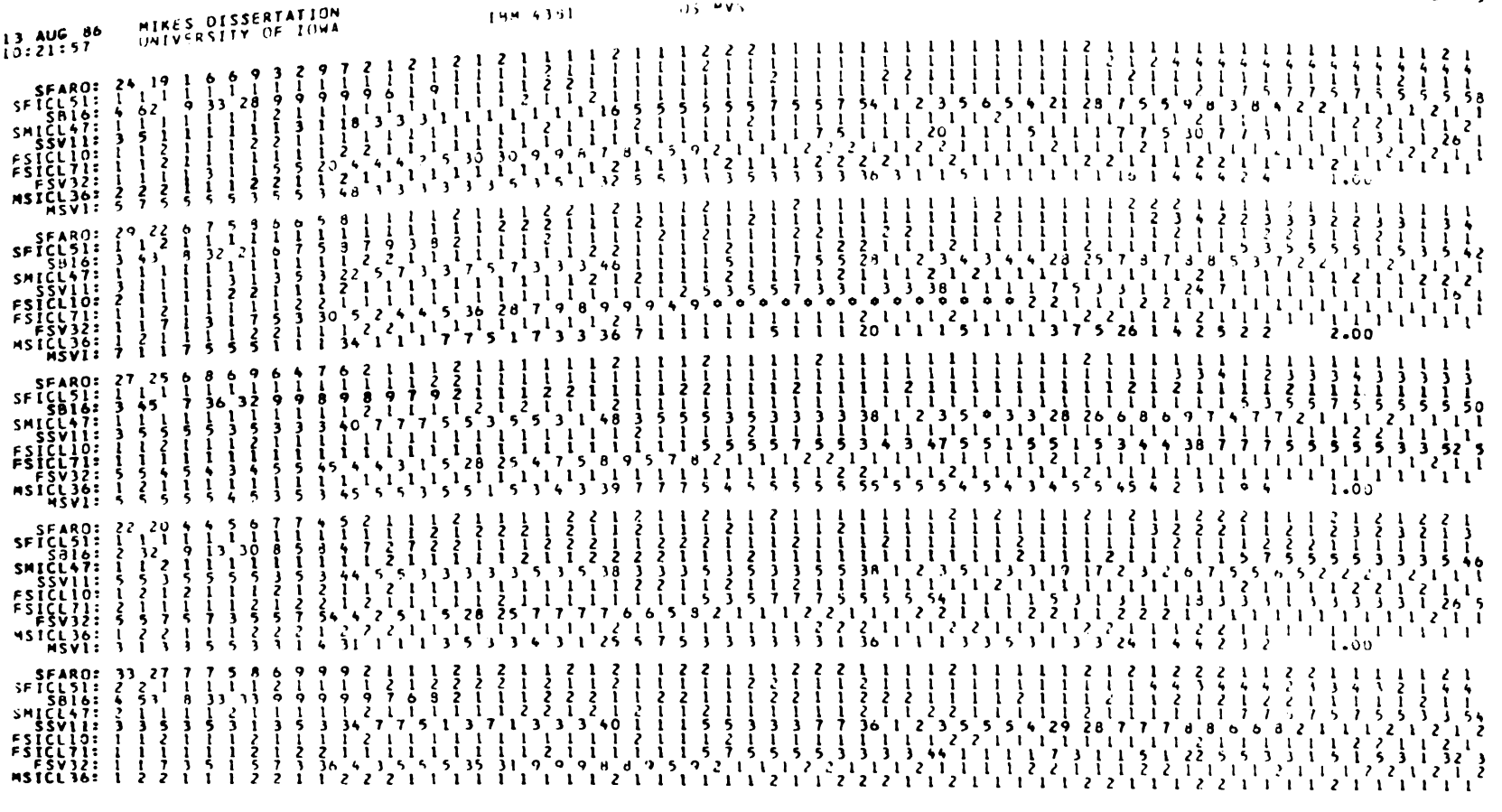
```
13 AUG 86    SPSS-X RELEASE 2.1  FOR IBM OS & MVS                                    PAGE    1
10:21:46     UNIVERSITY OF IOWA              IBM 4381          OS MVS

 SSSSSSS   PPPPPPPP    SSSSSSS    SSSSSSS      XX      XX       2222222        1
SSSSSSSSS  PPPPPPPPP  SSSSSSSSS  SSSSSSSSS     XX      XX      22222222      111
SS      SS PP      PP SS      SS SS      SS     XX    XX       22      22    1111
SS         PP      PP SS         SS             XX XX                22      11
SSSSSSSSS  PPPPPPPPP  SSSSSSSSS  SSSSSSSSS ===   XXX                 22       11
 SSSSSSSSS PPPPPPPP    SSSSSSSSS  SSSSSSSSS ===  XXX                 22       11
       SS  PP                 SS         SS     XX XX               22       11
SS     SS  PP          SS     SS SS      SS     XX   XX             22       11
SSSSSSSSS  PP          SSSSSSSSS  SSSSSSSSS     XX     XX       22222222 .. 1111
 SSSSSSS   PP           SSSSSSS    SSSSSSS      XX      XX      22222222 .. 1111

For OS MVS                UNIVERSITY OF IOWA                   License Number 637

USE THE COMMAND:  INFO OVERVIEW for more information on:

* reading SAS and OSIRIS datasets       * time and date formats and functions
* ALSCAL:  multidimensional scaling     * UPDATE transactions to system files
* USERGET:  USERPROC-like interface     * EXPORT for data communications
  to create active files                * multipunched data and bit fields
* recompiling old USERPROC routines     * simplified REGRESSION command

    1   0          TITLE MIKES DISSERTATION
    2   0          DATA LIST RECORDS=11 NOTABLE
    3   0            /1 SEARO 4-5 SEARS 6-7 SFIC1 TO SFIC8 8-15 SFICL1 TO SFICL49 16-64
    4   0            /2 SFICL50 TO SFICL96 1-47 SB1 TO SB16 48-63 SV1 64-65
    5   0            /3 RSE 1-2 SMARO 3-4 SMARS 5-6 SMIC1 TO SMIC8 7-14 SMICL1 TO SMICL49 15-63
    6   0            /4 SMICL50 TO SMICL96 1-47  SSV1 TO SSV10 48-57 SVP1 58-59
    7   0            /5 SSV11 TO SSV20 1-10 SVP2 11-12 SSV21 TO SSV30 13-22 SVP3 23-24
    8   0            SSV31 TO SSV40 25-34 SVP4 35-36 RACE 37 PRTS 38 OCC 39 ED 40
    9   0            SIBS 41 LKF 42 LKM 43
   10   0            /6 FSARO 1-2 FSARS 3-4 FSIC1 TO FSIC8 5-12 FSICL1 TO FSICL49 13-61
   11   0            /7 FSICL50 TO FSICL96 1-47 FSV1 TO FSV10 48-57 FVP1 58-59
   12   0            /8 FSV11 TO FSV20 1-10 FVP2 11-12 FSV21 TO FSV30 13-22 FVP3 23-24 FSV31 TO
   13   0            FSV40 25-34 FVP4 35-36 FOCC 37 FLNG 38 FED 39 FTIME 40 FINC 41
   14   0            /9 MSARO 1-2 MSARS 3-4 MSIC1 TO MSIC8 5-12 MSICL1 TO MSICL49 13-61
   15   0            /10 MSICL50 TO MSICL96 1-47 MSV1 TO MSV10 48-57 MVP1 58-59
   16   0            /11 MSV11 TO MSV20 1-10 MVP2 11-12 MSV21 TO MSV30 13-22 MVP3 23-24 MSV31 TO
   17   0             MSV40 25-34 MVP4 35-36 MOCC MLNG MED MTIME RESSET RESTIME 37-42
   18   0          SET BLANKS=9999
   19   0          RECODE MSICL(1(1 2=1)(9999=2) INTO DATA
   20   0          MISSING VALUES ALL(9999)
   21   0          BEGIN DATA
```

PRECEDING TASK REQUIRED 0.91 SECONDS CPU TIME; 6.84 SECONDS ELAPSED.

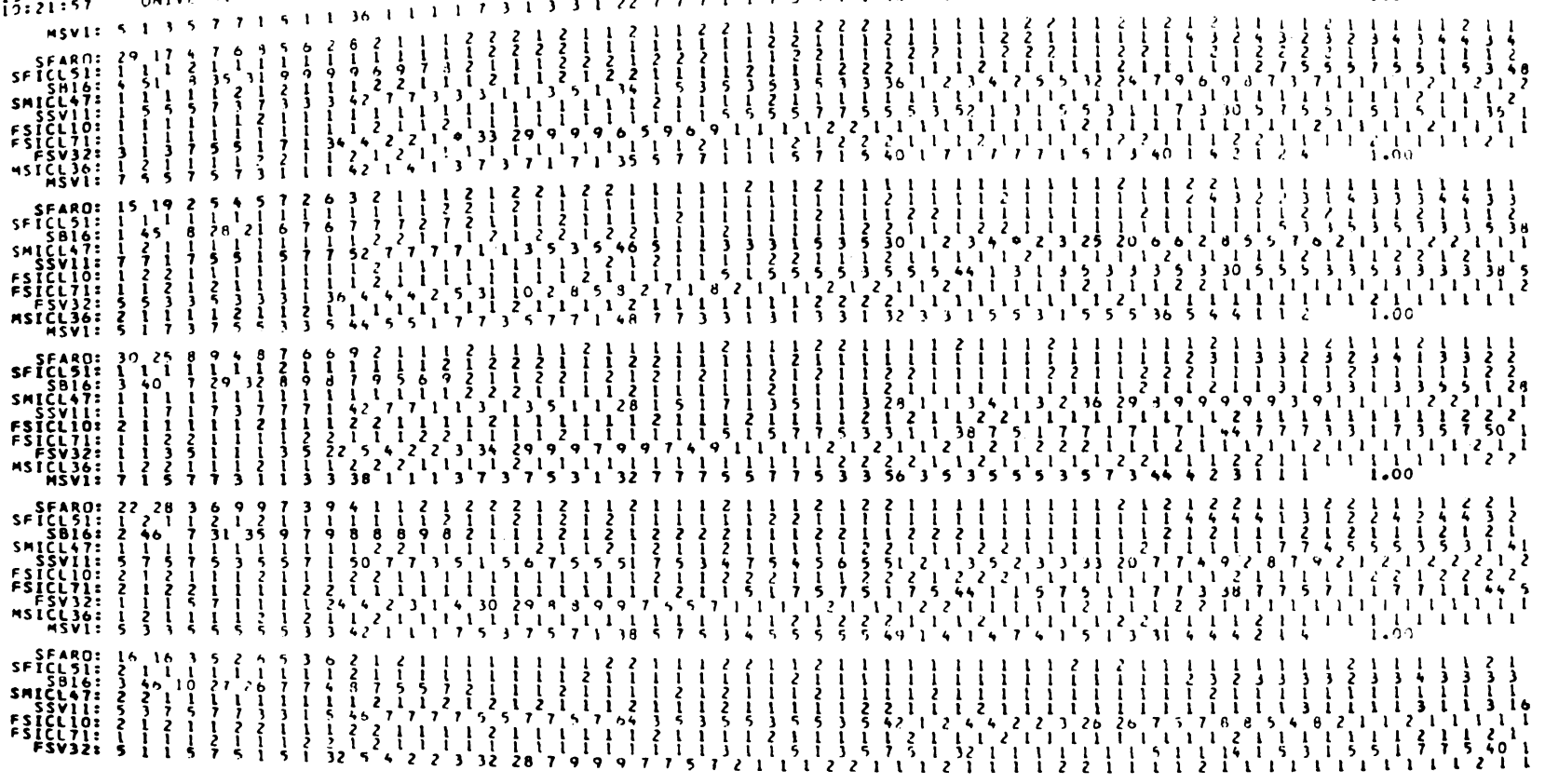
```
  22  0          LIST

THERE ARE    94208 BYTES OF MEMORY AVAILABLE.
THE LARGEST CONTIGUOUS AREA HAS    94208 BYTES.

    21249 BYTES OF MEMORY REQUIRED FOR LIST PROCEDURE.
     1680 BYTES HAVE ALREADY BEEN ACQUIRED.
    19569 BYTES REMAIN TO BE ACQUIRED.

THE VARIABLES ARE LISTED IN THE FOLLOWING ORDER:

LINE   1: SFARO SFARS SFIC1 SFIC2 SFIC3 SFIC4 SFIC5 SFIC6 SFIC7 SFIC8 SFICL1 SFICL2 SFICL3 SFICL4 SFICL5 SFICL6 SFICL7 SFICL8 SFICL9
          SFICL10 SFICL11 SFICL12 SFICL13 SFICL14 SFICL15 SFICL16 SFICL17 SFICL18 SFICL19 SFICL20 SFICL21 SFICL22 SFICL23 SFICL24
          SFICL25 SFICL26 SFICL27 SFICL28 SFICL29 SFICL30 SFICL31 SFICL32 SFICL33 SFICL34 SFICL35 SFICL36 SFICL37 SFICL38 SFICL39
          SFICL40 SFICL41 SFICL42 SFICL43 SFICL44 SFICL45 SFICL46 SFICL47 SFICL48 SFICL49 SFICL50

LINE   2: SFICL51 SFICL52 SFICL53 SFICL54 SFICL55 SFICL56 SFICL57 SFICL58 SFICL59 SFICL60 SFICL61 SFICL62 SFICL63 SFICL64 SFICL65
          SFICL66 SFICL67 SFICL68 SFICL69 SFICL70 SFICL71 SFICL72 SFICL73 SFICL74 SFICL75 SFICL76 SFICL77 SFICL78 SFICL79 SFICL80
          SFICL81 SFICL92 SFICL93 SFICL84 SFICL85 SFICL86 SFICL87 SFICL88 SFICL89 SFICL90 SFICL91 SFICL92 SFICL93 SFICL94 SFICL95
          SFICL96 SB1 SB2 SB3 SB4 SB5 SB6 SB7 SB8 SB9 SB10 SB11 SB12 SB13 SB14 SB15

LINE   3: SB16 SV1 RSE SMARO SMARS SMIC1 SMIC2 SMIC3 SMIC4 SMIC5 SMIC6 SMIC7 SMIC8 SMICL1 SMICL2 SMICL3 SMICL4 SMICL5 SMICL6 SMICL7
          SMICL8 SMICL9 SMICL10 SMICL11 SMICL12 SMICL13 SMICL14 SMICL15 SMICL16 SMICL17 SMICL18 SMICL19 SMICL20 SMICL21 SMICL22
          SMICL23 SMICL24 SMICL25 SMICL26 SMICL27 SMICL28 SMICL29 SMICL30 SMICL31 SMICL32 SMICL33 SMICL34 SMICL35 SMICL36 SMICL37
          SMICL38 SMICL39 SMICL40 SMICL41 SMICL42 SMICL43 SMICL44 SMICL45 SMICL46

LINE   4: SMICL47 SMICL48 SMICL49 SMICL50 SMICL51 SMICL52 SMICL53 SMICL54 SMICL55 SMICL56 SMICL57 SMICL58 SMICL59 SMICL60 SMICL61
          SMICL62 SMICL63 SMICL64 SMICL65 SMICL66 SMICL67 SMICL68 SMICL69 SMICL70 SMICL71 SMICL72 SMICL73 SMICL74 SMICL75 SMICL76
          SMICL77 SMICL78 SMICL79 SMICL80 SMICL81 SMICL82 SMICL83 SMICL84 SMICL85 SMICL86 SMICL87 SMICL88 SMICL89 SMICL90 SMICL91
          SMICL92 SMICL93 SMICL94 SMICL95 SMICL96 SSV1 SSV2 SSV3 SSV4 SSV5 SSV6 SSV7 SSV8 SSV9 SSV10 SVP1

LINE   5: SSV11 SSV12 SSV13 SSV14 SSV15 SSV16 SSV17 SSV18 SSV19 SSV20 SVP2 SSV21 SSV22 SSV23 SSV24 SSV25 SSV26 SSV27 SSV28 SSV29
          SSV30 SVP3 SSV31 SSV32 SSV33 SSV34 SSV35 SSV36 SSV37 SSV38 SSV39 SSV40 SVP4 RACE PRTS OCC ED SIOS LKF LKM FSARO FSARS
          FSIC1 FSIC2 FSIC3 FSIC4 FSIC5 FSIC6 FSIC7 FSIC8 FSICL1 FSICL2 FSICL3 FSICL4 FSICL5 FSICL6 FSICL7 FSICL8 FSICL9

LINE   6: FSICL10 FSICL11 FSICL12 FSICL13 FSICL14 FSICL15 FSICL16 FSICL17 FSICL18 FSICL19 FSICL20 FSICL21 FSICL22 FSICL23 FSICL24
          FSICL25 FSICL26 FSICL27 FSICL28 FSICL29 FSICL30 FSICL31 FSICL32 FSICL33 FSICL34 FSICL35 FSICL36 FSICL37 FSICL38 FSICL39
          FSICL40 FSICL41 FSICL42 FSICL43 FSICL44 FSICL45 FSICL46 FSICL47 FSICL48 FSICL49 FSICL50 FSICL51 FSICL52 FSICL53 FSICL54
          FSICL55 FSICL56 FSICL57 FSICL58 FSICL59 FSICL60 FSICL61 FSICL62 FSICL63 FSICL64 FSICL65 FSICL66 FSICL67 FSICL68 FSICL69
          FSICL70

LINE   7: FSICL71 FSICL72 FSICL73 FSICL74 FSICL75 FSICL76 FSICL77 FSICL78 FSICL79 FSICL80 FSICL81 FSICL82 FSICL83 FSICL84 FSICL85
          FSICL86 FSICL87 FSICL88 FSICL89 FSICL90 FSICL91 FSICL92 FSICL93 FSICL94 FSICL95 FSICL96 FSV1 FSV2 FSV3 FSV4 FSV5 FSV6 FSV7
          FSV8 FSV9 FSV10 FVP1 FSV11 FSV12 FSV13 FSV14 FSV15 FSV16 FSV17 FSV18 FSV19 FSV20 FVP2 FSV21 FSV22 FSV23 FSV24 FSV25 FSV26
          FSV27 FSV28 FSV29 FSV30 FVP3 FSV31

LINE   8: FSV32 FSV33 FSV34 FSV35 FSV36 FSV37 FSV38 FSV39 FSV40 FVP4 FOCC FLNG FED FTIME FINC MSARO MSARS MSIC1 MSIC2 MSIC3 MSIC4
          MSIC5 MSIC6 MSIC7 MSIC8 MSICL1 MSICL2 MSICL3 MSICL4 MSICL5 MSICL6 MSICL7 MSICL8 MSICL9 MSICL10 MSICL11 MSICL12 MSICL13
          MSICL14 MSICL15 MSICL16 MSICL17 MSICL18 MSICL19 MSICL20 MSICL21 MSICL22 MSICL23 MSICL24 MSICL25 MSICL26 MSICL27 MSICL28
          MSICL29 MSICL30 MSICL31 MSICL32 MSICL33 MSICL34 MSICL35

LINE   9: MSICL36 MSICL37 MSICL38 MSICL39 MSICL40 MSICL41 MSICL42 MSICL43 MSICL44 MSICL45 MSICL46 MSICL47 MSICL48 MSICL49 MSICL50
          MSICL51 MSICL52 MSICL53 MSICL54 MSICL55 MSICL56 MSICL57 MSICL58 MSICL59 MSICL60 MSICL61 MSICL62 MSICL63 MSICL64 MSICL65
          MSICL66 MSICL67 MSICL68 MSICL69 MSICL70 MSICL71 MSICL72 MSICL73 MSICL74 MSICL75 MSICL76 MSICL77 MSICL78 MSICL79 MSICL80
```

```
        MSICL81 MSICL82 MSICL83 MSICL84 MSICL85 MSICL86 MSICL87 MSICL88 MSICL89 MSICL90 MSICL91 MSICL92 MSICL93 MSICL94 MSICL95
        MSICL96
LINE  10: MSV1 MSV2 MSV3 MSV4 MSV5 MSV6 MSV7 MSV8 MSV9 MSV10 MVP1 MSV11 MSV12 MSV13 MSV14 MSV15 MSV16 MSV17 MSV18 MSV19 MSV20 MVP2
        MSV21 MSV22 MSV23 MSV24 MSV25 MSV26 MSV27 MSV28 MSV29 MSV30 MVP3 MSV31 MSV32 MSV33 MSV34 MSV35 MSV36 MSV37 MSV38 MSV39
        MSV40 MVP4 MOCC MLNG MED MTIME RESSET RESTIME DATA
```

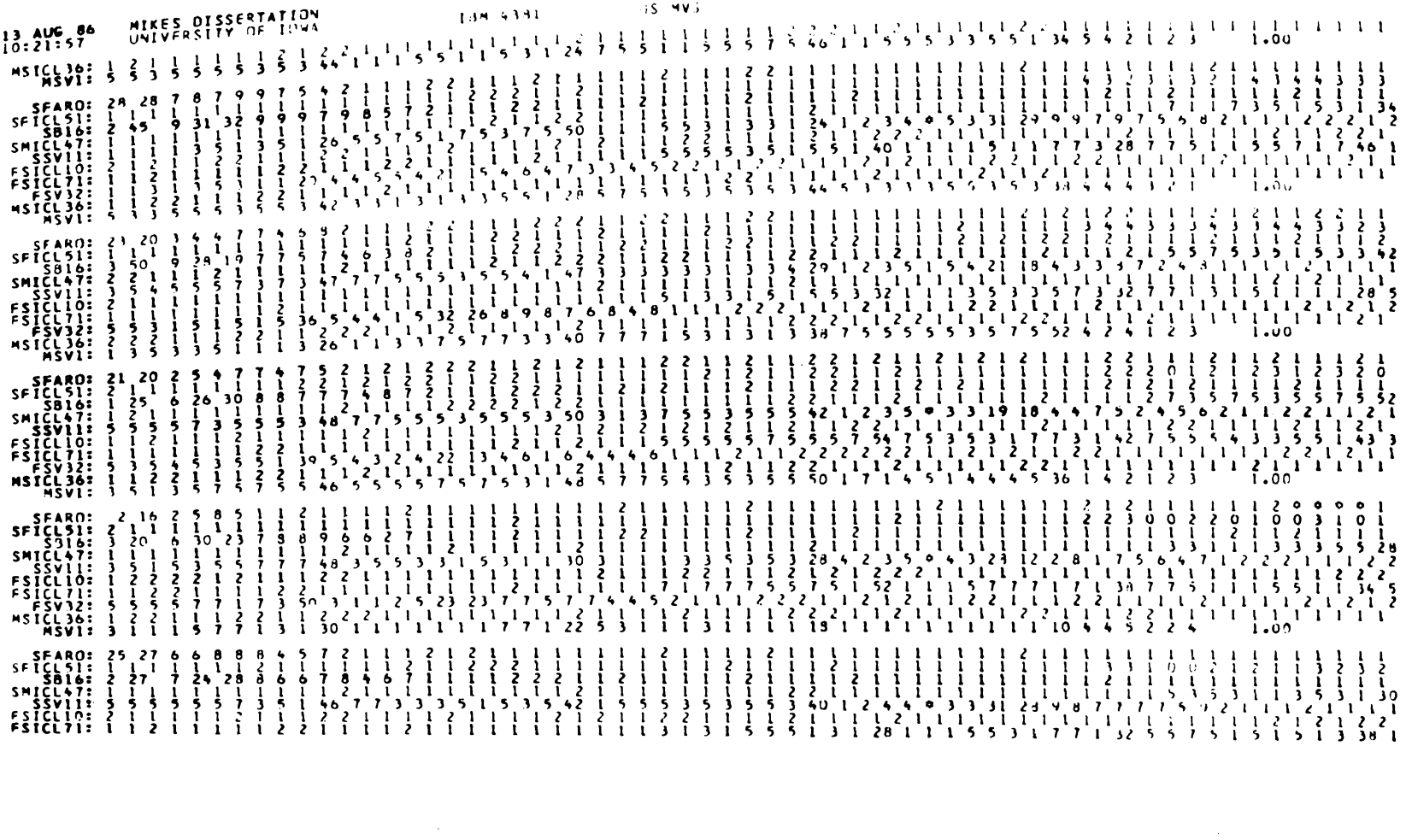
13 AUG 86 10:21:57 MIKES DISSERTATION UNIVERSITY OF IOWA

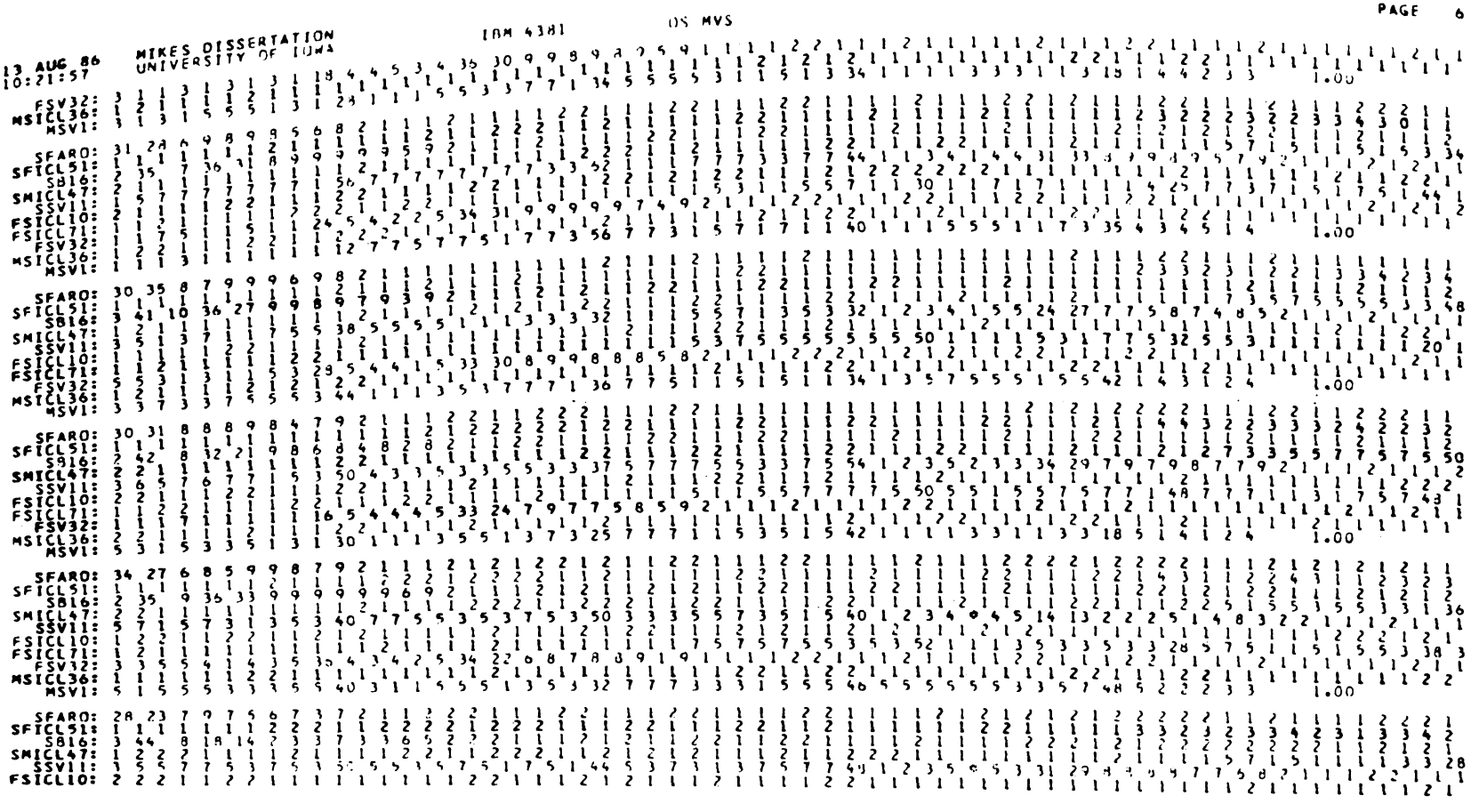


13 AUG 86 MIKES DISSERTATION 3M 4381 OS MVS
10:21:57 UNIVERSITY OF IOWA

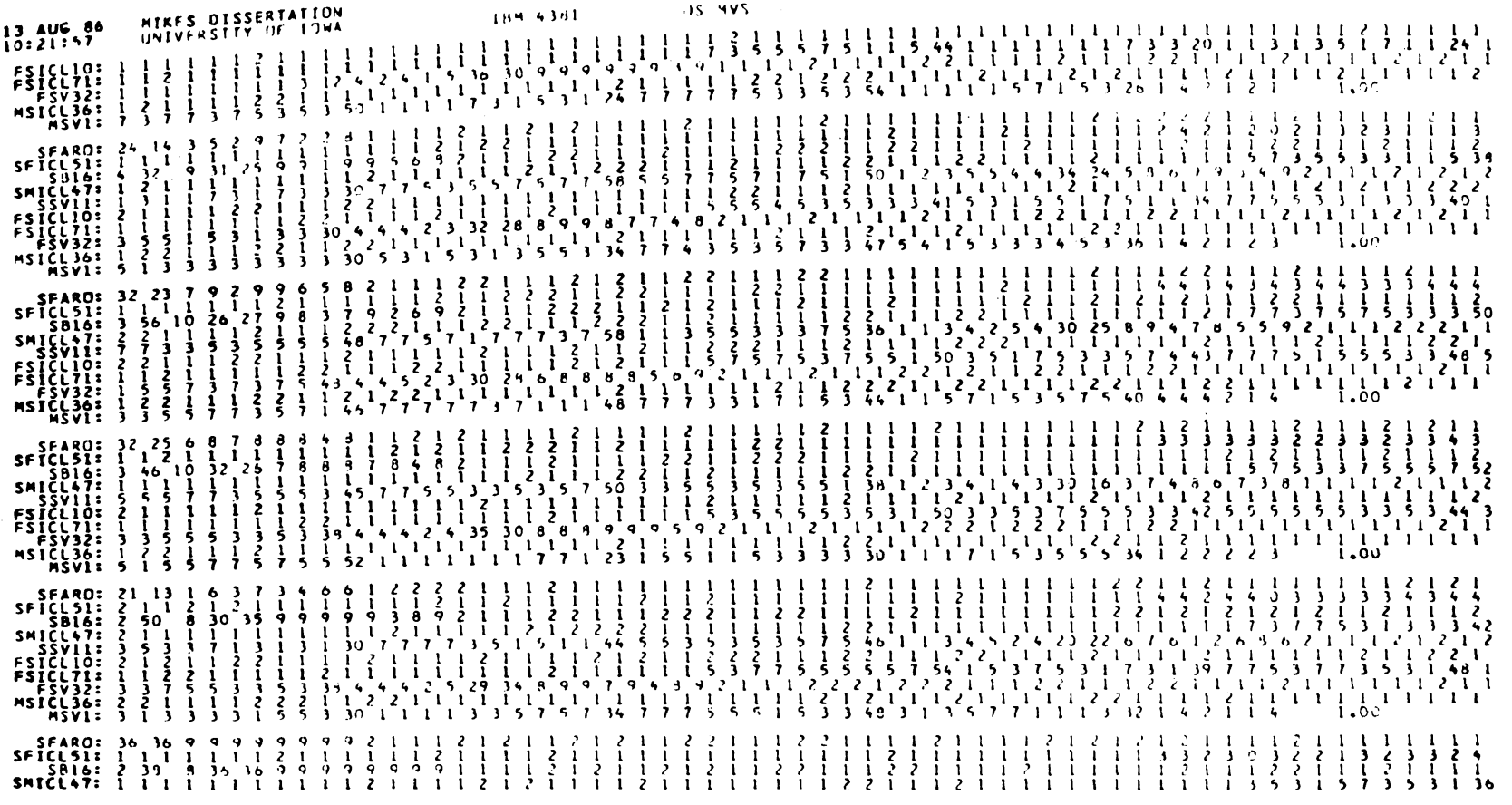


13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:57 UNIVERSITY OF IOWA

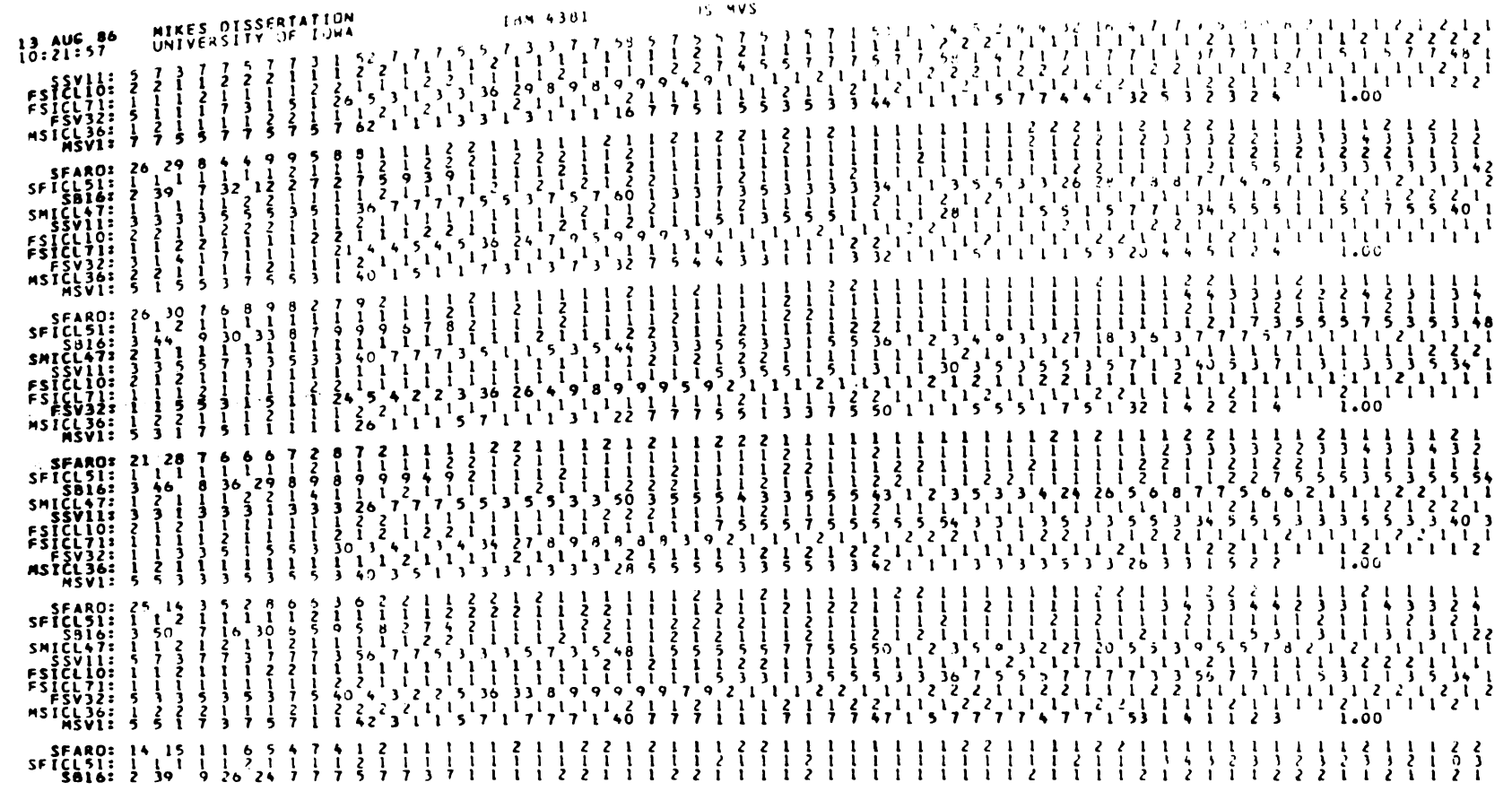




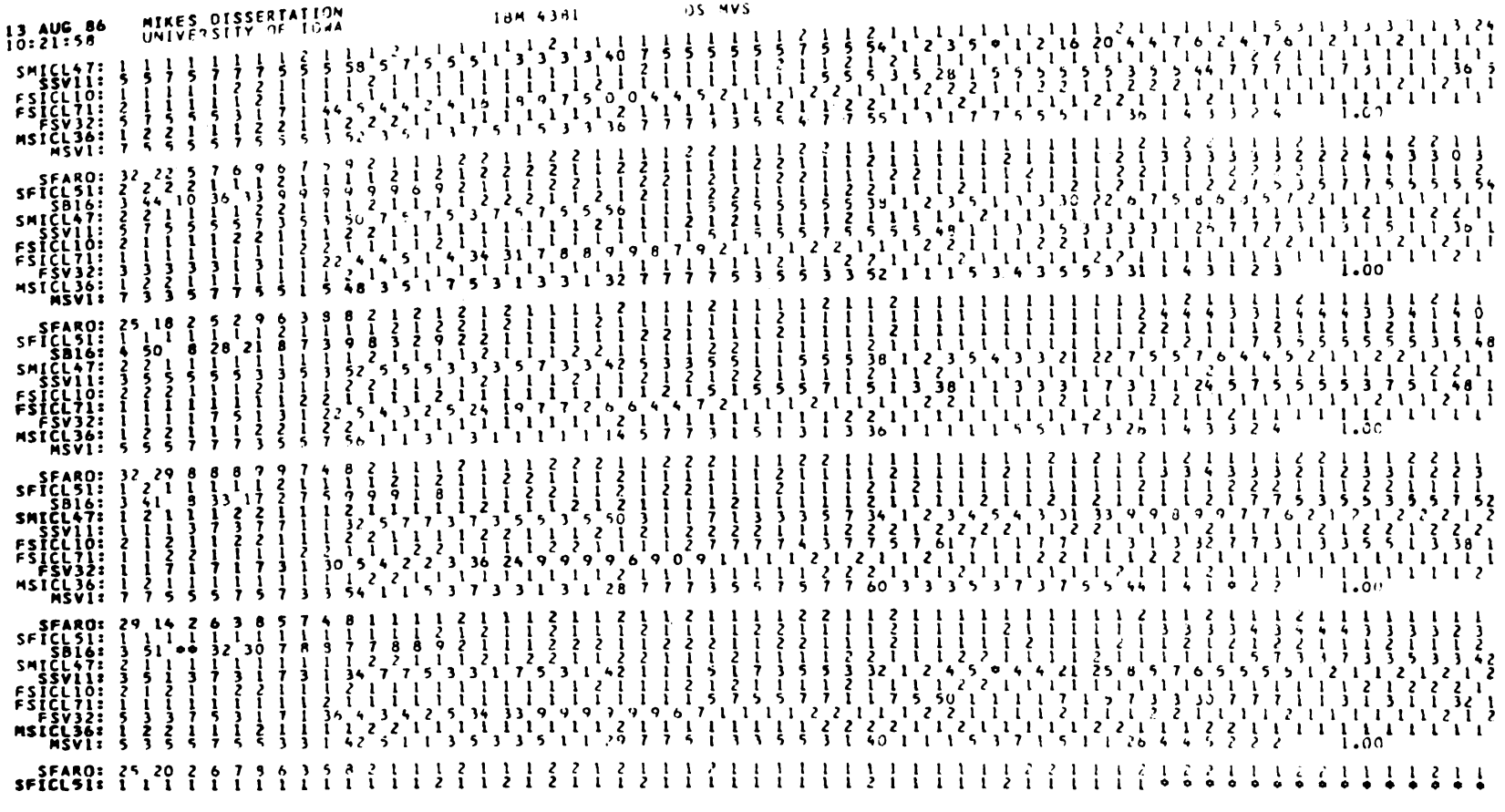
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:47 UNIVERSITY OF IOWA

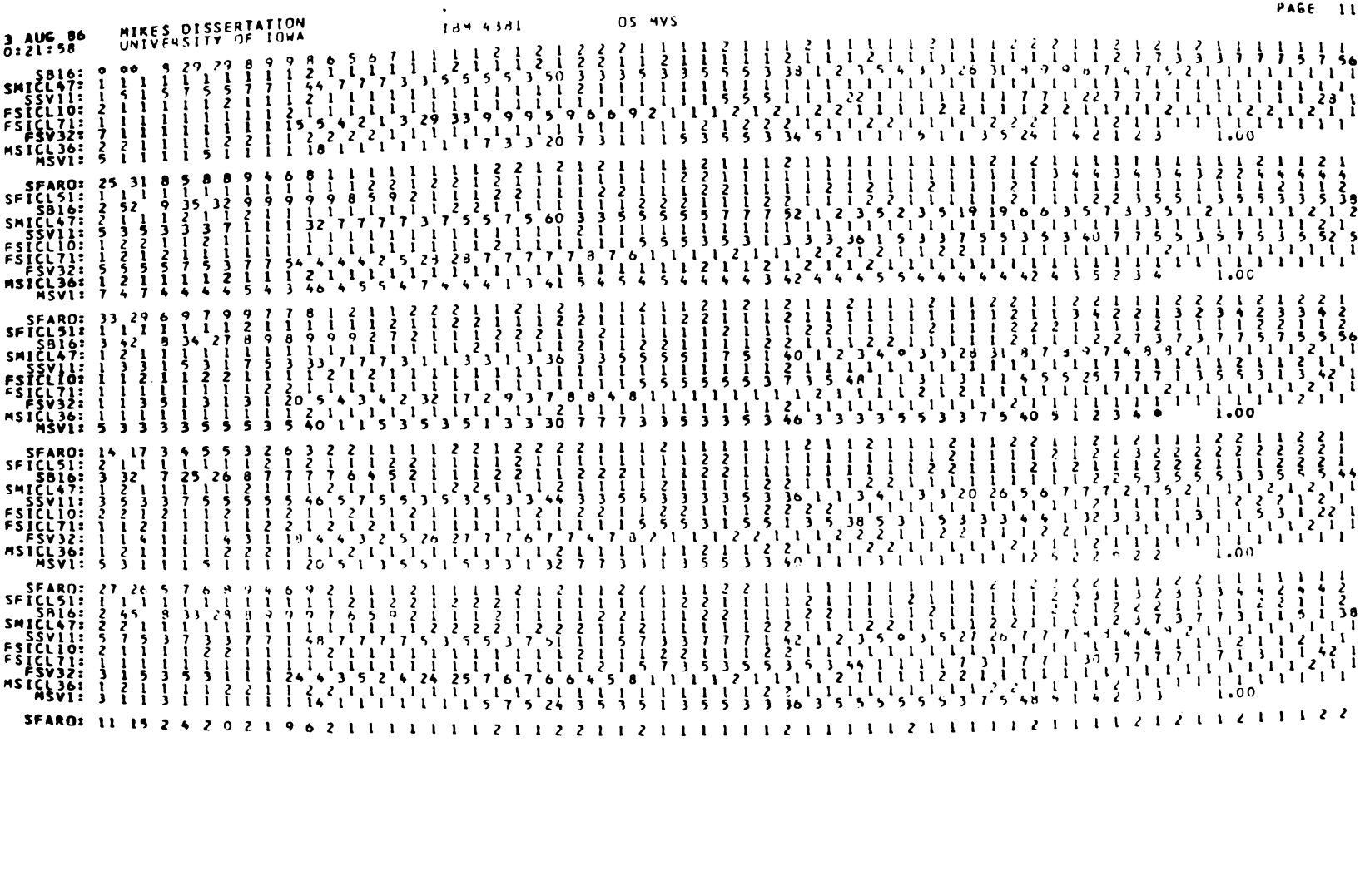


13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:57 UNIVERSITY OF IOWA

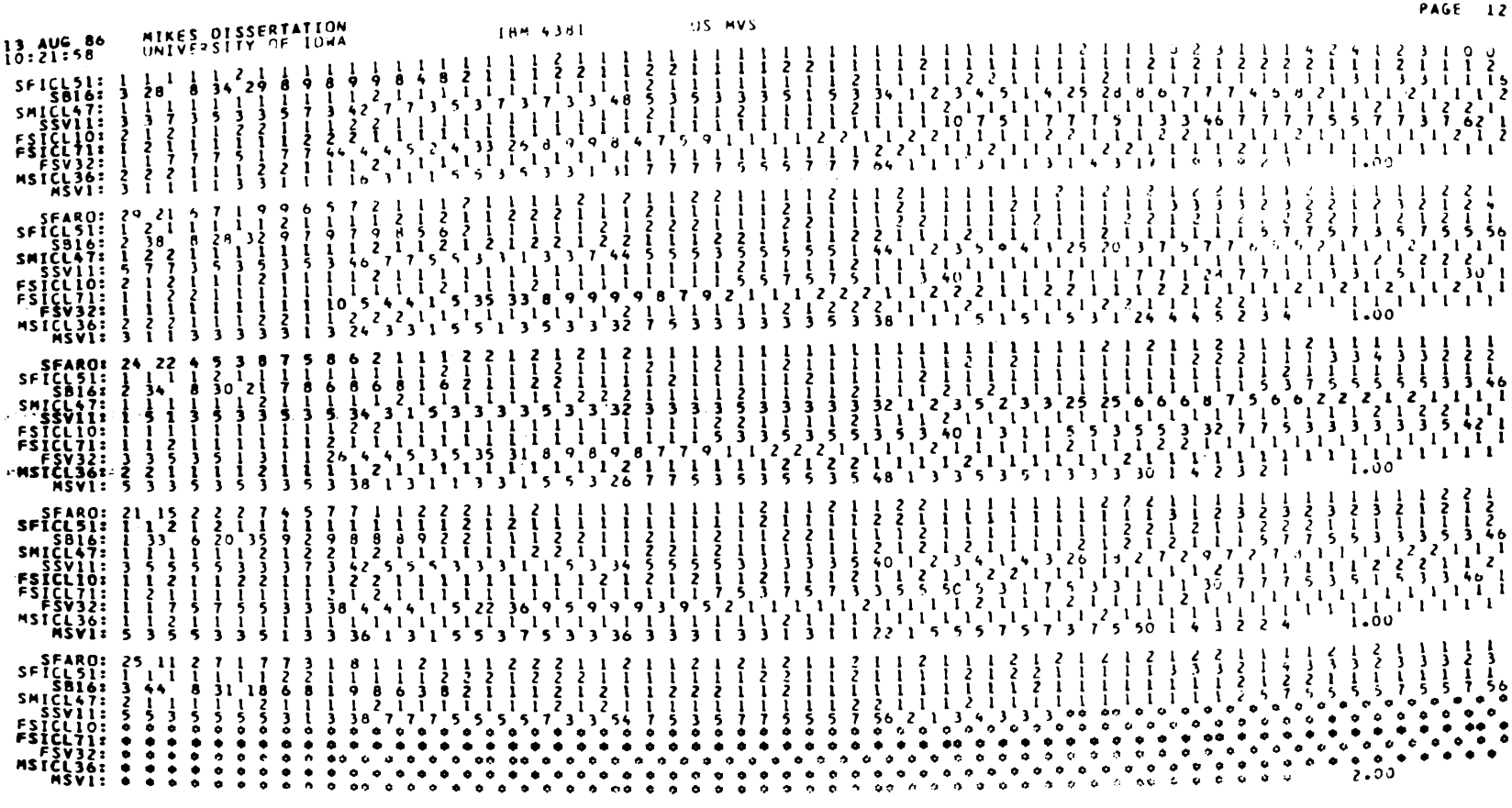


13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:58 UNIVERSITY OF IOWA

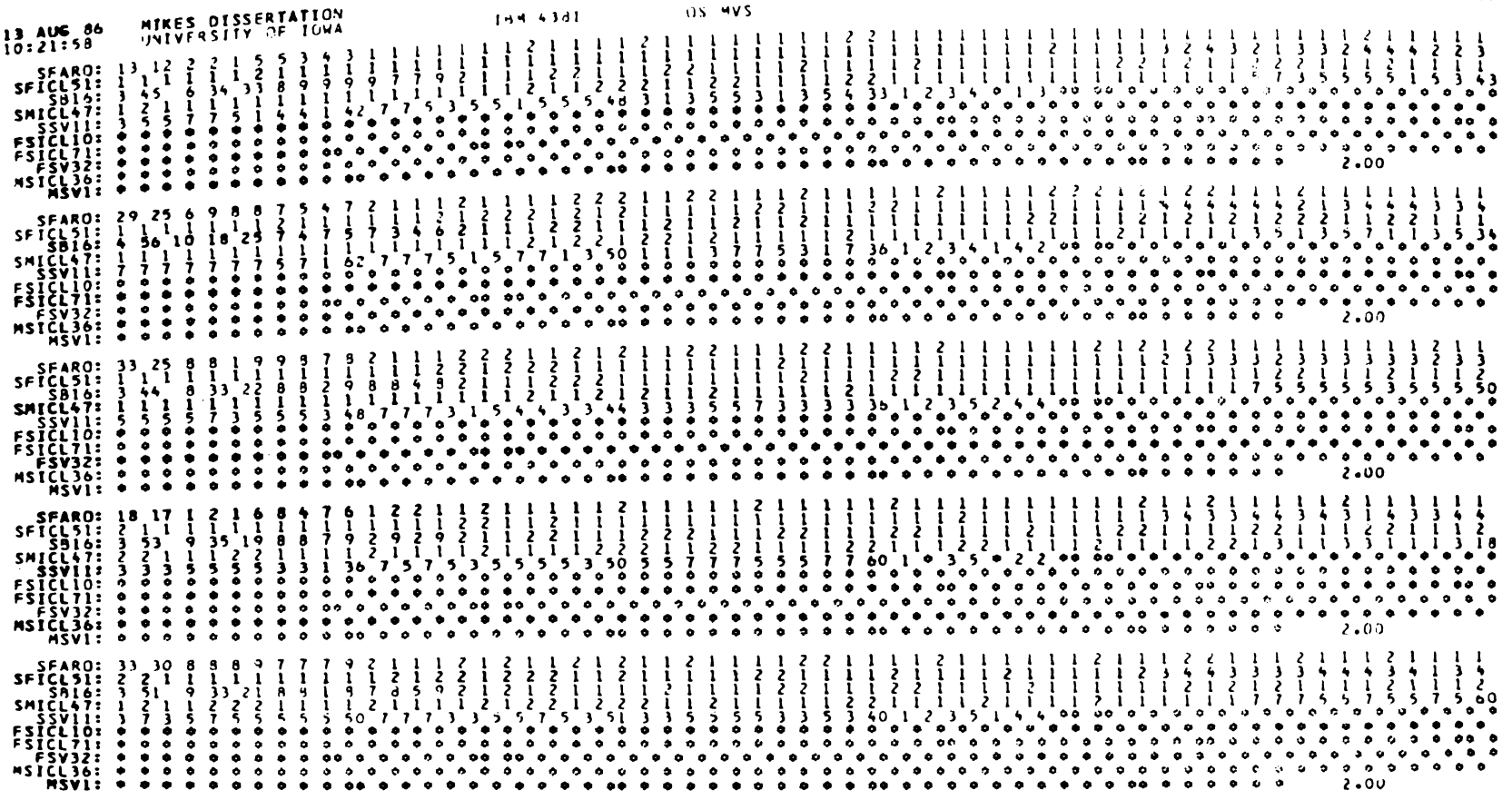




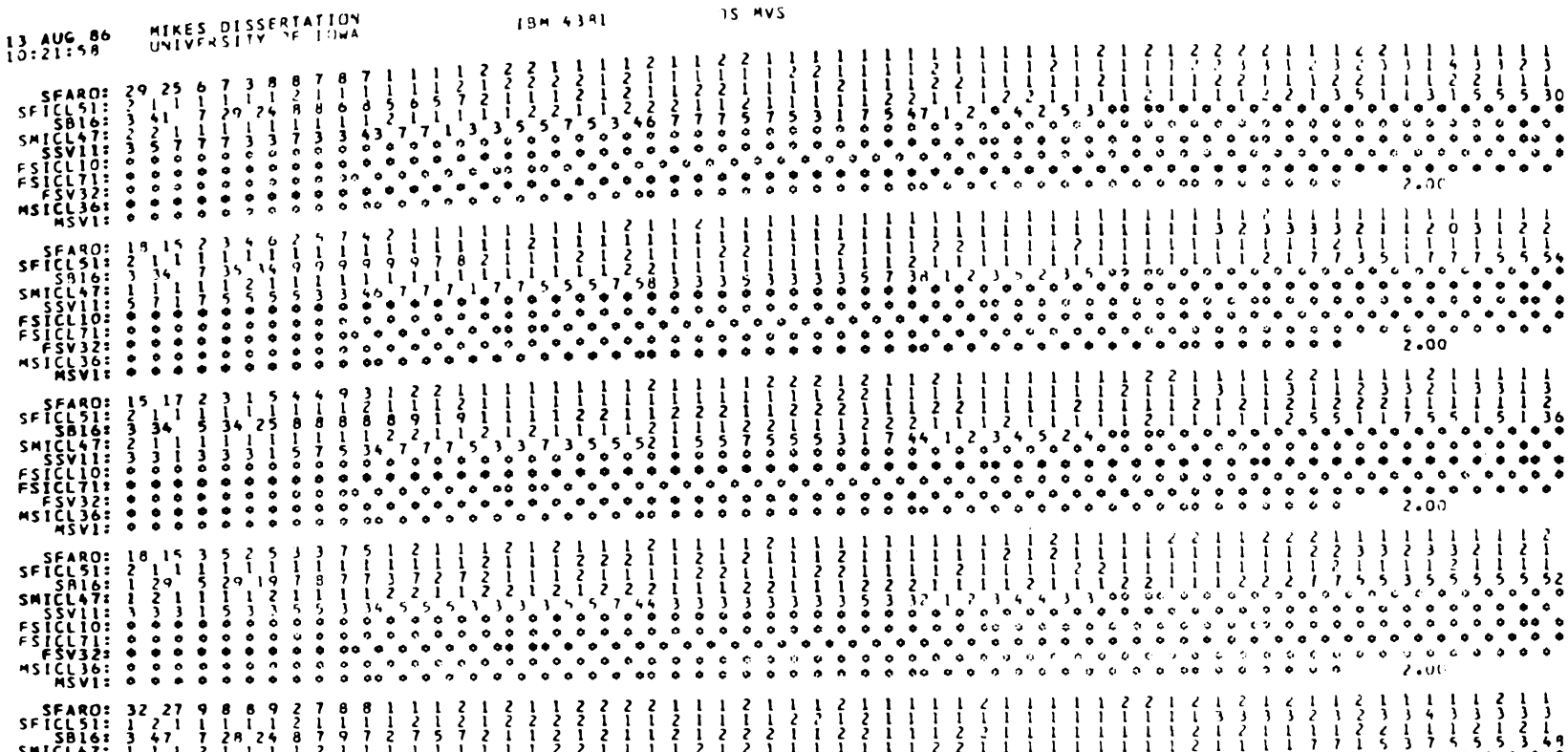
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:58 UNIVERSITY OF IOWA



13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:58 UNIVERSITY OF IOWA



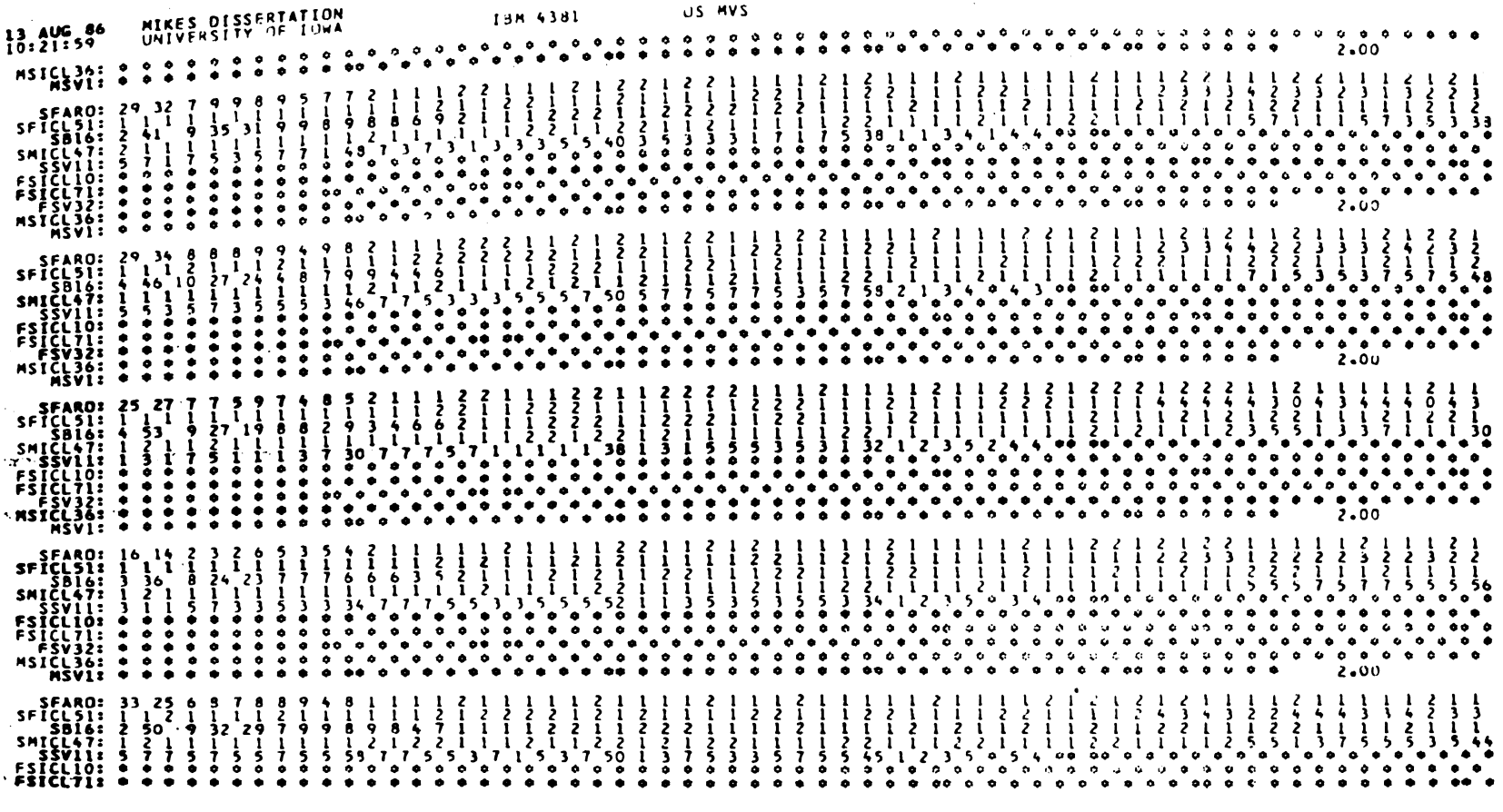
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:58 UNIVERSITY OF IOWA



13 AUG 86 MIKES DISSERTATION
10:21:58 UNIVERSITY OF IOWA

IBM 4381 OS MVS

13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:59 UNIVERSITY OF IOWA

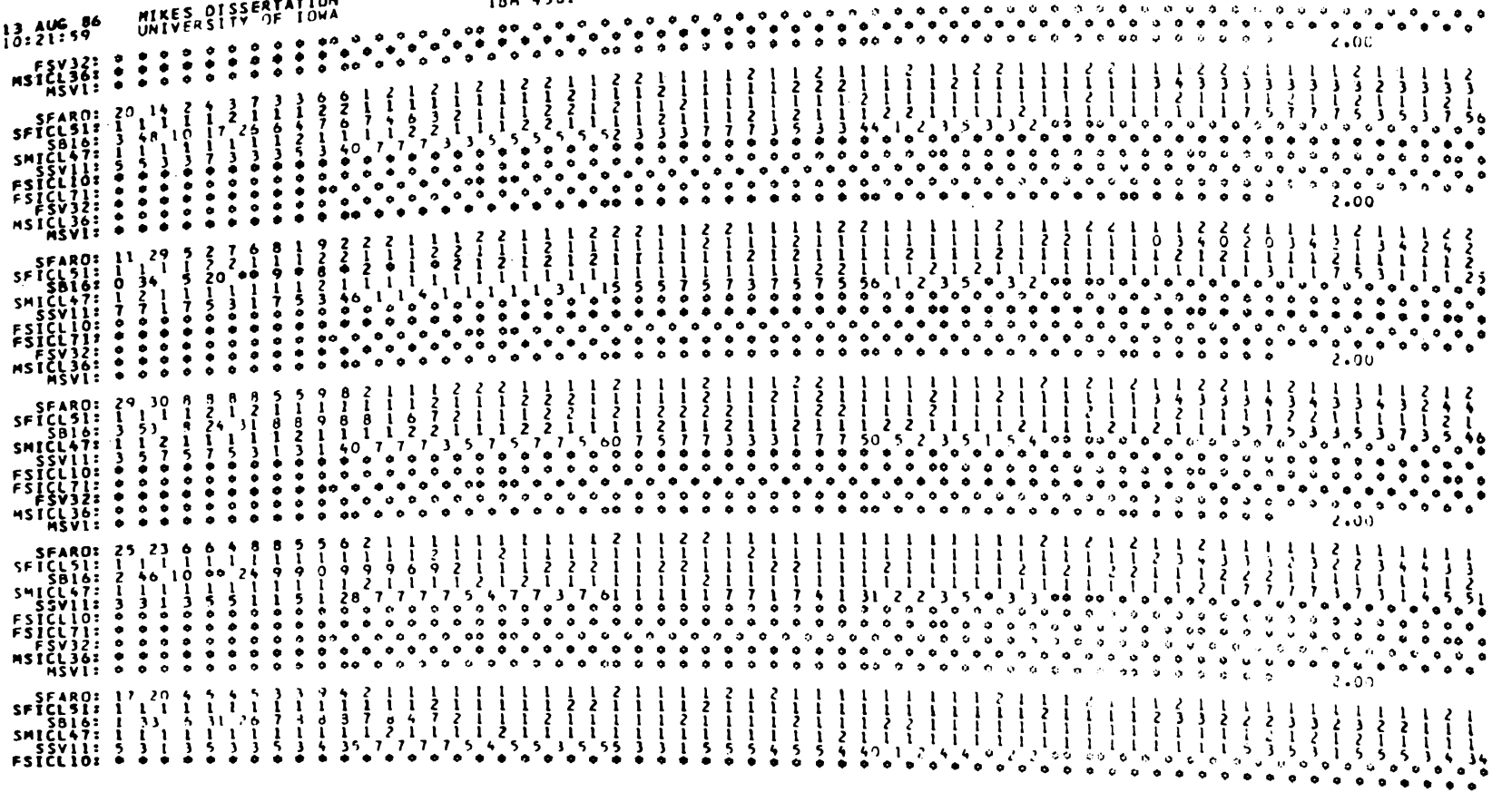


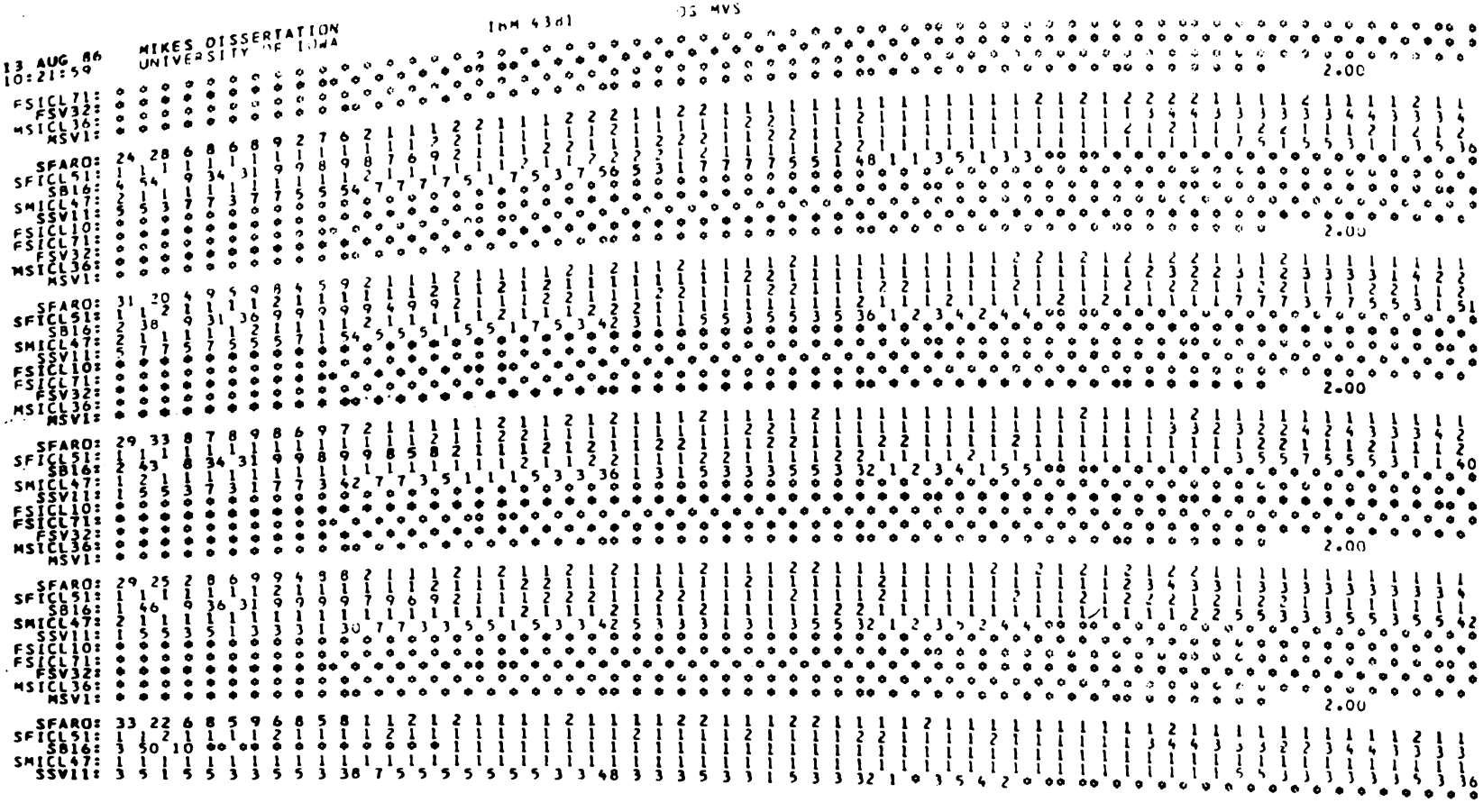
13 AUG 86
10:21:59

MIKES DISSERTATION
UNIVERSITY OF IOWA

IBM 4381

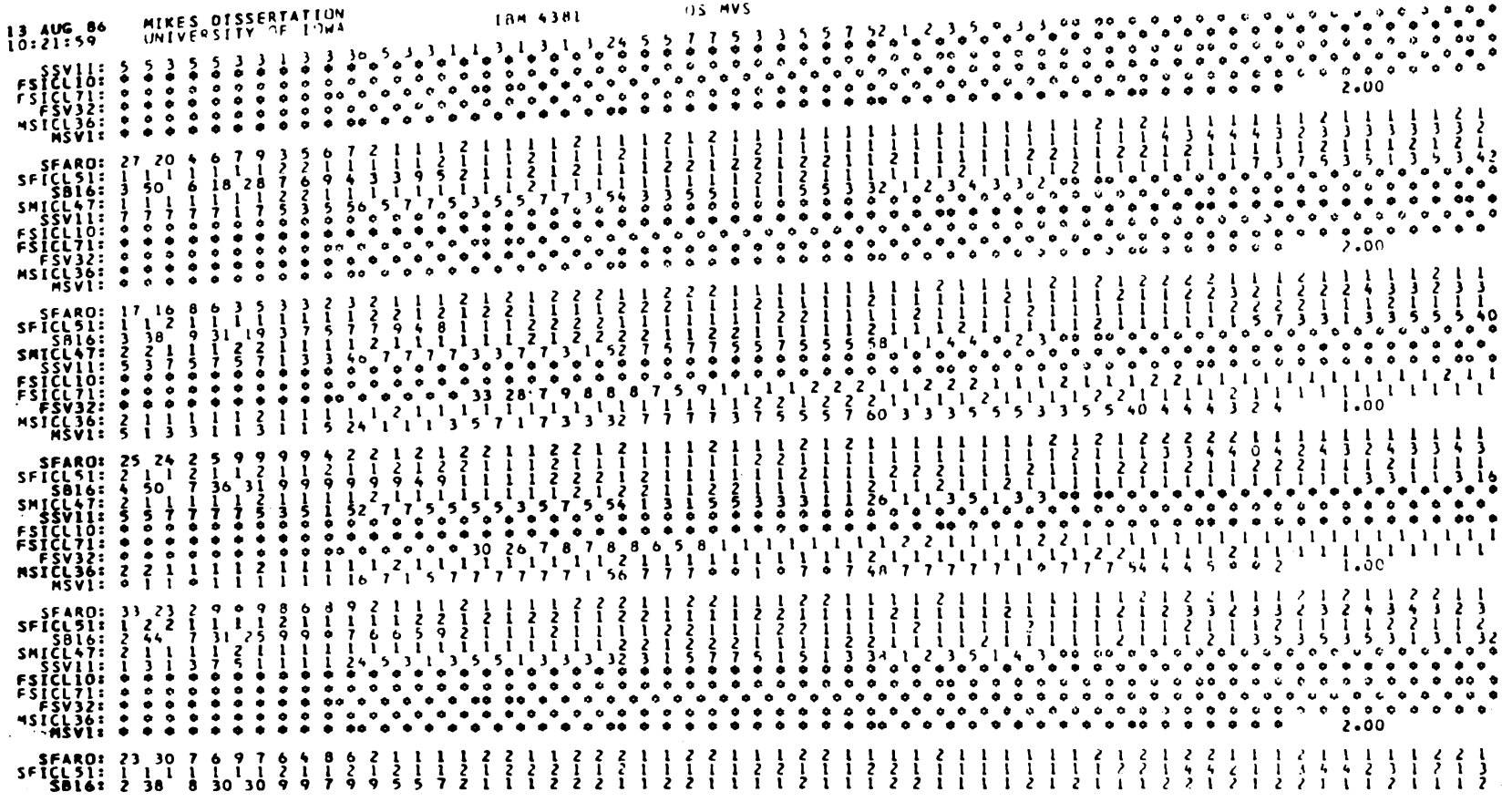
OS MVS



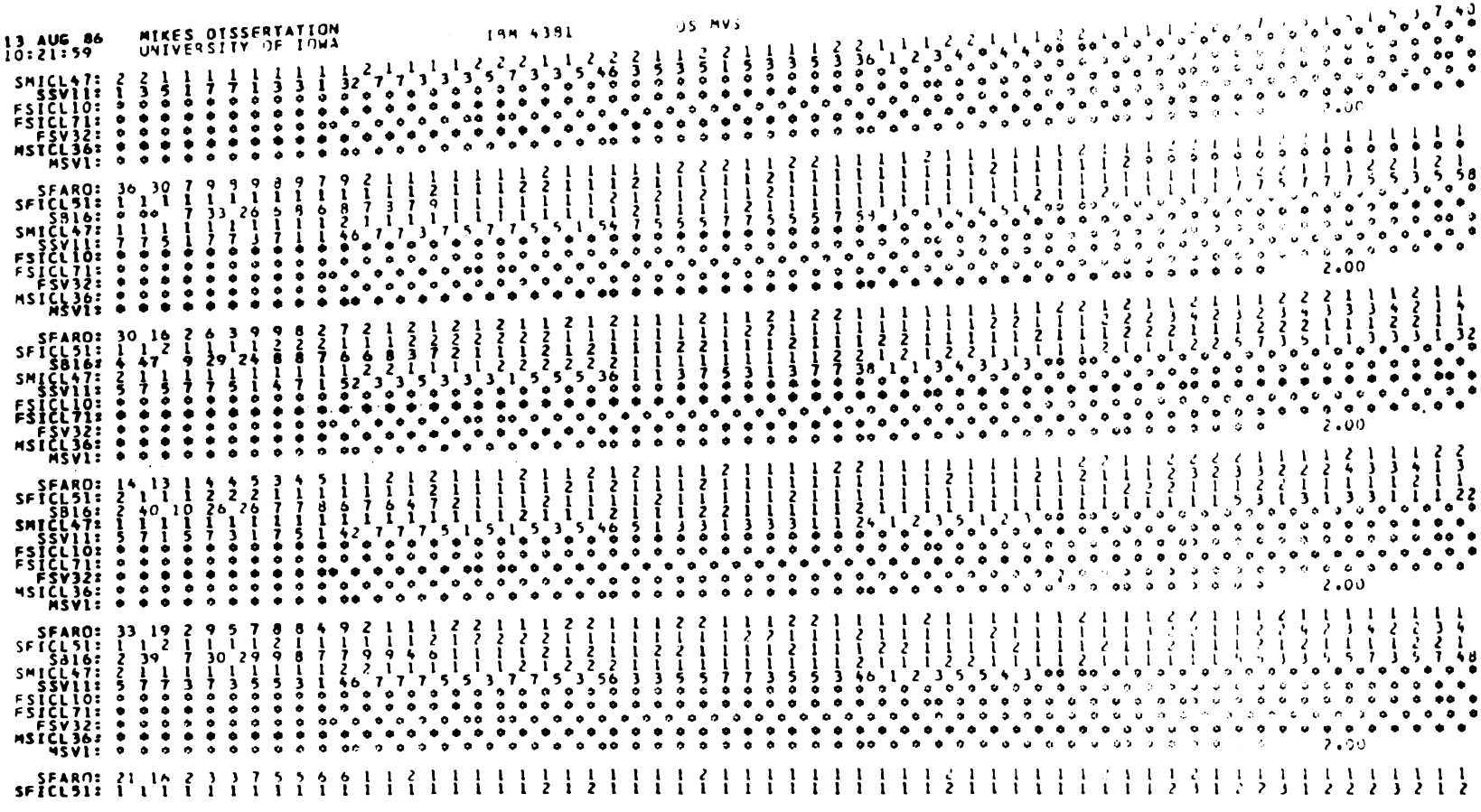

13 AUG 86
10:21:59
MIKES DISSERTATION
UNIVERSITY OF IOWA
IBM 4381
OS MVS
FSICL71:
FSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SB16:
SMICL47:
SSV11:
FSICL10:
FSICL71:
FSV32:
MSICL36:
MSV1:
2.00

13 AUG 86
10:21:59
MIKES DISSERTATION
UNIVERSITY OF IOWA
IAM 4331
OS MVS
SFICL10:
FSICL71:
FSSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SS316:
SMICL47:
SSV110:
FSICL71:
FSSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SS816:
SMICL47:
SSV110:
FSICL71:
FSSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SH316:
SMICL47:
SSV110:
FSICL71:
FSSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SH316:
SMICL47:
SSV110:
FSICL71:
FSSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SB816:
SMICL47:
SSV110:
FSICL71:
FSSV32:
MSICL36:
MSV1:
SFARO:
SFICL51:
SB816:
SMICL47:
2.00

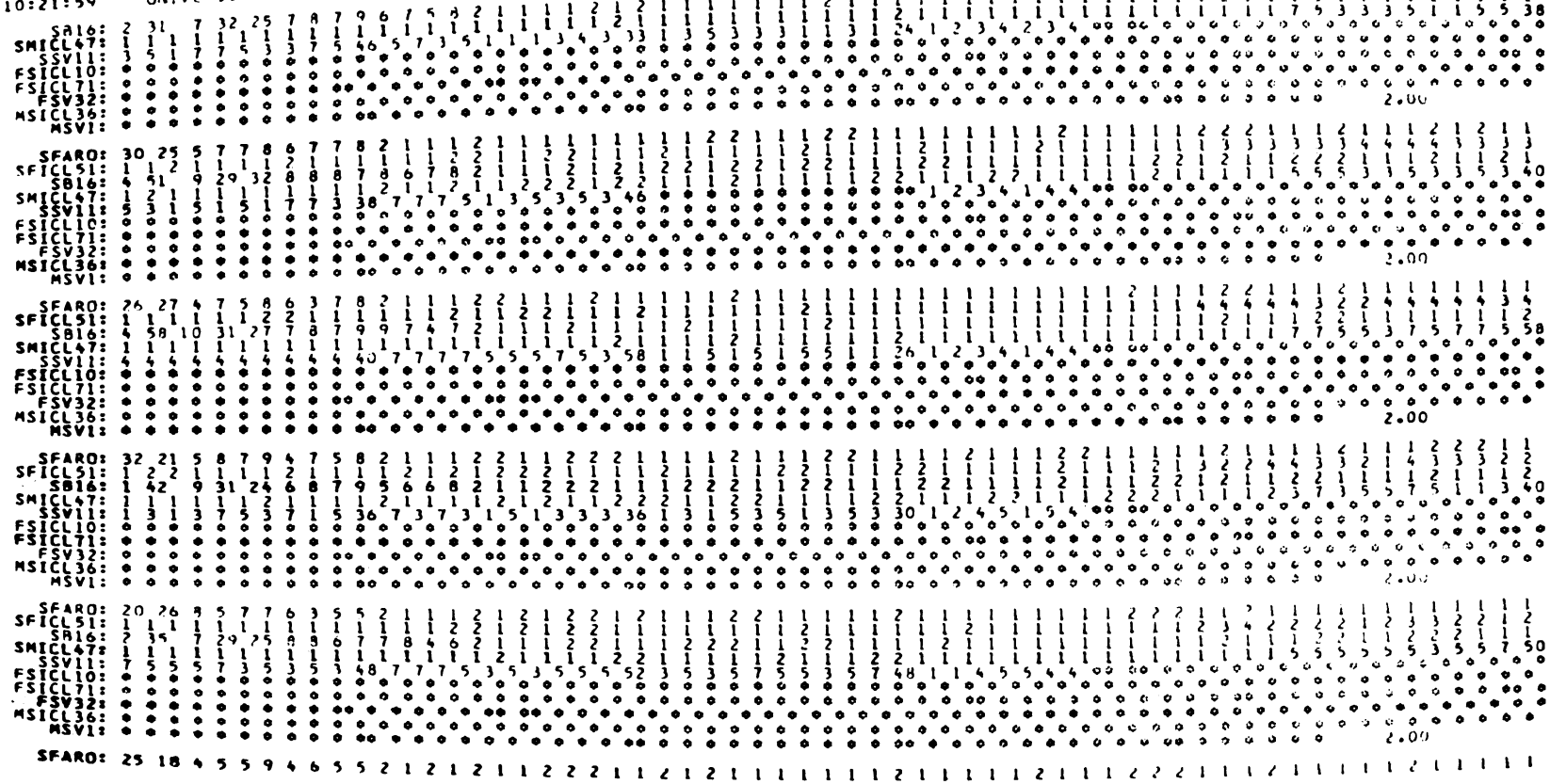
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:59 UNIVERSITY OF IOWA



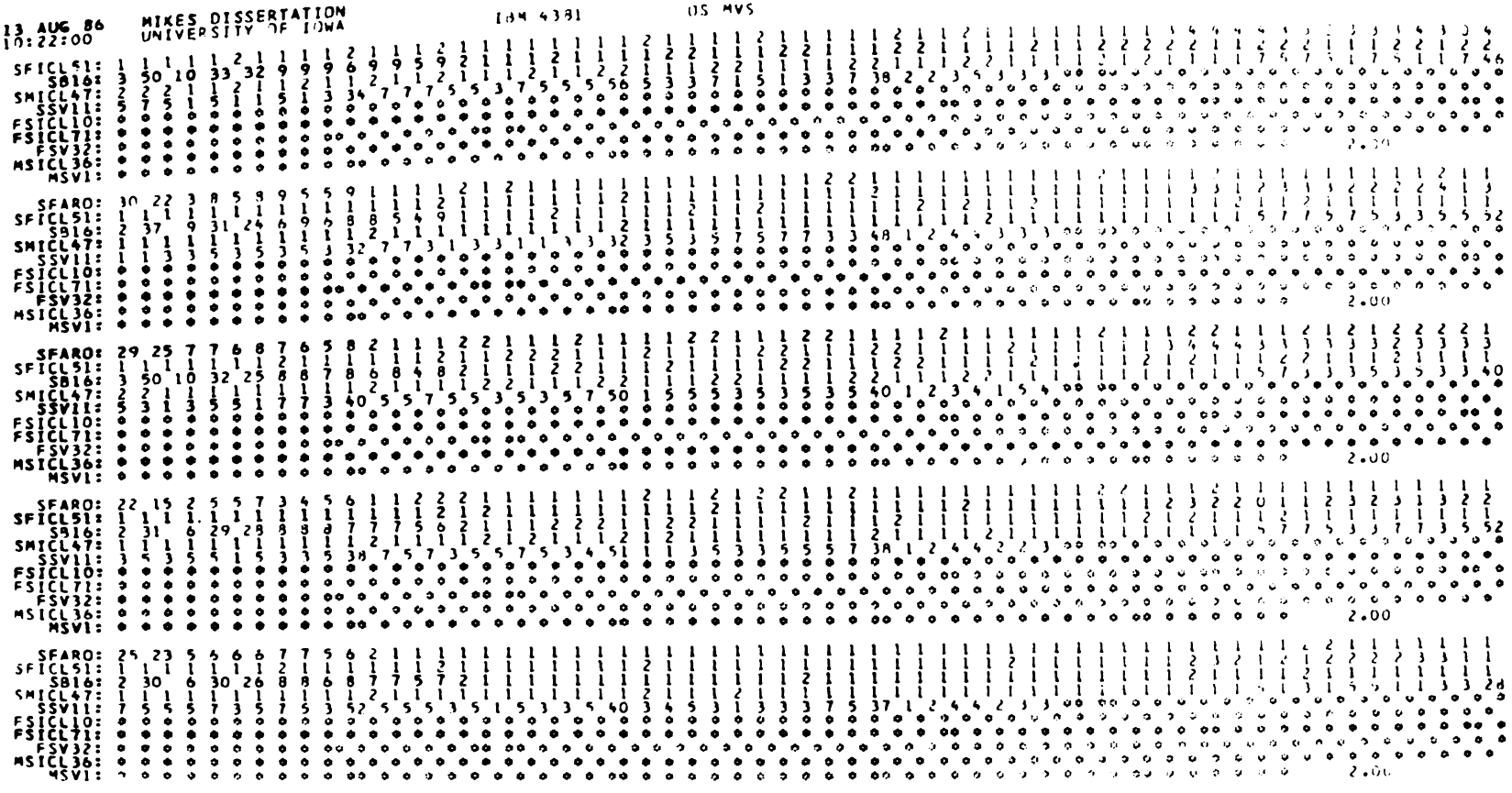
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:59 UNIVERSITY OF IOWA



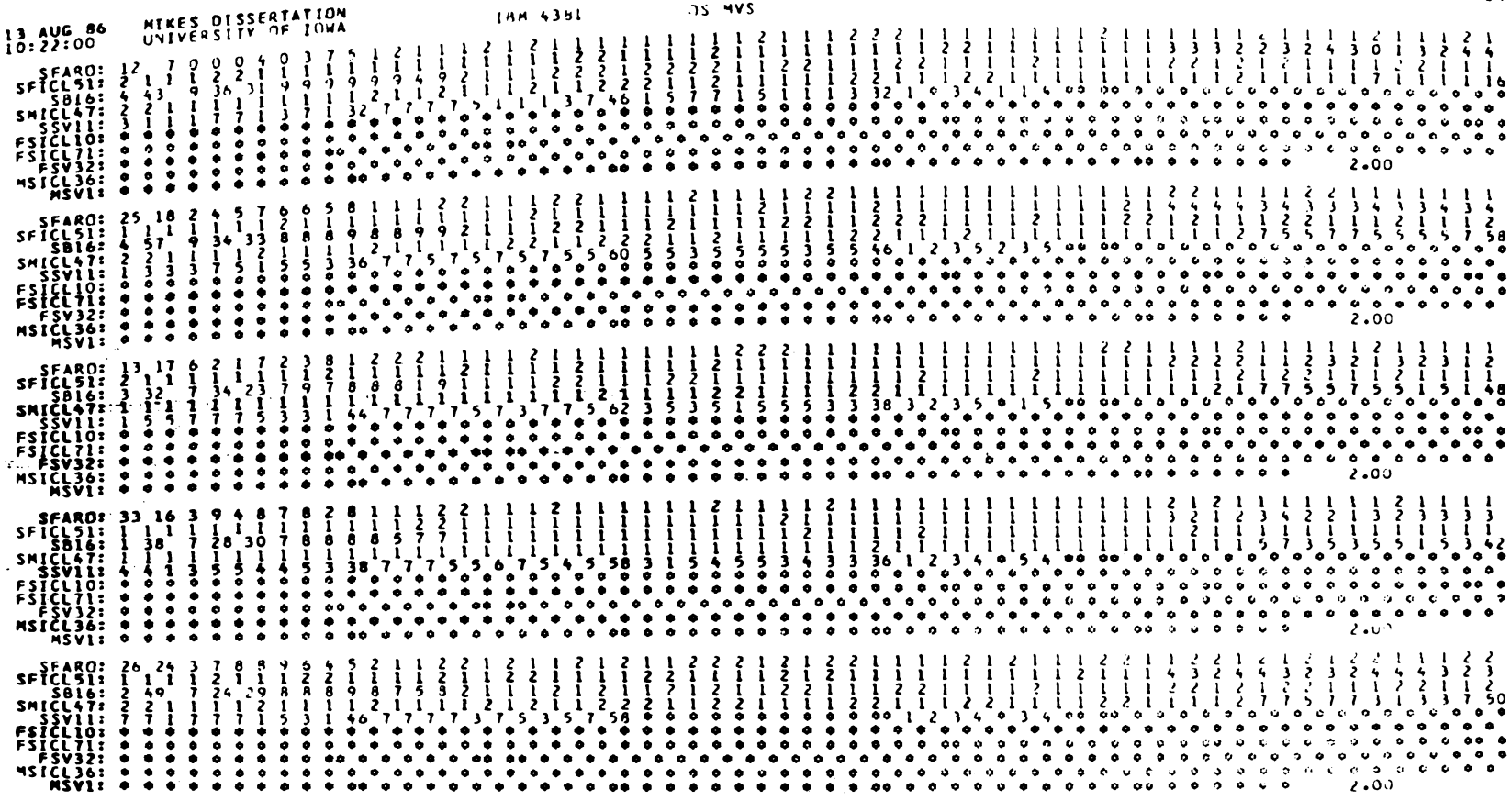
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:21:59 UNIVERSITY OF IOWA

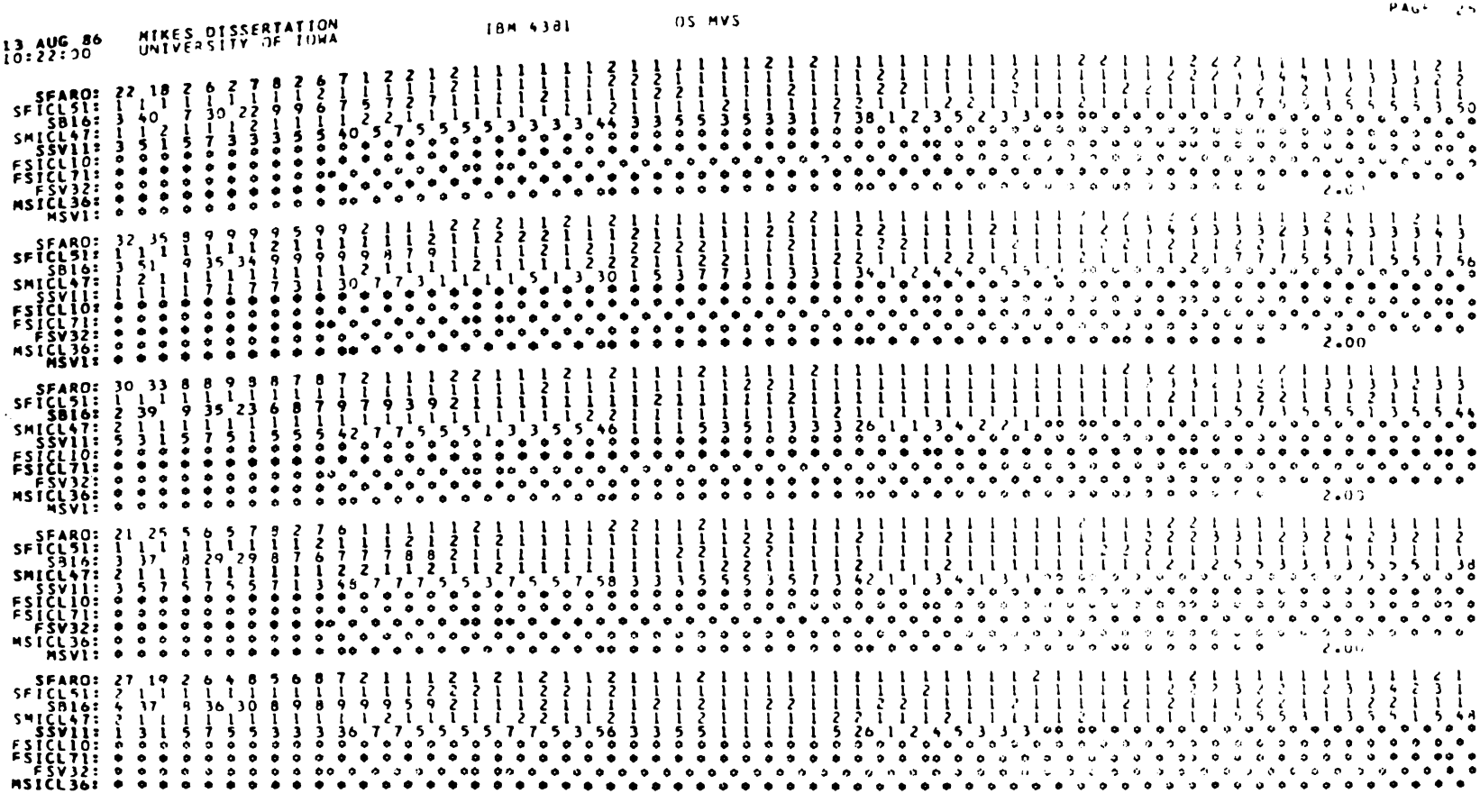


13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:00 UNIVERSITY OF IOWA

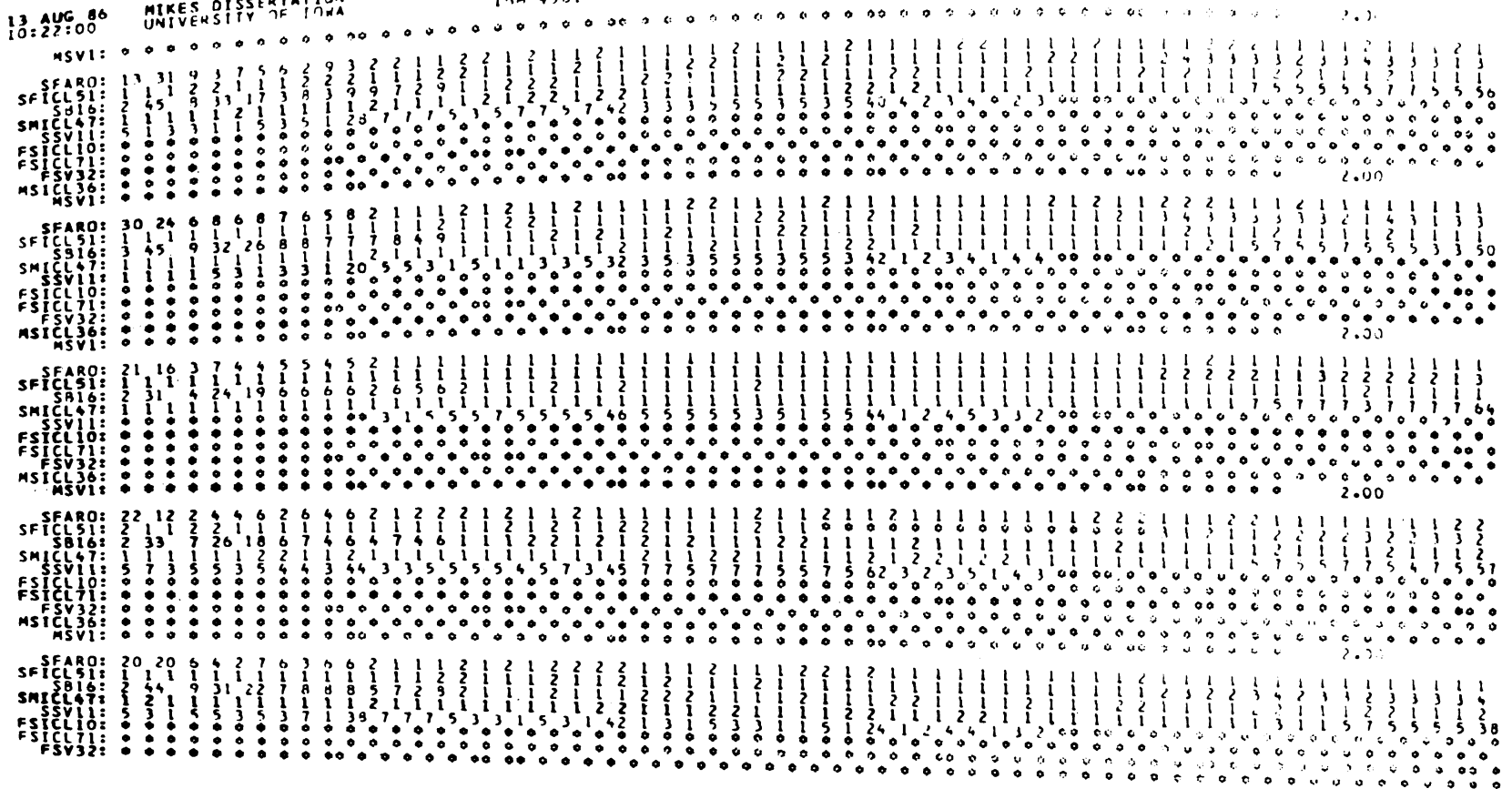


13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:00 UNIVERSITY OF IOWA

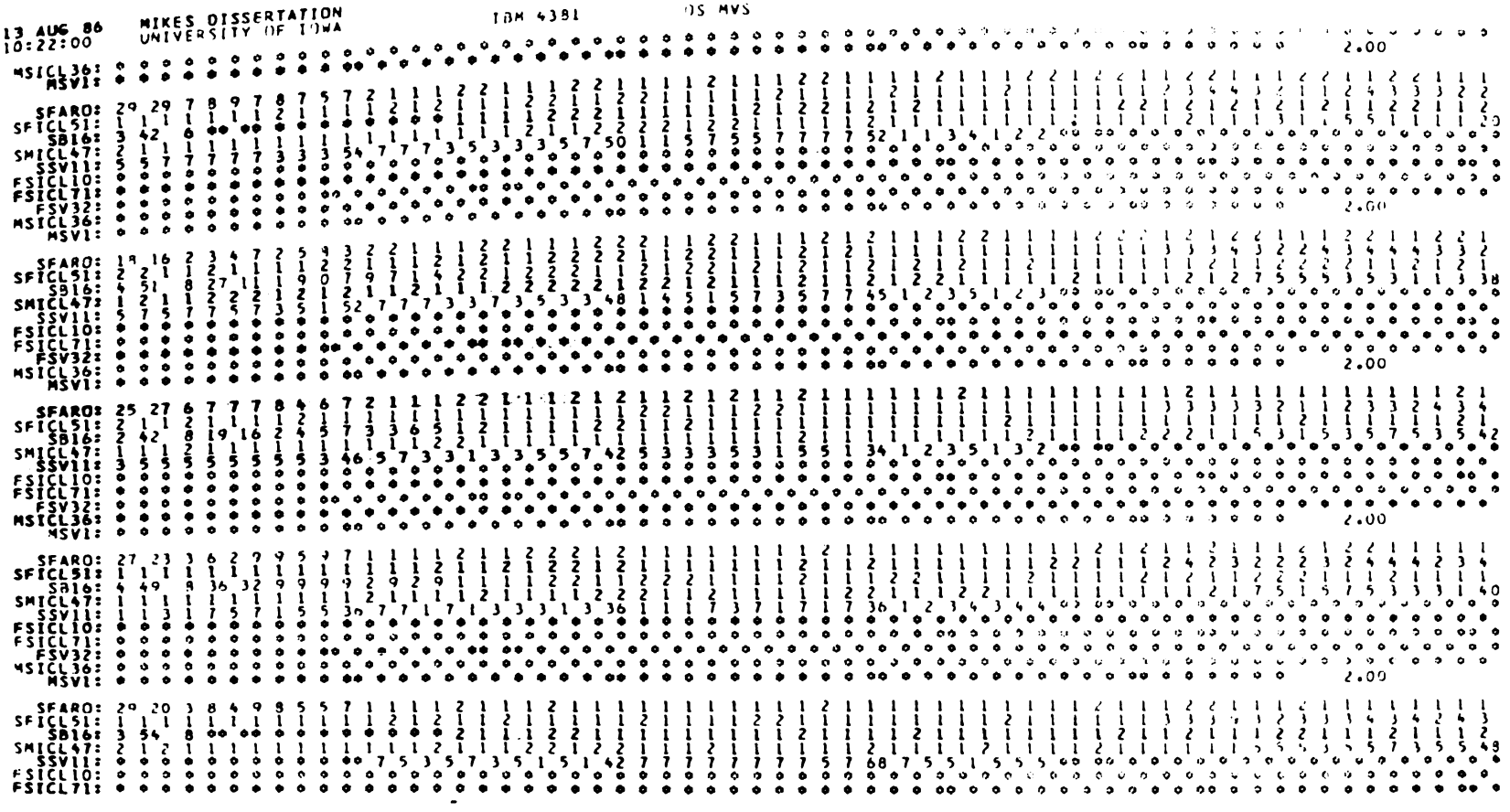



SFARO:
SFICL51:
SB16:
SMICL47:
SSV11:
FSICL10:
FSICL71:
FSV32:
MSICL36:
MSV1:
2.00
2.00
2.00
2.00

13 AUG 86 MIKES DISSERTATION IOM 4381 OS MVS
10:22:00 UNIVERSITY OF IOWA



13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:00 UNIVERSITY OF IOWA

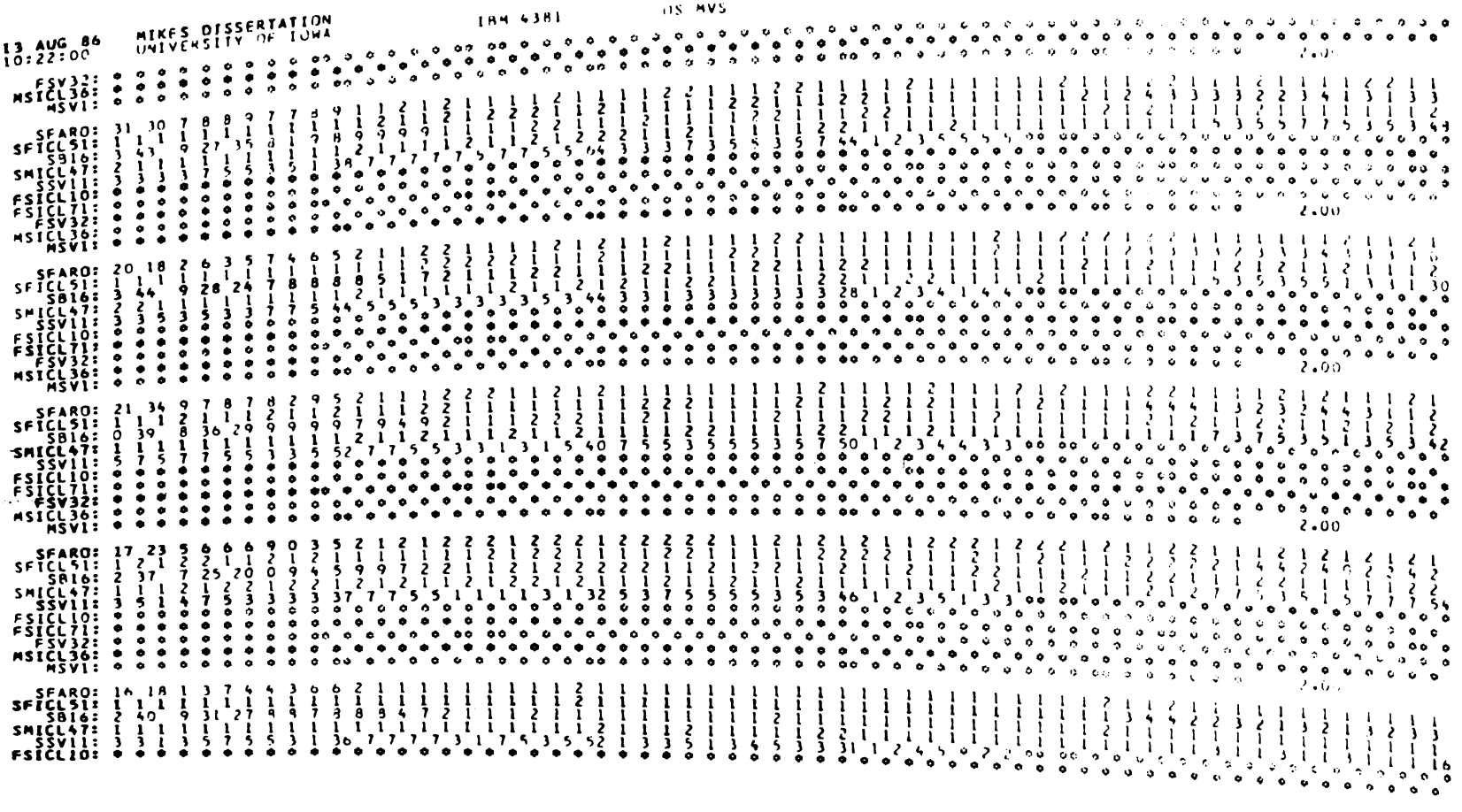


13 AUG 86
10:22:00

MIKES DISSERTATION
UNIVERSITY OF IOWA

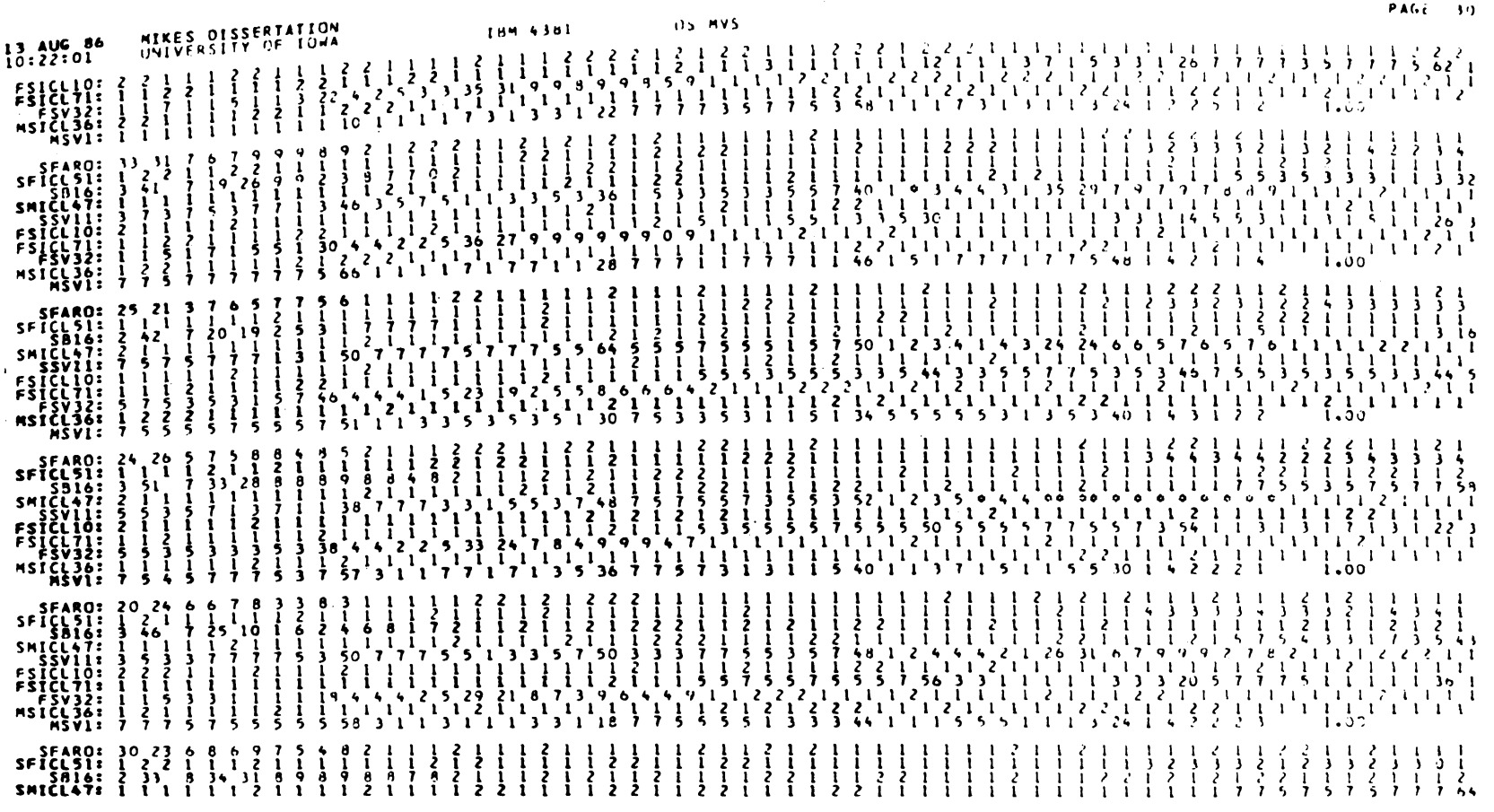
IBM 4381

OS MVS

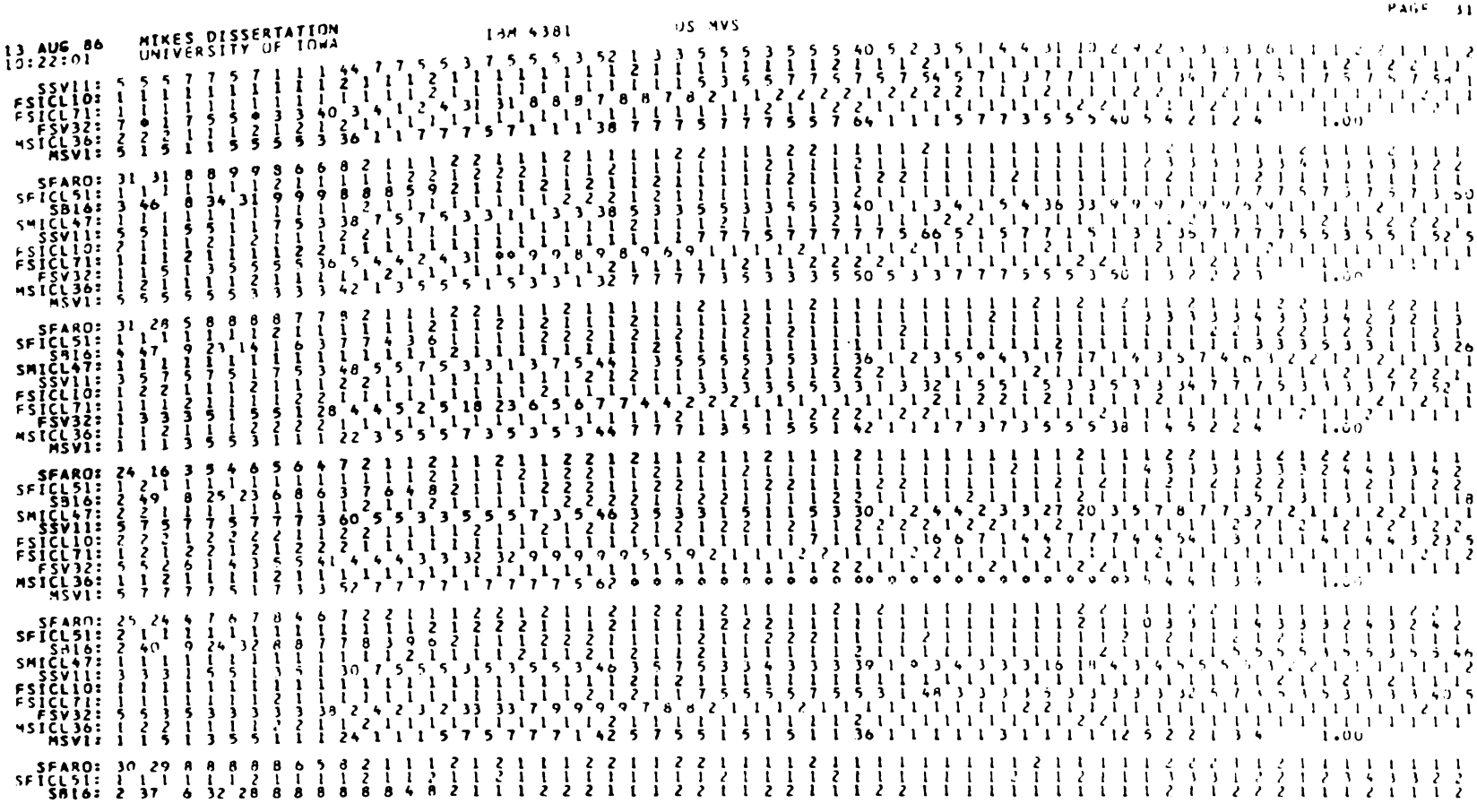


PAGE 29
MIKES DISSERTATION
UNIVERSITY OF IOWA
IBM 4381
US MVS
13 AUG 86
10:22:01
2.00

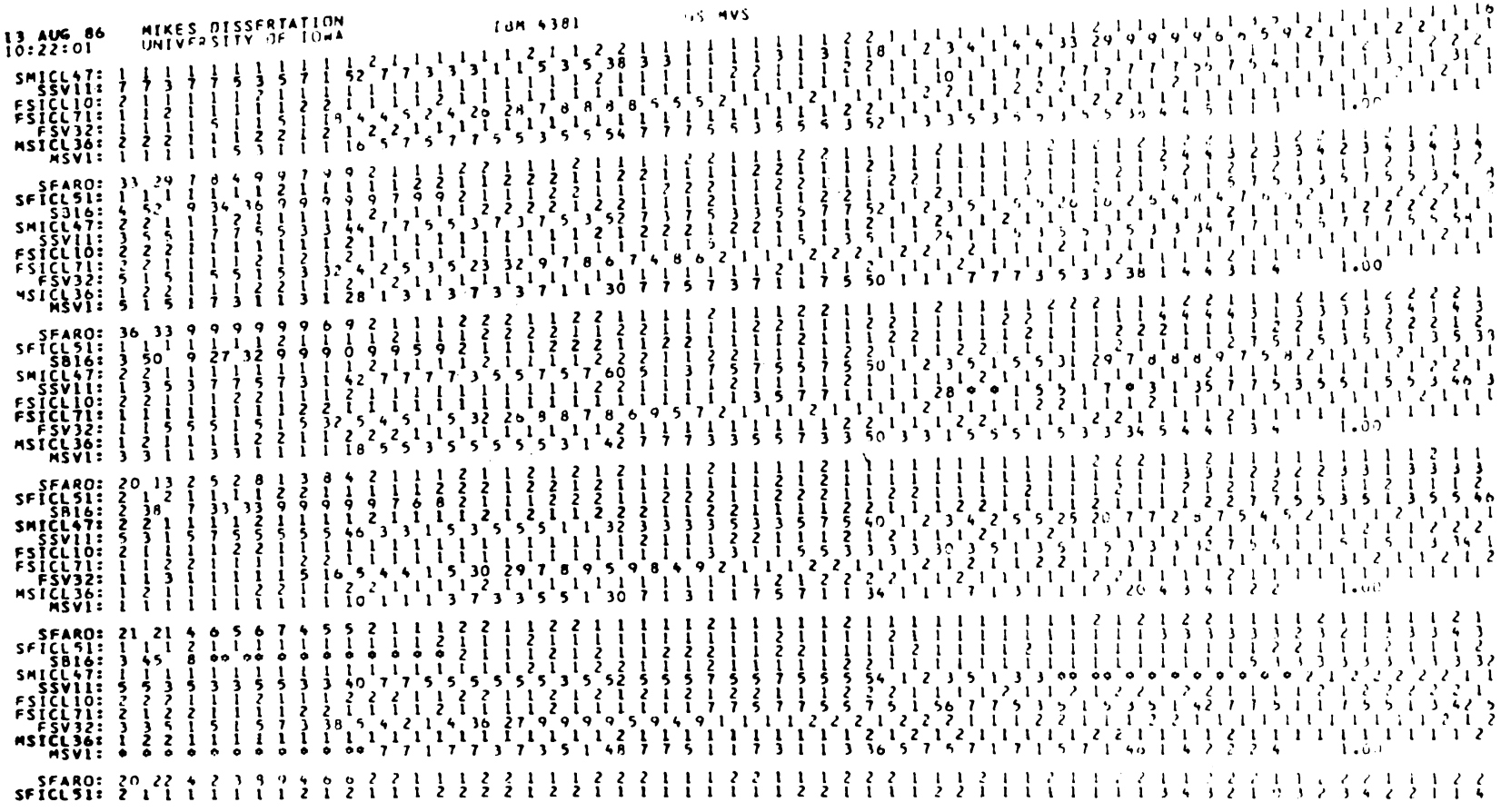
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:01 UNIVERSITY OF IOWA



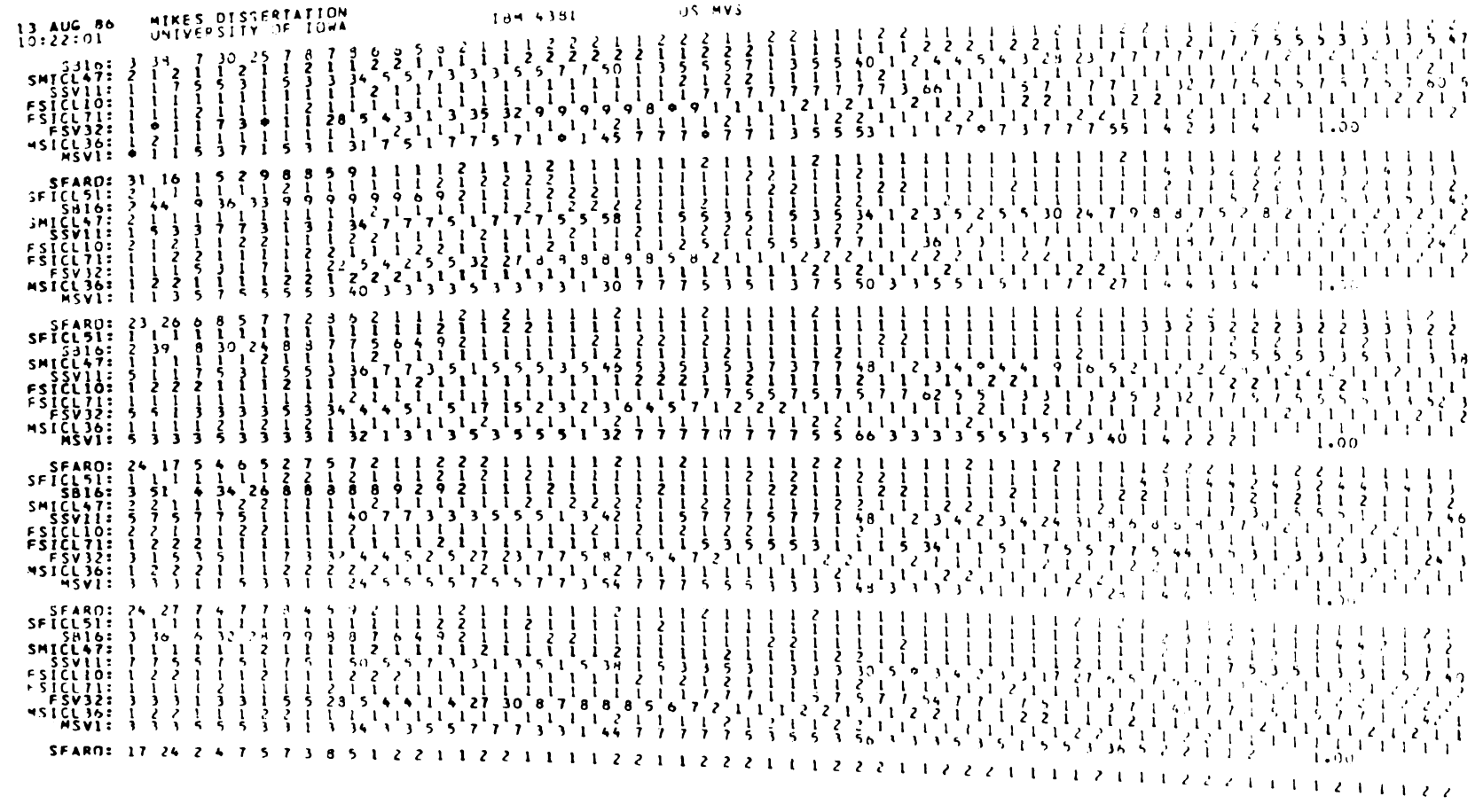
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:01 UNIVERSITY OF IOWA



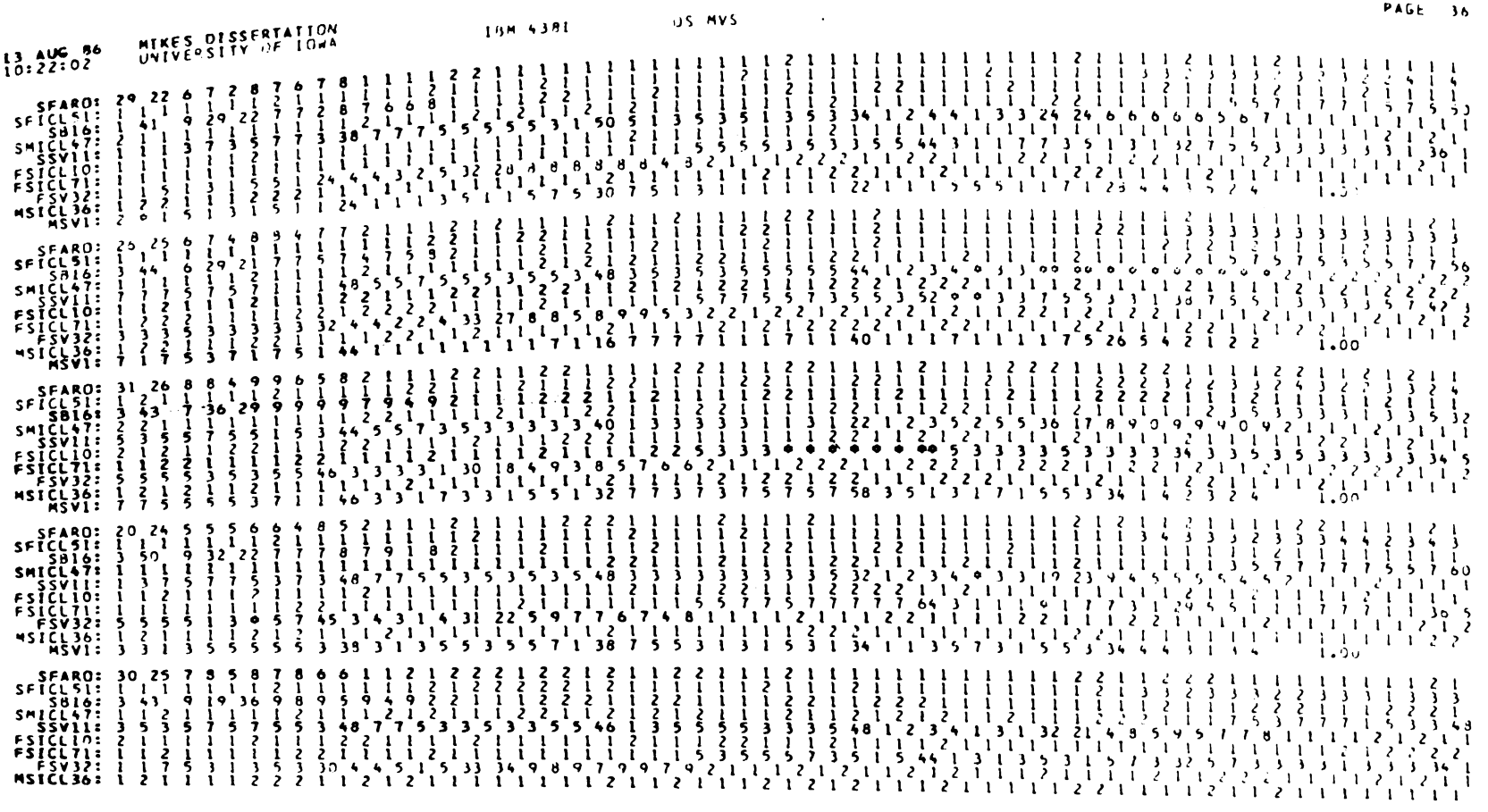
13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:01 UNIVERSITY OF IOWA

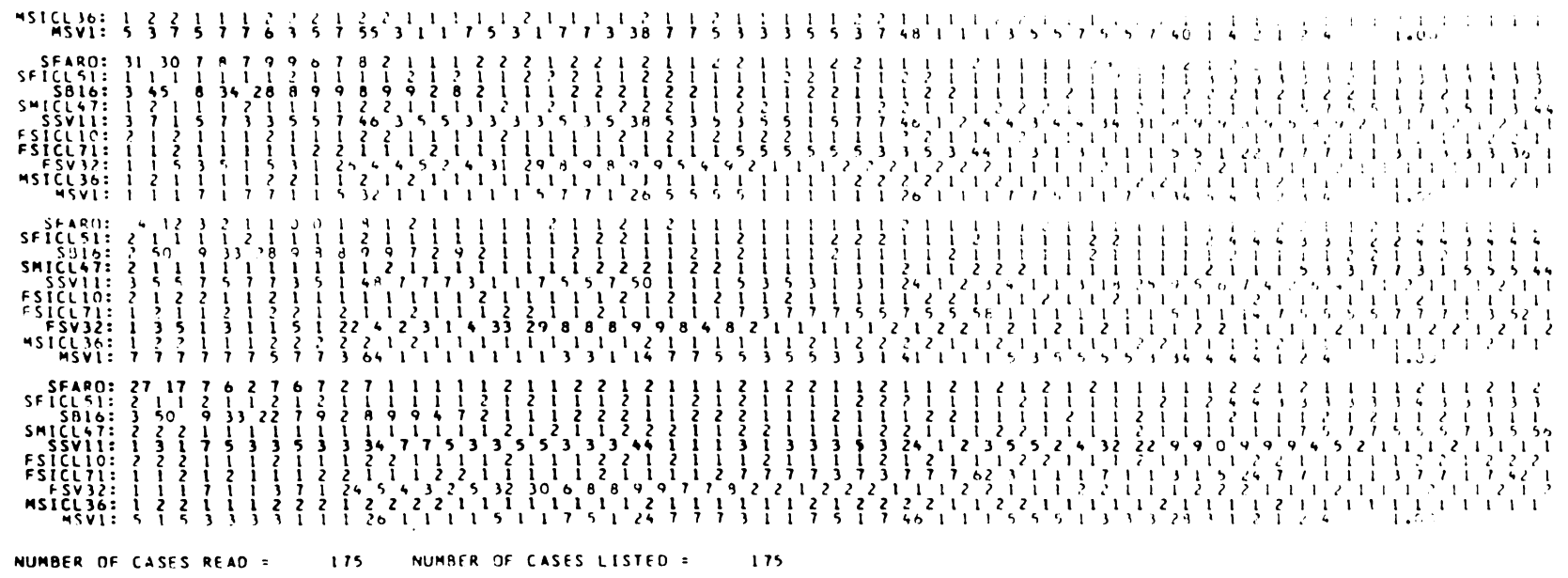


13 AUG 86 MIKES DISSERTATION IBM 4381 OS MVS
10:22:01 UNIVERSITY OF IOWA



13 AUG 86 MIKES DISSERTATION
10:22:01 UNIVERSITY OF FLORIDA





NUMBER OF CASES READ = 175 NUMBER OF CASES LISTED = 175

PRECEDING TASK REQUIRED 3.03 SECONDS CPU TIME; 6.09 SECONDS ELAPSED.

```
  23  0          FINISH

    23 COMMAND LINES READ.
     0 ERRORS DETECTED.
     0 WARNINGS ISSUED.
     3 SECONDS CPU TIME.
    17 SECONDS ELAPSED TIME.
       END OF JOB.
```

LIST OF REFERENCES

LIST OF REFERENCES

Alberti, R. E., & Emmons, M. L. (1970). Your perfect right. San Luis Obispo, California: Impact.

Ausubel, D. P. (1954). Theory and problems of adolescent development. New York: Grune and Stratten.

Ausubel, D. P., & Sullivan, E. V. (1970). Theory and problems of child development. New York: Grune and Stratten.

Bachman, J. G., & O'Mally, P. M. (1977). Self-esteem in young men: A longitudinal analysis of the impact of educational and occupational attainment. Journal of Personality and Social Psychology, 35, 365-380.

Baldwin, A. L., Kalhorn, J., & Breese, F. H. (1945). Patterns of parental behavior. Psychological Monographs, 58(3), 6-75.

Bales, R., & Couch, A. (1969). The value profile: A factor analytic study of value statements. Sociological Inquiry, 39, 3-17.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84, 191-215.

Bandura, A. (1981). Self-referent thought: The development of self-efficacy. In J.H. Flavell, & L.D. Ross (Eds.) Social Cognitive Development: Frontiers and possible futures, (pp. 200-239). New York: Cambridge Univeraity.

Bandura, A., & Huston, A. C. (1961). Identification as a process of incidental learning. Journal of Abnormal and Social Psychology,63(2), 311-318.

Baumrind, D. (1966). Effects of authoritative parental control on child behavior. Child Development, 37, 887-907.

Baumrind, D. (1971). Current patterns of parental authority. Developmental Psychology Monograph, 4(1, Pt. 2).

Becker, W. C., Peterson, D. R., Shoemaker, D. J., Hellmer, L. A., & Quay, H. C. (1959). Factors in parental behavior and personality as related to problem behavior in children. Journal of Consulting Psychology, 23, 107-118.

Becker, W. C., & Krug, R. S. (1964). A circumplex model for social behavior in children. Child Development, 36, 91-109.

Behrens, M. J. (1954). Child Rearing and the Character Structure of the Mother. Child Development, 25, 225-238.

Benjamin, L. S. (1974). Structural analysis of social behavior. Psychological Review, 81, 392-425.

Berzonski, M. D. (1978). Ausubel's satellization theory: Application to some research on adolescents. Adolescence, 13(49), 167-180.

Boyer, R., & Savageau, D. (1985). Places rated almanac. U.S.: Rand McNally.

Bronfenbrenner, U. (1972). Influences on human development. Hinsdale, IL: Dryden.

Burns, R. B. (1979). The Self-Concept in Theory, Measurement, Development, and Behavior. London: Longman Group Limited.

Burros, O. K. (1970). Personality tests and reviews. Highland Park, NJ: Gryphon.

Burros, O. (1972). Seventh Mental Measurement Yearbook. New Brunswick, NJ: Gryphon.

Cattell, H. E. P. (1981). Differences in personality and parent/child relations between spouse similar and spouse dissimilar families. Unpublished doctoral dissertation. Michigan State University.

Chronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. Psychological Bulletin, 52, 281-302.

Conte, H. R., & Plutchik, R. (1981). A circumplex model for interpersonal personality traits. Journal of Personality and Social Psychology, 40(4), 701-711.

Cooley, G. H. (1902). Human nature and the social order. New York: Charles Schribner's Sons.

Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco: Freeman.

Crase, S. J., Foss, C. J., & Colbert, K. K. (1981). Children's self-perception of parents' behavior. Journal of Psychology, 108, 297-303.

Davis, W. L., & Phares, E. J. (1969). Parental antecedents of internal-external control of reinforcement. Psychological Reports, 24, 427-436.

Dickstein, E. B. (1977). Self and self-esteem: Theoretical foundation and their implications for research. Human Development, 20, 129-140.

Dickstein, E. B., & Posner, J. M. (1978). Self-esteem and relationship with parents. Journal of Genetic Psychology, 133(2), 273-276.

Ellis, A. E., & Harper, R. A. (1961). A new guide to rational living. North Hollywood, CA: Wilshire Book.

Ferguson, L. R., & Allen, D. R. (1978). Congruence of parental perception, marital satisfaction, and child adjustment. Journal of Consulting and Clinical Psychology,46(2), 345-346

Fleming J. S. & Courtney, B. E. (1984). The dimensionality of self-esteem: II. Hierarchical facet model for revised measurement scales. Journal of Personality and Social Psychology, 46(2), 404-421.

Freud, S. (1964). New introductory lectures on psychoanalysis (J. Strachey, Trans.). New York: W. W. Norton. (Original work published 1933)

Gecas, V. (1971). Parental behavior and dimensions of adolescent self-evaluation. Sociometry, 34(4), 466-482.

Gecas, V., Colonico, J. M., & Thomas, D. L. (1974). The development of the self-concept in the child: Mirroring theory versus modelling theory. The Journal of Social Psychology, 92, 67-76.

Gecas, V., Nye, I. F. (1974). Sex and class differences in parent-child interaction: A test of Kohn's hypothesis. Journal of Marriage and the Family, 36, 742-749.

Gootnick, A. T. (1976). Parental antecedents of experienced control. International Dissertation Abstracts, 4155B.

Gough (1964). The california personality inventory manual. Palo Alto: Consulting Psychologist Press.

Guttman, L. A. (1950). The basis for scalogram analysis. In S. A. Stouffer (Ed.) Measurement and prediction. Princeton: Princeton University.

Guttman, L. A. (1954). A new approach to factor analysis: The radex. In P.R. Lazarsfeld (Ed.) Mathematical thinking in the social sciences. Glencoe, IL: Free Press.

Harter, S. (1982). The perceived competence scale for children. Child Development, 53, 87-97.

Harter, S. (1983). Developmental perspectives on the self-esteem. In P. Mussen (Ed.) Handbook of Child Psychology Vol. IV (4th edition): Socialization, Personality, and Social Development (pp. 275-385). New York: John Wiley and Sons.

Helmreich, R., & Stapp, J. (1974). Short forms of the Texas Social Behavior Inventory (TSBI), an objective measure of self-esteem. Bulletin of the Psychometric Society, 4(5A), 473-475.

Helmreich, R., Stapp, J., & Ervin, C. (1974). The Texas Social Behavior Inventory (TSBI): An objective measure of self-esteem or social competence. Abstracted in the JSAS Catalog of Selected Documents in Psychology; MS No 681.

Hoffman, L. W. (1972). Early childhood experiences and women's achievement motives. Journal of Social Issues, 28(2), 53-77.

Hurley, J. R. (1965). Parental acceptance-rejection and children's intelligence. Merrill-Palmer Quarterly, 11, 19-31.

Hurley, J. R. (1967). Parental malevolence and children's intelligence. Journal of Consulting Psychology, 31(2), 199-204.

Hurley, J. R. (1976a). Helpful behaviors in groups of mental health professionals and undergraduates. International Journal of Group Psychotherapy, 26, 173-189.

Hurley, J. R. (1976b). Two prepotent interpersonal dimensions and the effects of trainers on T-groups. Small Group Behavior, 7, 77-98.

Hurley, J. R. (1978). Toward seeing ourselves as others see us. In L. R. Wolberg, M. L. Aronson, & A. R. Wolberg (Eds.), Group Therapy 1978 (pp. 105-118). New York: Stratten Medical Books.

Hurley, J. R. (1980). Two interpersonal dimensions relevant to group and family therapy. In L. R. Wolberg & M. L. Aronson (Eds.), Group and family therapy 1980: An overview (pp. 65-77). New York: Stratton Medical Books.

Hurley, J. R., & Force, E. J. (1973). T-Group gains of acceptance of self and others. International Journal of Psychotherapy, 23, 166-176.

Hurley, J. R., & Hohn, R. L. (1971). Shifts in child-rearing attitudes linked with parenthood and occupation. Developmental Psychology, 4(3), 324-328.

Hurley, J. R., & Palonen, D. J. (1967). Marital satisfaction and child density among university student parents. Journal of Marriage and the Family, 29, 483-484.

Hurley, J. R., & Rosenthal, M. (1978). Interpersonal perceptions within AGPA's annual institute groups. Group, 2, 220-238.

Hurley, J. R., & Small, D. J. (1978). Work effectiveness and personal attributes of mental health profesionals. In K. Nash, N. Lifton, and S. E. Smith (Eds.), The paraprofessionals: Selected readings (pp. 286-301). New Haven: Advocate Press.

James, W. (1963). Psychology. New York: Fawcett. (Originally published 1890)

Kiesler, D. J. (1983). The 1982 interpersonal circle: A taxonomy for complimentarity in humanb transactions. Psychological Review, 90(3), 185-214

Kiesler, D. J. (1984). Check List of Interpersonal Transactions. Virginia Commonwealth University.

Kohn, M. L. (1963). Social class and parent-child relationships: An interpretation. American Journal of Sociology, 68(4), 471-480.

LaForge, R., & Suczek, R. F. (1955). The interpersonal dimension of personality: III. An interpersonal check list. Journal of Personality, 24, 94-112.

Lanza, E. R. (1970). An investigation into various antecendents of self-esteem as related to sex and race. (Doctoral Dissertation, Ball State University, 1969). Dissertation Abstracts International, 45, 9945A.

Loeb, R. C., Horst, L., & Horton, P. J. (1977). Family interaction patterns associated with self-esteem in preadolescent girls and boys. Merrill-Palmer Quarterly, 26(3), 205-217.

Leedy, P. D. (1974). Practical research: Planning and design (3rd Ed.). New York: Macmillan.

Lorr, M., & McNair, D. M. (1965). Expansion of the interpersonal behavior circle. Journal of Personality and Social Psychology, 2, 823-830.

Maccoby, E. E. (1966). The develpoment of sex differences. Stanford: Stanford University.

Maccoby, E. E. (1980). Social Development. New York: Wiley.

Maccoby, E. E. & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P.H. Musaen (Ed.), Handbook of Child Psychology, Vol. 4. Socialization, Personality, and Social Development (pp. 36-101). New York: John Wiley and Sons.

MacDonald , A. P. (1971). Internal-external locus of control: Parental antecedents. Journal of Consulting and Clinical Psychology, 37, 141-147.

Magnum, P. D. (1976). An investigation of possible variables influencing the development of a locus of control in children. International Dissertation Abstracts.

Martin, B. (1975). Parent-child relations. In Horowitz, F. D. (Ed.) Review of Child Development Research Vol. 4 (pp. 463-540). Chicago: University of Chicago.

Marsh, H. W., & Parker, J. W. (1984). Determinants of student self-concept: Is it better to be a relatively large fish in a small pond even if you don't learn to swim well? Journal of Personality and Social Psychology, 47(1), 213-231.

Matteson, R. (1974). Adolescent self-esteem, family communication, and marital satisfaction. Journal of Psychology, 86, 35-47.

McCord, W., McCord, J., & Howard, A. (1961). Familial correlates of aggression in nondelinquent male children. Journal of Abnormal and Social Psychology. 62, 79-93.

McQuitty, L. L. (1961). Elementary factory analysis. Psychological Reports, 9, 71-78.

Mead, G. H. (1934). Mind, self, and society. Chicago: University of Chicago.

Medinnus, G. R. (1965). Adolescent's self-acceptance and perceptions of their parents. Journal of Consulting Psychology, 29, 150-154.

Miller, B. P. (1971). A study of the repationship among student self-concept, teacher image, and ability grouping. (Doctoral Dissertation, Western Michigan University). Dissertation Abstracts International, 46, 7713A.

Minton, C., Kagan, J., & Levine, J. A. (1971). Maternal control and obediance in the two-year-old. Child Development, 42, 78-92.

Moss, H. A. (1967). Sex, age, and state as determinants of mother-infant interaction. Merrill-Palmer Quarterly, 13(1), 19-36.

Mowrer, O. H. (1950). Learning theory and personality dynamics; Selected papers. New York: Random.

Nelson, M. J. (1983). Perceptions of father/son interactions and their relationship to self-esteem in sons. Unpublished Master's Thesis, Michigan State University.

Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., & Bent, D. H. (1983). Statistical package for the social sciences: Version X-21. New York: McGraw-Hill.

Nunnally, J. (1967). Psychometric Theory. New York: McGraw-Hill.

Nuttall, E. V., & Nuttall, R. L. (1976). Parent-child relationships and effective academic motivation. The Journal of Psychology, 94, 127-133.

Openshaw, D. K. (1978). Socialization and self-esteem: A test of symbolic interaction and social learning explanations. Microfilm Abstract of Unpublished Doctoral dissertation. (ERIC Document No. AN ED 197 824).

Orford, J. (1986). The rules of interpersonal complementarity: Does hostility beget hostility and dominance, submission? Psychological Review, 93(3), 365-377.

Payne, D. E. & Mussen, P. H. (1956). Parent-child relations and father identification among adolescent boys. Journal of Abnormal Psychology, 52, 358-362.

Porter, B. H. (1955). The relationship between marital adjustment and parental acceptance of children. Journal of Home Economics, 47, 157-164.

Robinson, J. P., & Shaver, P. R. (1973). Measures of Social Psychological Attitudes. Ann Arbor, Michigan Survey Research Center, Institute for Social Research.

Rogers, C. R. (1951). Client-centered therapy. Boston: Houghton Mifflin.

Rogers, C. R. (1965). Client centered therapy, its current practice, implications, and theory. Boston: Houghton Mifflin.

Rohner, R. P. (1975a). Parental acceptance-rejection and personality dynamics: A universalist approach to behavioral science. In R.W. Brislin, S. Bochner, & W.J. Loner (Eds.). Cross-cultural perspectives on learning. Beverly Hills: Sage.

Rohner, R. P. (1975b). They love, they love me not: A worldwide study of the effects of parental acceptance and rejection. New Haven: Human Area Relations Files Press.

Rohner, R. P., & Nielson, C. C. (1978). Parental acceptance and rejecton: A review and annotated bibliography of research and theory, VolumeI. (W6-006, Cross-Cultural Research Series, Human Relations Area Files, Inc.) New Haven: HRAFlex Books.

Rosenberg, M. (1963). Parental interest and children's self-conceptions. Sociometry, 26, 35-49.

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton: Princeton University.

Rosenberg, M. (1979). Conceiving the self. New York: Basic.

Rothbart, M.K., & Maccoby, E.E. (1966). Parents' differential reactions to sons and daughters. Journal of Personality and Social Psychology, 4, 237-243.

Saavedra, J. M. (1977). The interaction between adolescents' perceptions of parental warmth and control and the association of these dimensions of parenting with self-esteem and self-adequacy among Peurto Rican males. Unpublished Doctoral Dissertation, Catholic University of America.

Schaefer, E. S. (1965). Children's reports of parental behavior: An inventory. Child Development, 36(2), 413-424.

Sears, R. R. (1970). Relation of early socialization experiences to self-concepts and gender role in middle childhood. Child Development, 41, 267-289.

Sears, R. R., Maccoby, E. E., & Levin, H. (1957). Patterns of child rearing. Evanston, IL: Row Peterson.

Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretation. Review of Educational Research, 46, 407-411.

Shaw, M. E., & Wright, J. M. (1967). Scales for the measurement of attitudes. New York: McGraw-Hill.

Silber, E., & Tippett, J. (1965). Self-esteem: Clinical assessment and measurement validation. Psychological Reports, 16, 1017-1071.

Sopchak, A. L. (1952). Parental "identification" and "tendency toward disorders" as measured by the Minnesota Multiphasic Personality Inventory. Journal of Abnormal Psychology, 47, 159-165.

Spates, J. L. (1983). The sociology of values. Annual Review of Sociology, 9, 27-49.

Spence, J. T., Helmreich, R., & Stapp, J. (1974). Ratings of self and peers on sex-role attributes and their relation to self-esteem and conceptions of masculinity and femininity. Journal of Personality and Social Psychology, 32(1), 29-39.

Symonds, P. M. (1939). The psychology of parent-child relations. New York: Appleton Century.

Tippet, J. & Silber, E. (1965). Self-image stability: The problem of validation, Psychological Reports, 17, 323-329.

Wells, L. E. (1976). Self-esteem: Its conceptualization and measurement. Beverly Hills: Sage.

Wiggins, J. S. (1979). A psychological taxonomy of trait-descriptive terms: The interpersonal domain. Journal of Personality and Social Psychology, 37(3), 395:412.

Wiggins, J. S. (1983). The interpersonal circle: A structural model for the integration of personality dynamics. In R. Hogan, & W. H. Jones (Eds.) Perspectives in personality: Theory, measurement, and interpersonal dynamics, Vol. I. Greenwich, CT: JAI.

Wiley, R. (1974). The self-concept: Volume 1, a review of methodological considerations and measuring instruments. Lincoln, Nebraska: University of Nebraska Press.

Wiley, R. (1979). The self-concept: Theory and research on selected topics, Vol. II. Lincoln, Nebraska: University of Nebraska Press.

MICHIGAN STATE UNIV. LIBRARIES
31293006499580