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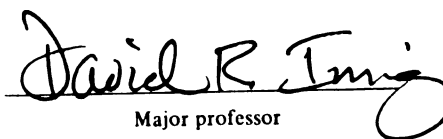
presented by

**Kelly H. Lytle**

has been accepted towards fulfillment

of the requirements for

**Masters** <sup>(M.A.)</sup> **Family Studies**  
degree in

  
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**COMPARATIVE ANALYSIS BETWEEN BAUMRIND'S PARENTING STYLES AND  
IMIG'S PARADIGMATIC PARENTING STRUCTURES**

**By**

**Kelly H. Lyttle**

**A THESIS**

**Submitted to**

**Michigan State University**

**in partial fulfillment of the requirements**

**for the degree of**

**MASTERS OF FAMILY STUDIES**

**Family and Child Ecology**

**1998**

## **ABSTRACT**

### **COMPARATIVE ANALYSIS BETWEEN BAUMRIND'S PARENTING STYLES AND IMIG'S PARADIGMATIC PARENTING STRUCTURES**

**By**

**Kelly H. Lyttle**

**How do parenting styles as measured by John Buri associate with the paradigmatic parenting structures as measured by David Imig? This was assessed utilizing a correlational matrix and factor analysis on surveys returned by forty-one parents from the Lansing, MI area. Parents who were identified as Authoritative according to Buri's PAQ study were determined to be more likely to be Open and Random as identified by David Imig's PPAS. Parents who were identified as Authoritarian according to Buri's PAQ were determined to be more likely to be Closed and Synchronous according to David Imig's PPAS. Parents who were identified as Permissive according to Buri's PAQ were determined to be more likely to be Random and Synchronous according to David Imig's PPAS.**

## TABLE OF CONTENTS

LIST OF TABLES	iv
CHAPTER I	1
Problem Statement	1
Research Objectives	4
Conceptual and Operational Definitions	5
Research Assumptions	8
CHAPTER II	9
Literature Review	9
Parenting Styles	9
Review of Paradigms	18
Research Questions	28
CHAPTER III	29
Research Hypotheses	29
Research Design	31
Instrumentation	31
Sampling Procedure	34
Data Collection Procedure	36
Data Analysis	36
CHAPTER IV	38
Results	38
Results Related to Correlation Matrix	39
Secondary Correlations	44
Results Related to Factor Analysis	52
CHAPTER V	58
Discussion	58
Limitations	62
Concern with Scales	62
Implications for Educators	65
Implications for Parents	66
Implications for Psychologists and other Therapists	68
Future Directions for Research	70
APPENDIX A: REFERENCES	75
APPENDIX B: PARENT LETTER	78
APPENDIX C: LETTER OF CONSENT	80
APPENDIX D: PAQ	82
APPENDIX E: PPAS	85
APPENDIX F: DEMOGRAPHIC INFORMATION	90
APPENDIX G: UCRIHS APPROVAL LETTER	92

## LIST OF TABLES

<b>TABLE 1</b>	
Distribution of Marital Status, Income Level, Education Level, and Race; All Data, N=42	35
<b>TABLE 2</b>	46
Pearson Correlation Coefficients Between Parenting Styles and Family Structures; All Data, N=41	
<b>TABLE 3</b>	47
Correlation Coefficients, Caucasian Respondents	
<b>TABLE 4</b>	48
Correlation Coefficients, Caucasian Respondents, Minimum Income of \$25,000, Minimum Education Level of High School Graduate, N=27	
<b>TABLE 5</b>	49
Chi Square for All Data, N=41	
<b>TABLE 6</b>	50
Chi Square for Race = 1, N=31	
<b>TABLE 7</b>	51
Chi Square for Race = 1, Edlev>=2, Income>2, N=27	
<b>TABLE 8</b>	55
Factor Analysis Using Equamax Rotation Matrix, N=41	

## **Chapter I - Introduction**

### **Problem Statement**

**“Train up the child, in the way he should go;  
and when he is old, he will not depart from it.”**

**The Proverbs, 22:6**

**The child’s family life, specifically the way the parents interact with the child impact the life of the child in significant ways (Baumrind, 1975). The way in which parents interact with their child shapes the way in which the child behaves both in the present and in the future (Baumrind, 1968; Grolnick and Ryan, 1989) with their parent and with others. Different parenting processes are linked with different child behavior outcomes. If a child experiences warmth, honesty and trust they learn to be warm, honest and trustworthy (Baumrind, 1975). When they don’t experience those positive behaviors the outcome may not be as positive. It is not simply the styles of parenting that impacts the family, but also the family’s basic processes. These ways of understanding affect the manner in which the family functions and how well it functions together. The child is impacted by the images, structures and behavior patterns under which his family operates (Constantine, 1993). If certain parenting styles are linked to specific child behavior outcomes, could this mean that family structure could predispose children to these same behaviors? Perhaps there is an association between parenting styles and family structure.**



The language used in the literature in reference to these topics has been used interchangeably in relation to processes, styles, ways of understanding, types, and structures. For the purpose of this study, parenting will be referred to in regards to as styles and family paradigms will be referred to as structures. In the Parental Attitude Questionnaire (Burr, 1991), there is an ideal parenting style, the Authoritative parenting style, while in the Parent Paradigm Assessment Scale (Imig, 1997) there is an ideal manner in functioning in each of the four family paradigms. This allows for four ideal parenting paradigms. How do these two assessments interact? Since Authoritative parenting is the ideal, does this mean that the parents operating in the four paradigms will identify more with the Authoritative parenting style than the other two? If the persons studying the family were aware of these aspects of a family's processes, it might enable a clearer and more concise analysis of the family, and, perhaps, an easier transition into family therapy if need be. The persons studying the family may include educators interacting with either the children or the adults, social services personnel dealing with the family unit, parents looking for the most effective manner in which to relate to their children, and therapists searching for more effectual ways of treating clients. If the manner in which the family processes information, communicate with each other and the outside world, patrol boundaries, and establish hierarchies are known, then family support professionals would likely have less difficulty working within the family while being aware of their specifics of how families parent. If therapy is required, a child's therapist may be made aware of these crucial pieces of information and perhaps therapy sessions would run more constructively and more efficiently.

This study will examine the associations between parenting styles and paradigmatic family structures for parents of children in grades three, four and five. This study specifically will examine the association between parenting style as measured by the Parent Attitude Questionnaire (Buri, 1991) and paradigmatic family structure as measured by the Parenting Paradigm Assessment Scale (Imig, 1997) for parents of children in grades three, four and five. The two scales represent the operationalization of two different (yet potentially related) conceptual frameworks as applied to parenting. The purpose of this study is to test for the degree of association or relatedness of those two conceptual frameworks ( Buri's PAQ and Imig's PPAS) with implications for parents, and family professionals.

Persons who work with families are in need of insight into the best methods with which to deal with individual children and their families. Do parents in specific family structures tend to parent their children in similar style to other parents in the same family structure? The paradigm in which a parent operates may prescribe the style in which they parent. Or does the style in which a parent operate dictate the paradigm under which they function? Are these two scales, in effect, measuring similar constructs? The exploration of similarities and differences between a parent's responses to the PPAS and the PAQ would provide greater depth than would the parent's responses to the scales separately. In addition these people would be helped by an understanding of the reasons a child is behaving in a particular manner through increased understanding of the manner in which he is parented, as well as the process by which the family functions on a day to day basis. This would be beneficial to therapists, educators, clergy and/or parents themselves. Awareness of needs, desires, similarities and differences would give the

family advocate a place in which to start the family discussion. Therapy sessions may be directed and focused by knowledge of the family structure and/or parenting style because the therapist will have attained insight into the areas where the family is not engaged or perhaps too firmly engaged. Further research is needed regarding the probable outcomes of each of these different families. If there is an association between the family paradigms and parenting styles, does this mean that the findings in regard to parenting styles outcomes are similar to those of family paradigms? This study will assist in providing insight in regards to the relationship between parenting style and paradigmatic family structure; is there even an association between the two?

## **Objectives:**

The overall objective of this study is to examine the interactions between family types as they impact parenting styles and how the different ideals of the two scales interact, the Parental Attitude Questionnaire being a linear representation and the Parent Paradigm Assessment Scale being a of three-dimensional representation for the parents of children in grades three, four and five. In order to carry out this overall objective, the following more specific objective is posed:

- to investigate the relationship between the four parenting paradigms as assessed by the Parenting Paradigm Assessment Scale (Imig, 1997) and the three parenting styles as assessed using the Parent Attitude Questionnaire (Buri, 1991) for parents of children who are in grades four, five and six.

## **Conceptual and Operational Definitions**

### **Conceptual Definition Dependent Variable: Paradigmatic Family Structure**

**Closed paradigm: the blueprint for the stable, secure family that relies on traditional authority and conformity to its norms to ensure continuation of established family patterns. The family identity comes first before any individual identity. Individual needs are met through the loyalty and service to the family.**

**Random paradigm: the antithesis of the closed family. Random families favor change and variability over stability and conformity. These families are the blueprint for an ever changing kaleidoscope based on creative individuality and egalitarian autonomy. The individual comes first and the collective needs of the family are met through spontaneous synergy of individual inventiveness and initiative.**

**Open families: the “modern”, open-communication and democratic family. These families are the merger of the conformity of Closed families and the spontaneity of Random families. Open families strive to achieve flexibility that integrates change with stability, and needs and interests of the individual with those of the family as a group. Collaborative process of consensual negotiation and communication are stressed and raised to high art. Change and stability are valued to solve problems and adapt to specific problems.**

**Synchronous families: the opposite of the Open family. It is the blueprint for the quiet and harmonious family. These families rely principally on tacit understanding and unstated rules for regulation. These families strive toward timeless perfection in which no one needs to be told what to do and the smooth surface of the family is undisturbed.**

### **Operational Definition Dependent Variable: Paradigmatic Family Structure**

**The paradigmatic family structures will be assessed by using parent's score derived using Family Paradigm Assessment Scale (Imig, 1997).**

### **Conceptual Definition Independent Variable: Parent Attitude**

**Authoritative parent attitude: attempt to direct their child's activities in a rational manner. These parents encourage verbal give and take, share reasons behind policy and ask for children's objections when he or she refuses to conform. Independent self-reform and disciplined conformity are valued. These parents exert firm control, but do not fence their children in with rules and restrictions. The parent's enforce adult perspective, but consider the child in that perspective. Parents affirm the child in the present, but set goals for future conduct. The parents use reason, power, and shaping by regimen and reinforcement to achieve their objectives and do not base decisions solely on group consensus or the child's individual desires.**

**Authoritarian parent attitude: value obedience as a virtue and favor punitive and forceful measures to curtail self-will at times when the child's actions are in conflict with the parent's beliefs of proper conduct. These parents believe in keeping the child in his place, restricting his autonomy and assigning chores to teach respect for work.**

**Authoritarian parents highly value the preservations of order and tradition. These parents do not encourage verbal give and take, and believe that the child should accept the parent's word as right.**

**Permissive parent attitude: behave in an affirmative, acceptant and benign manner in regards to child's impulses and actions. These parents present themselves as a resource for the child to use as he wishes, but does not play an active role in shaping and altering the child's current and future behavior. The immediate aim of an ideologically aware Permissive parent is to free the child from restraint as much as is consistent with survival.**

### **Operational Definition Independent Variable: Parent Attitude**

**The parenting style of those in this study will be assessed by the parent's score on John Buri's Parent Attitude Questionnaire (1991).**

## **Research Assumptions**

1. It is assumed that the participants in the study answer the questionnaires honestly and completely.

## **Chapter II - Review of Literature**

### **Literature Review**

#### **Parenting Styles**

According to Baumrind (1966), there are a number of indicators in regard to the resultant behavior of children to differing parenting styles. Baumrind's research sought to disclose whether common myths of Authoritarian parenting were truths rather than myths. The myths studied and findings are as follows: First, how do different forms of punishment impact children? Are there negative consequences to the ways in which particular parents discipline? The evidence led to the conclusion that if the punishment is hostile, self-righteous and non-empathetic then there may be a cognitive and emotional disturbance in the child (hostile acting out, hostile withdrawal, dependency, personality problems, nervousness, and low school efficiency). Second, does close supervision, high demands, and other manifestations of parental authority provoke rebelliousness in children, especially adolescents? Baumrind's research did not find a link between these parental behaviors and child rebelliousness. Third, does firm parental control foster passivity and dependence? The research was unable to support this statement since there are many instances in which children may resist parental control. Fourth, does parental authority decrease normal self-assertiveness and buoyancy? There was no way to draw a definite conclusion. Fifth, does permissiveness free the child from the presence and authority of the parent? The presence of a non-reacting adult affects the child in definite



ways. For instance, if the child were to act out in a way that would not normally be acceptable and the adult in attendance does not react, the child is reinforced that the action is not punishable. Sixth, does firm control inhibit the child's creative thought? The increase of Authoritarian control in the parent does correlate with higher IQ in the child, but also correlates with lower creativity. Finally, do similar patterns of child rearing affect boys and girls differently? Baumrind's research led her to conclude that there was not enough information with which to draw a conclusion.

Baumrind (1968) researched five positive and negative aspects of parental control. First, she researched the issue of whether or not punishment has inevitable, negative side effects, and is an ineffective means of controlling behavior. The findings purport that milder forms of punishment have beneficial side effects including: 1.) more rapid reestablishment of affectionate involvement on both sides following emotional release; 2.) high resistance to similar deviation by siblings who vicariously experience punishment; 3.) emulation of aggressive parent resulting in prosocial assertive behavior; 4.) lessening of guilt reactions to transgressions; and 5.) increased ability of the child to endure punishment in order to achieve the desired end. Second, research considered if close supervision, high demands, and other manifestations of parental authority provoke rebelliousness? This study found that the more that the parent demanded, the less hostile was their child. Also, parents who require more have children with more enriched and organized surroundings and are more conscientiously involved with their environments. Third, study focused on whether firm parental control generate passivity and dependence? The study concluded that parents with the most firm control and reactive power assertion have children who are more self-reliant and approach oriented. Fourth,

research explored if permissiveness free the child from the presence of the authority of the parent? Conclusions indicate that the noninterference of the parent who is present when the child misbehaves, seems to signify approval. Finally, research pursued if controlling parents motivated by the Authoritarian Personality Syndrome? The conclusion of the study indicate while all people with Authoritarian Personality Syndrome are controlling, not all controlling people have Authoritarian Personality Syndrome.

Baumrind and Black (1967) researched the impact of parenting style on child behavior. There were a number of findings. First, this study did not find parental warmth to be an important indicator of child behavior. Second, punitive attitudes on the part of the parent(s) were not associated with fearful or compliant behavior. Third, parental consistent discipline is associated with independence and assertiveness in boys and affiliativeness in girls. Fourth, the cluster of Maternal Maturity Demands also correlated positively with independence and assertiveness in boys. Fifth, the willingness of parents to offer justification of directives and listen to the child are associated with competent behavior. Finally, parents who are restrictive and deny independence are associated with boys who exhibit dependent and passive behavior.

Based on a series of research projects investigating the process of parenting associated with child behaviors, Baumrind (1975) classified parenting styles into three categories: Authoritative (Pattern I), Authoritarian (Pattern II) and Permissive (Pattern III). Authoritative parents are classified as Pattern I (mature). These parents are controlling and warm, and communicate clearly with their child. These families lack

discord and disciplinary friction, and use corporal punishment, but do not ridicule, frighten or withdraw love. Positive reinforcement is used instead of negative reinforcement. There is high control and positive encouragement. Authoritarian parents are classified as Pattern II. Parents utilize less rational methods of control and are less nurturant and sympathetic. Parents in these families are as controlling as Authoritative parents, but give parental authority and religious views as reasons for demands instead of reason and compromise. Children are not encouraged to express disagreement, and there are more instances of frightening the child to achieve desired behavior. These parents are detached, controlling and cool. Permissive parents are classified as Pattern III (immature). These parents are less controlling and less organized. They also have less influence on their children and make fewer demands.

Baumrind studied the children of each parenting type to find if there were common traits throughout any of the classifications. The findings were many. In Permissive families the girls appear not to be greatly affected, but were somewhat suggestible and aimless. The boys in Permissive families were not achievement oriented, were hostile with their peers, resistive to adults and aimless. In Authoritarian families the girls were submissive, aimless and not achievement oriented. Boys in Authoritarian families were achievement oriented and independent, hostile to their peers and resistive to adults. Authoritative parents had girls who were dominant, purposive, and achievement oriented. They were also friendly, but not compliant. The boys of Authoritative parents were friendly, cooperative, tractable and achievement oriented. They were not as dominant and purposive as may have been wished.

Baumrind (1971) identified three objectives to placing children in a day care center: Primary: to free both parents to work outside of the home; Secondary: to provide the child with a healthful and stimulating environment which will contribute to his mental, physical and moral development; 3) Third: ideological - to bring to bear upon young children a set of adult values that are appropriate to the society's way of life, and to do so in an environment where, under adult leadership, the peer group can be used as the major socializing force. The children were then tested for instrumental competence and independence. Instrumental competence was divided into three categories: 1) Achievement oriented vs. Non-achievement oriented: willingness to persevere in frustration vs. withdrawal in frustration, set one's goals high and meet the demands of others in cognitive situations vs. an unwillingness to comply with the teaching instructions. Friendly vs. Hostile behaviors with peers: nurturant, kind, altruistic behavior displayed toward age mates vs. bullying, insulting and selfish behavior. 3) Cooperative vs. Resistive behavior toward adults: trustworthy, responsible, facilitative behavior vs. devious, impetuous obstructive actions. Independence and suggestibility were also divided into three categories: 1) Domineering vs. Tractable behavior: bold, aggressive, demanding behavior vs. timid, nonintrusive, undemanding behavior. 2) Dominant vs. Submissive behavior: individual initiate and leadership vs. suggestible and following behavior. 3) Purposive vs. Aimless behavior: confident, charismatic, self-propelled activity vs. disoriented, normative goalless behavior.

The researcher then defined the ways in which the parents in each of the parenting categories transacted with their children. Authoritative parents attempt to direct their child's activities in a rational manner. These parents encourage verbal give

and take, share reasons behind policy and ask for children's objections when he or she refuses to conform. Independence, self-reform and disciplined conformity are valued. These parents exert firm control, but do not fence their children in with rules and restrictions. The parents enforce the adult perspective, but consider the child in that perspective. Parents affirm child in present, but set goals for future conduct. The parents use reason, power, and shaping by regimen and reinforcement to achieve their objectives and do not base decisions solely on group consensus or the child's individual desires. Authoritarian parents value obedience as a virtue and favor punitive and forceful measures to curtail self-will at times where the child's actions are in conflict with the parent's beliefs of proper conduct. These parents believe in keeping the child in his place, restricting his autonomy and assigning chores to teach respect for work. Authoritarian parents highly value the preservations of order and tradition. These parents do not encourage verbal give and take, and believe that the child should accept the parent's word as right. Permissive parents behave in an affirmative, acceptant and benign manner in regards to child's impulses and actions. These parents present themselves as a resource for the child to use as he wishes, but do not play an active role in shaping and altering the child's current and future behavior. The immediate aim of an ideologically aware Permissive parent is to free the child from restraint as much as is consistent with survival.

Grolnick and Ryan (1989) studied how the different parenting styles were associated with children's self-regulation and competence in school. This was achieved through several methods: a parent interview: focused on ways parent motivated child for

various activities and how they respond to child behaviors; self-report scales: 1)

**Academic Self Regulation Questionnaire (ASRQ):** used to assess children's styles of regulating behavior in a classroom setting. Children were given 24 questions exploring why children do a variety of activities (homework, answering difficult questions in class) and rate them on a four point scale. 2) **Multidimensional Measure of Children's**

**Perception of Control (MMCPC):** assesses children's perceptions of who and what controls success and failure outcomes in their lives. 3) **Perceived Competence Scale:**

children's perceptions of their academic competence. There were also teacher rating

methods: 1) **Teacher Classroom Adjustment Rating Scale:** measurement of children's

school difficulties: A) Acting out (aggressive, disruptive, impulsive behaviors); B) Shy-

anxious (shy, withdrawn nervous behaviors); C) Learning problems (academic,

motivation and performance difficulties). 2) **Teacher Rating Scale:** teacher's perception

of child's academic competence. Then there were achievement indexes: 1) **Standardized**

**achievement** and 2) **Classroom grades.**

The results of this study strike a familiar cord. Autonomous support from both parents predicts children's self-regulation and was inversely related to acting out and learning problems. Increased parental autonomous support was related to increased achievement and grades in their children. As far as structuring of the environment, there was found a negative relationship between structure and children's unknown perception of control. Involvement was another issue of the research. Increased maternal involvement was positively correlated to higher grades, standardized achievement, and

teacher-rated competence and negatively associated with student's perceived unknown control, teacher-rated acting out, and learning problems.

Burr (1991) developed a scale to assess the parenting styles identified by Baumrind. The researcher constructed 48 questionnaire items based on the descriptions of Authoritative, Authoritarian, and Permissive prototypes proposed by Baumrind (1971). Twenty-one professionals working in the fields of psychology, education, sociology and social work were presented the forty-eight items along with verbatim descriptions of the three parenting types. If more than 95% of the professionals agreed that an item unequivocally represented one of the three parental prototypes, then the item was included in the final pool of responses. Of the forty-eight items originally constructed, thirty-six met the above mentioned criterion. Of that thirty-six, ten permissive, ten authoritative and ten authoritarian items were retained for the final Parental Authority Questionnaire.

Smetana (1995) recruited families through the cooperation of a suburban school district. The respondents completed the Parental Authority Questionnaire (PAQ, Burr, 1991), which analyzed whether the parent was Authoritarian, Authoritative, or Permissive. Finally, the adolescent indicated for each of sixteen items whether the parent dictated how they should behave, asked their opinion, or left the decision entirely up to them.

From the results it was indicated that the adolescents viewed their parents as being more Authoritarian and Permissive than the parents viewed themselves. Mothers viewed themselves more Authoritative, fathers viewed themselves as more Authoritarian,

while the adolescents thought their parents were about the same. Adolescents in tenth grade viewed their parents as more Authoritarian than did adolescents in eighth grade. Adolescents sixth and eighth grades viewed their parents as more Authoritative than did adolescents in tenth grade. Authoritative and Authoritarian parents were viewed as more legitimate parental power.

To summarize the research as reviewed, Authoritative parents utilize high control and positive encouragement. These parents attempt to direct their children's activities in a rational manner, encouraging verbal give and take, share the reasons behind policy and ask for their children's objections when he or she refuses to conform. The parents exert firm control, but do not fence their children with rules and restrictions. The parents affirm the child in the present, but plan for the future. Authoritarian parents are detached, cool and controlling. Their children are not encouraged to express disagreement, and are more likely than other parents to frighten the child to achieve desired behavior. These parents believe in keeping the child in his place and restricting his autonomy. These parents highly value the preservations of order and tradition. Permissive parents are the least controlling of all parents. These parents present themselves as a resource for the child to use as he wishes, but does not play an active role in shaping and altering the child's current and future behavior. Ideally the Permissive parent's goal is to free the child from restraint as much as is consistent with survival.



## **Review of Paradigms:**

Constantine's (1993) research on family systems identified four different family paradigms. The Closed paradigm is the blueprint for the stable, security-oriented family that relies on "traditional" norms of authority and conformity to ensure continuity of established family patterns. The family identity develops before individual identity. Individual needs are met through loyalty and service to the family. Random families are the antithesis of the Closed family. Random families favor change and variability over stability and continuity. These families are the blueprint for an ever changing kaleidoscope based on creative individuality and egalitarian autonomy. The individual comes first and the collective needs of the family are met through the spontaneous synergy of individual initiative and inventiveness. Open families are the idealized and "modern" system characterized by open communication and "democratic" processes. These families are a synthesis of the continuity of Closed families and the spontaneity of Random families. Open families strive to achieve flexibility that integrates change with stability, and the needs and interests of the individual with those of the family as a group. The collaborative processes of consensual negotiation and "open" communication are stressed and raised to high art. Change and stability are valued to solve problems and adapt to specific problems. The Synchronous family is the antithesis of the Open family. It is the blueprint for the tranquil and harmonious family. These families rely principally on tacit understanding, mutual identification, shared mapping, and unstated rules for regulation. These families strive toward timeless perfection in which no one needs to be told what to do and the smooth surface of the family is undisturbed.

Constantine related the implications for assessment of knowing the families paradigmatic structure. These structures offer the best and clearest insight into the family's basic style: how they coordinate their everyday activities, resolve conflict (use of dependence and authority) acceptance of independent activity and divergent solutions, use of self-reflective discussion and consensus building, and its reliance on alignment with unstated expectations. The implications for intervention are that the therapist has insight into the family's dominant paradigm which will provide a direction and shape to the therapy sessions, as to whether or not to promote more or less engagement and identifies broad issues that may be appropriate to focus on.

Constantine (1985) wrote of the ways in which parents in each of the family paradigms parented their children. The Closed parent is restrictive and see their children as a blank slate waiting to be imprinted. These parents impress their own expectations in their children, dominate them and set limits. Closed parents discipline, punish and reprimand their children, encourage their children to seek their approval, promote dependence and obedience. Random parents are lax and offer little supervision. They may be neglectful and inconsistent. These parents discourage dependence and promote disobedience. These parents see their child are having permission to be set free. Parents impose no expectations, abdicate and set no limits. Open parents are democratic. The child is viewed as a partner to be helped to discover own expectations. The parents and the child collaborate and negotiate limits. These parents support autonomy, but dependence is allowed. These parents promote cooperation and responsibility. Synchronous parents are perfectionistic, in which child is an extension or projection of self. These parents have strong, but implicit expectations and invisible limits. There is

indirect control by parents who deny responsibility. These parents promote identification and the appearance of agreement.

Imig (1993) explored and explained the dimensions of the family system. These dimensions are the access or physical dimensions of time, energy, space and the material world and the target or informational dimensions of control, affect, meaning and content. Stereotypically, the physical dimensions or resources are utilized to attain the informational or goal dimensions.

First are the informational (target) dimensions: 1. Control is the ability of the family to accomplish and achieve what it wants in a manner consistent with its typical design. Families who are successful at control develop a sense of mastery. This sense of mastery leads to increased self-esteem and self-worth for the individual family members and confidence in the family unit. 2. Affect is the patterns in which family members engage to acquire an affirmative sense of warmth, closeness, or caring and nurturance. The two major components of Affect are Reciprocity, which is the giving and getting of “strokes”, and Expression, which is the prescribed personal nature of the Affect offered or received. 3. Meaning is the values, ideologies, good and bad, right and wrong, fair and unfair, why do I/we exist, and why are we/I here? Meaning is the manner in which a family manages the sameness or the differences. 4. Content has the goal of knowledge. It is the informational dimension that is neutral, concrete and detached. Secondly, are the physical dimensions. 1. Material has the goal of appropriateness. It deals with transactions of interest both for their substance and for their interactions with other dimensions. 2. Time has the functional goal of rhythmicity. The family unit is impacted by the extent to which the members integrate their individual rhythmicities. 3.

Energy has the functional goal of viability. It has the purpose of storing, fueling and balancing the energy reserves of the family unit and of its individual members. 4. Space has the functional goal of coordination. It deals with the boundaries, connections and communication between family members and the outside world.

Constantine (1986) extended the work of Kantor and Lehr (1975) by defining the three levels of analysis or components of a family system. Image refers to the models, visions, and world view(s) which act to guide the family system. The Regime (or structure) is the family system strategies and rules that act to regulate the system and consist of the access (physical) dimensions of time, energy, space and the material world as used to actualize the target (informational) dimensions of control, affect, meaning and content. Process (or behavior) is the patterning of collective system behavior and is predicated on the concept of player parts (Mover, Opposer, Follower, and Bystander). The behaviors of the four player parts are defined as:

- A. Mover: initiates the family system strategies. Directly or indirectly the Mover “starts the action”.
- B. Opposer: provides a “check and balance” function by challenging some aspect of the strategy initiated by the Mover. Actions by an enabled Opposer are intended to refine and enhance the strategy selected by the Mover in order to ensure that all subsystems within the family get their “fair share”.
- C. Follower: primarily empowers and supports the strategies and actions of the Mover - can also empower and support the Opposer and the Bystander.
- D. Bystander: acts as a witness to family interactions and representing what is important and meaningful. The Bystander attempts to facilitate an authentic rendering of reality

by causing all family subsystems to reflect on their actions and intentions relative to the design and purpose of the family system. An effective Bystander provides non-evaluative guidance and neutral reflective comments. The Bystander acts in a confirmatory manner. No direct comments or sanctions of a positive or negative quality are communicated to other subsystems.

The four family behavior patterns are defined as:

1. **Closed family structure: (thesis) structured-connected:** Relationship between the Mover and the Opposer is challenged, between the Mover and the Follower is affirmative, the Bystander confirms the Mover and the Follower and the Follower challenges the Opposer.
2. **Random family structure: (antithesis) flexible-separate:** Relationship between the Mover and the Opposer is affirmative, between the Mover and the Follower is challenged, Bystander confirms the Opposer and the Follower, and the Follower affirms the Opposer.
3. **Open family structure: (synthesis) flexible-connected:** Relationship between the Mover and Opposer is affirmative, between the Mover and the Follower is affirmative, Bystander confirms the Mover, Opposer and Follower, and the Follower affirms the Opposer.
4. **Synchronous family structure: (antithesis) structured-separate:** Relationship between the Mover and the Opposer is challenged, between the Mover and the Follower is challenged, the mover, Follower and Opposer confirm the Bystander, and the Follower challenges the Opposer.

In the Closed family system images, strategies and behavioral patterning are directly guided and prescribed by the relevant social institutions, rules, and traditions which explicitly define and sanction what is appropriate and conventional. Stability, continuity, and integrity of the “group” is of ultimate importance. In Closed families, the Mover defines and initiates socially prescribed and legitimized system strategies and behaviors intended to maintain family tradition, continuity and stability. The Mover tolerates challenges (criticisms and suggestions) by the Opposer out of courtesy and respect. The Mover patiently listens to the Opposer and then out of a sense of competency and experience explains to the Opposer how the strategy has been successful in the past, why it will be successful now, and why it is the “correct” choice. The Follower empowers the Mover by affirming the strategy(s) selected by the Mover and legitimizes the Mover’s “right” to act from a position of respect and authority. The Opposer challenges in a respectful manner intended to refine the strategy initiated by the Mover. The Bystander confirms the Mover’s right to define the principal strategy and the Follower’s responsibility to empower the Mover.

In the Random family paradigm, each subsystem must find its own answers to the questions and dilemmas of life. The Mover initiates individualized subsystem strategies and behaviors intended to actualize personally relevant goals designed to facilitate change and the maximization of experience, encourages confrontation and challenges by the Opposer(s). The Opposer affirms the Mover’s right to act in an independent manner for personally relevant reasons. The Opposer also reaffirms own individual right to protect and maintain the autonomy of their personal subsystem boundaries. The

**Follower empowers the Opposer. Essentially each subsystem feels supported by other subsystems to be unique. The Bystander confirms the Opposer's right to challenge the Mover and the Follower's mandate to empower the Opposer.**

**In the Open family paradigm, conflict and emotions are not avoided and are viewed as important sources of information that must be utilized in order to resolve differences. The Mover initiates a strategy intended to openly contrast and confront expected and divergent perceptions held by the subsystems within the family. The Mover encourages the Opposer to challenge the identified strategy in order to put into action the all-important consensual decision making process. The Opposer plays the "devil's advocate" to the Mover to promote exploration of alternative perceptions, discussion, and dialogue. New information is integrated with past knowledge to construct a contemporary solution. The Follower empowers both the Mover and the Opposer. This mutual empowerment strategy employed by the Follower is vitally critical to the Open system's delicate balance of power. The Bystander simultaneously confirms the collective actions of the Mover, the Opposer and the Follower.**

**In the Synchronous family paradigm, the system perceives the world as being unified, centered, wholistic, universally and spiritually integrated with the environment and the cosmos. The Mover is subtle and implicit and depends upon the awareness of the other subsystems to respond to the appropriate situational and contextual cues. The Mover initiates simply by noting the presence of a "situation" requiring attention and in-effect becomes an agent for the context and situation. The Opposer, who is attuned to the situational and contextual cues, resists (challenges) any attempt by the Mover to give direction and discourages the Follower from empowering any subsystems other than the**

Bystander. The contextual environment structures the situation. The Follower follows the situational and contextual cues and does not need direction from the Mover and the Opposer. All systems “follow” the situational context and not the Follower subsystem. The Bystander, because of their “insider-outsider” position in relation to the family, is the subsystem most likely to be in-sync with the environmental context. The Mover, Opposer and Follower subsystems affirm the Bystander player part and function in all subsystems. The Bystander is the most likely source of “centered and knowing wisdom”.

In Family Paradigms: The Practice of Theory in Family Therapy (Constantine, 1986), the issues of enablement and disablement were discussed. Enablement refers to the strategies that facilitate a family’s pursuit of its target ideals. Disablement refers to patterns associated with a system’s failure to attain its targets. Closed-type disablement, the family demands absolute obedience. The family often becomes isolated and has impermeable boundaries. Creativity and change are issues be punished. Random-type disablement has family members completely independent and unattached to each other. The only interactions are hostile and furious arguments. All instances are an arena for competition and furthering of one’s own goals. Open-type disablement has continuous negotiation. All discussions are never ending and become long-standing disagreements. Decisions are not made since consensus cannot be reached.

In summary of the studies of paradigmatic family systems: Closed families are the blueprint for the stable, secure family that relies on traditional authority and conformity to its norms. Parents in Closed families see their children as a blank slate waiting to be imprinted. These parents set the limits and impress their own expectations on their children. They discipline, punish and reprimand their children, encourage their children



to seek their approval and promote dependence and obedience. There are definite similarities between the Closed family structure and Authoritarian parents. Both are locked in the maintenance of tradition and stability. In both, those who are in charge are to be obeyed, at the expense of the individual needs and desires, as all of these are expected to be met through the group itself. Parents who are Authoritarian and parents of the Closed family believe that the child should accept the parents' word as right and seek to curtail self-will and autonomy. Authoritarian parents may be further linked to Disabled Closed families. In the disabled closed family there is a demand for absolute obedience that is also prevalent of the Authoritarian parenting style. There is also an almost phobic approach to change in both the Disabled Closed family and the Authoritarian parenting style, with a greater desire for stability and tradition.

The Open family are the "modern" and open-communicating families. The collaborative process of consensual negotiation and communication are stressed to a high art. Open parents are democratic, with the child viewed as a partner to help realize their own expectations. Conflict and emotions are not avoided, but are instead seen as sources of information. These parents support independence, but dependence is allowed. In many ways the Open family operates similarly to Authoritative parents. Both seek to help the child reach their own goals and expectations. These parents encourage communication and verbal give and take as it facilitates the satisfaction of all involved and provides information as to the feeling of all parties involved. Both recognize the necessity of receptiveness to change which may be necessary to adapt to circumstances.

The Random family thrives on change and independence. The individual comes first to these families, more importantly than the group itself. The Random parents are

lax and offer little supervision. These parents discourage dependence and promote disobedience. It is up to each individual in the family to find their own answers to the questions and dilemmas of life. The Synchronous family relies on tacit understanding and unstated rules for regulation. These families strive toward timeless perfection in which no one needs to be told what to do and the smooth surface of the family is undisturbed. As parents, they are perfectionistic. They have strong, but implicit expectations and invisible limits. These two family structures (Random and Synchronous) together have qualities that are identified in the Permissive parenting style. The Permissive parent expects their child to find their own way independently, but provides self to use as the child wishes, much as a Random family parent may. The Permissive parenting style may be closely linked to the Disabled Random structure because the Disabled Random family's members have utter and complete independence from one another. This may relate to the Permissive parenting style's lack of guidance and complete reliance on the children's decisions in regards to their own lives. A chaotic lifestyle and unconditional lack of discipline are prevalent in both the Permissive parenting style and Disabled Random family structure. However, a Permissive parent reacts to their children's behaviors in a benign fashion, much similar to the Bystanding behavior practiced extensively in the Synchronous family. These participants may remark or counsel in a manner that is non-judgmental or decisive, instead simply commenting.

## **Research Questions**

1. Is there an association between a parent scoring as Authoritarian in regards to parenting style and the parent scoring as having a Closed family structure?
2. Is there an association between a parent scoring as Authoritative in regards to parenting style and the parent scoring as having an Open family structure?
3. Is there an association between a parent scoring as Permissive in regards to parenting style and the parent scoring as having a Random family structure?
4. Is there an association between a parent scoring as Permissive in regards to parenting style and the parent scoring as having a Synchronous family structure.

## **Chapter III - Hypothesis and Methodology**

### **Research Hypotheses**

$H_{01}$ : There is no relationship between a parent's score for Authoritative parenting style and a parent's score in Closed family structure.

$H_{A1}$ : There is a relationship between a parent's score for Authoritarian parenting style and a parent's score in Closed family structure.

$H_{02}$ : There is no relationship between a parent's score for Authoritative parenting style and a parent's score in Open family structure.

$H_{A2}$ : There is a relationship between a parent's score for Authoritative parenting style and a parent's score in Open family structure.

**H<sub>03</sub>: There is no relationship between a parent's score for Permissive parenting style and a parent's score in Random family structure.**

**H<sub>A3</sub>: There is a relationship between a parent's score for Permissive parenting style and a parent's score in Random family structure.**

**H<sub>04</sub>: There is no relationship between a parent's score for Permissive parenting style and a parent's score in Synchronous family structure.**

**H<sub>A4</sub>: There is a relationship between a parent's score for Permissive parenting style and a parent's score in Synchronous family structure.**

**These hypotheses have found support in Buri, (1991); Baumrind, (1971); Constantine, (1993); and Grolnick & Ryan (1989).**

**Decision Rule: A chance probability of .05 or less ( $p \leq .05$ ) will be required to reject the null hypothesis and accept the alternate hypothesis.**

## **Research Design**

This applied, descriptive study was carried out in a natural setting. This study was non-experimental and was cross-sectional in nature. The unit of analysis were families from the tri-county area of Lansing representing families from rural, urban and suburban areas.

## **Instrumentation**

Parent Attitude Questionnaire (PAQ) by John Buri (1991):

This questionnaire is utilized to predict a parent's attitude towards their child(ren) whether it be authoritarian, authoritative or permissive. This is accomplished through a series of 30 Likert scale questions in which the parent responds on a range from "Definitely Not Like My Family" to "Exactly Like My Family". The scale consists of three sets of ten questions that describe authoritarian family, and authoritative family or a permissive family. These sets of questions are mixed together so that the subject does not discern a pattern of responses. The statements are mutually exclusive and contain such statements as:

I do not allow my children to question any decision that I have made.

**I allow my children to decide most things for themselves without a lot of direction from me.**

**I always encourage verbal give and take whenever the children feel that the family rules and restrictions are unreasonable.**

**Reliability: 1. Test-retest reliability (.81 for mother's permissiveness, .86 for mother's authoritarianism, .78 for mother's authoritativeness, .77 for father's permissiveness, .85 for father's authoritarianism, and .92 for father's authoritativeness.) 2. Internal consistency reliability (.75 for mother's permissiveness, .85 for mother's authoritarianism, .82 for mother's authoritativeness, .74 for father's permissiveness, .82 for father's authoritarianism, .85 for father's authoritativeness.) Validity testing: 1. Discriminant-related validity ( Mother's authoritarianism inversely related to mother's permissiveness ( $r = -.38$ ,  $p < .0005$ ) and to mother's authoritativeness ( $r = -.48$ ,  $p < .0005$ ); Father's authoritarianism inversely related to father's permissiveness ( $r = -.50$ ,  $p < .0005$ ) and to father's authoritativeness ( $r = -.52$ ,  $p < .0005$ )); Mother's authoritativeness was not significantly correlated to mother's permissiveness ( $r = .07$ ,  $p > .10$ ); Father's authoritativeness was not significantly correlated with father's permissiveness ( $r = .12$ ,  $p > .10$ ))**

**Family Paradigm Assessment Scale (FPAS) by David Imig (1997):**

**This scale consists of ten questions in which the respondent is given four options for response. The response format is an adaptation of the method utilized by the multi-attribute utility technique (Edwards, 1982). The respondent is directed to identify one of**

the responses as “10” meaning most indicative of the relationship being described. The other three responses are then to be identified somewhere within the range of “0 - 9”. The higher the number given to a response, the more indicative it is of the relationship. Responses can be given the same rating, with the exception of the number “10” which may only be used once. The respondent fills out each of the items in the same fashion. The respondent is instructed to complete each of the items as the relationship is currently, how things are presently working in the parent-child relationship. Once that is completed, the respondent is then instructed to complete the items the way they ideally would like the relationship to be. This provides an opportunity to compare the way the situation is at the time of testing and the way that the respondent would like it to be. The output is placed in a three-dimensional manner, with each respondent identified by their degree of Open, Closed, Random and Synchronous parenting structures. A parent is not identified as singly Closed, Open, Synchronous or Random, but are in fact oriented within each paradigm. There is no information currently available as to the reliability and validity of this measure. Reliability may be difficult to ascertain as there are differences expected in the manner in which the respondent would fill out the questionnaire depending on the current dynamics of the relationship. Test-retest reliability would be difficult because differences in responses from one questionnaire completion and the subsequent completion would provide information about dynamic changes and demonstrate area to be discussed. Split-half reliability would be difficult because the questionnaire surveys different dimensions of paradigms and each section is a distinct questionnaire within the questionnaire.



## **Sampling Procedure**

The population that was sampled were parents of children in third, fourth and/or fifth grade and who live in the tri-county area of Michigan. The tools were distributed to schools in the tri-county area and were taken home by the students. The parents then had the option of filling out the instruments and sending the completed tools back with their child to school, or they could choose to disregard the instruments. The instruments were sent to schools in three different school districts to be dispersed as the district preferred. The manner in which the sample was selected reflected a convenience sampling model. This was necessary, because only parents that opted to complete the tools were included in the research. The surveys were not marked according to school or grade of child so as to maximize anonymity. The sample was grouped according to marital status, income level, race and education level by a self-report measure. (See Table 1 for Distribution of Marital Status, Income Level, Education Levels, and Races.)

**Table 1: Distribution of Marital Status, Income Level,  
Education Level, and Race**  
**n=42**

**Number of Parents Reported**

**Marital Status**

Single Parents	4
Divorced Parents	10
Separated Parents	3
Widowed Parents	4
Married Parents	21

**Income Level**

\$0 - 24,999	7
\$25,000 - 49,999	12
\$50,000 - 74,999	14
\$75,000 - 99,999	6
\$100,000+	3

**Education Level**

Some High School	3
High School Graduate	8
Some College	13
College Graduate	11
Graduate or Professional	7

**Race**

Anglo-Caucasian	31
Native American	1
Hispanic	7
Asian	1
African American	2

## **Data Collection Procedures**

The data for this research was collected at three (3) school districts in the tri-county area. The instruments (questionnaires) were sent home with the children in grades three through five, the parents then had the option of whether or not to complete the instruments. The researcher dropped off the instruments at the school districts' administration offices, and picked up the completed tools two weeks later. The respondents were informed not to write their names or any other identifiable information on the questionnaires in order to guarantee anonymity and confidentiality.

## **Data Analysis**

These primary data was analyzed using descriptive statistics, further analyses was completed using comparative techniques. For the hypotheses: Authoritarian parenting is associated with Closed family structure, Authoritative parenting is associated with Open family structure, Permissive parenting style is associated with the Random family structure and that the Permissive parenting style is associated with the Random family structure, the relationships were determined using a bivariate correlation which was run using the Pearson correlation coefficient. This displayed a correlation matrix which was utilized to determine whether a relationship existed between the parenting style and the paradigmatic family structure. After the correlation was examined, a chi square for Independence was run in order to estimate how likely (or unlikely) it is that the two variables were independent in order to ascertain that any relationship was occurring by

chance. The completion of the correlation matrix dictated the need for a factor analysis. The factor analysis was run to reduce the data into four factors, using an Equamax rotation.

## Chapter IV

### RESULTS

Of the 300 subjects contacted, (at the time of the data analyses), forty-two (42) completed questionnaires were returned to the researcher. The response rate is 14%. Any questionnaires that were submitted that were missing data or incomplete were removed from the study. The results of the following analyses will be discussed in relation to the hypotheses that were posed in Chapter III. Three separate analyses were run.

Analysis 1: The entire data set of forty-two respondents were included.

Analysis 2: Only those respondents that identified themselves as Anglo-Caucasian in regards to race and ethnicity were included in the analysis. This was done in order to ascertain whether there would be any racial-bias in the results.

Analysis 3: Only those respondents who identified themselves as Anglo-Caucasian in regards to race and ethnicity, had a minimum reported yearly income of at least \$25,000, and reported a minimum education of a high school graduate were included in the analysis. This was done in order to ascertain whether there was any bias on the basis of Socio-Economic Status. This sample was selected to pinpoint white, middle or upper class parents.

## **Results Related to Correlation Matrix**

**Question 1: Is there an association between a parent scoring as Authoritarian in regards to parenting style and the parent scoring as having a Closed family structure?**

It was hypothesized that the higher a parent scored on Authoritarian parenting style, the higher they would score on Closed family structure. This hypothesis was not supported using the Pearson correlation coefficient. No significant correlation was found ( $p \geq .05$ ) between Authoritarian parenting and Closed family structure (See Table 2). The results for a parent who responded as Authoritarian for parenting did not differ significantly from those who identified themselves as being of Closed paradigmatic structure ( $\chi^2 = 103.66$ ,  $df = 92$ ,  $p > .05$ ). (See Table 5).

The results for those respondents who identified themselves as Anglo-Caucasian were no different from the larger sample. The hypothesis was not supported. No significant correlation was found ( $p \geq .05$ ) between Authoritarian parenting and Closed family structure using the Pearson correlation coefficient (See Table 3). The results for a parent who identified themselves as Anglo-Caucasian and responded as Authoritarian for parenting style did not differ significantly from those who responded as being Closed paradigmatically ( $\chi^2 = 88.57$ ,  $df = 80$ ,  $p > .05$ ). (See Table 6).

Those respondents who identified themselves as Anglo-Caucasian, with a minimum income of \$25,000 and a minimum education level of high school graduate showed no significant association ( $p \geq .05$ ) between Authoritarian parenting style and Closed family structure using the Pearson correlation coefficient. The hypothesis was rejected. (See Table 4). For those respondents who identified themselves as Anglo-Caucasian, with a minimum income of \$25,000 and a minimum educational level of high

school graduate, those parents who responded that they were Authoritarian for parenting style did not differ significantly from those who identified themselves as being of a Closed paradigm ( $\chi^2 = 74.63$ ,  $df = 68$ ,  $p > .05$ ). (See Table 7).

**Question 2: Is there an association between a parent scoring as Authoritative in regards to parenting style and the parent scoring as having an Open family structure?**

It was hypothesized that the higher a parent scored on Authoritative parenting style, the higher they would score on Open family structure. A significant correlation was found ( $p \leq .05$ ) using the Pearson correlation coefficient (See Table 2). From the studying the table it was clear that a higher score on Authoritative parenting style is associated with a higher score on Open family structure. Those parents who identified themselves as being Authoritative for parenting style did not differ significantly from those parents who identified themselves as being Open paradigmatically ( $\chi^2 = 79.51$ ,  $df = 72$ ,  $p > .05$ ). (See Table 5)

For those respondents who identified themselves as Anglo-Caucasian, there was a significant correlation ( $p \leq .01$ ) using the Pearson correlation coefficient. (See Table 3). The table clearly shows that there is an association between the higher a parent scores on Authoritative parenting and the higher the parent scores on Open family structure. For those respondents who identified themselves as Anglo-Caucasian, the parents who responded as Authoritative for parenting style did not differ significantly from those who identified themselves as Open paradigmatically ( $\chi^2 = 50.81$ ,  $df = 39$ ,  $p > .05$ ). (See Table 6).

Those respondents who identified themselves as Anglo-Caucasian with a minimum income of \$25,000 and a minimum educational level of high school graduate, a significant ( $p \leq .05$ ) (See Table 4) correlation was found using the Pearson correlation coefficient. There is an association between a parent scoring higher on Authoritative parenting style and a higher score in Open family structure for parents in this sample group. For those parents who identified themselves as Anglo-Caucasian with a minimum income of \$25,000 and a minimum educational level of high school graduate, those parents who responded as Authoritative for parenting style did not differ significantly from those who responded as Open paradigmatically ( $\chi^2 = 31.42$ ,  $df = 36$ ,  $p > .05$ ). (See Table 7).

**Question 3: Is there an association between a parent scoring as Permissive in regards to parenting style and the parent scoring as having a Random family structure?**

It was hypothesized that the higher a parent scored on Permissive parenting style, the higher they would score on Random family structure. The hypothesis was not supported. No significant correlation was found ( $p > .05$ ) between the Permissive parenting and Random family structure using the Pearson correlation coefficient (See Table 2). Those parents who responded as Permissive for parenting style did not differ significantly from those parents who responded as Random paradigmatically ( $\chi^2 = 67.03$ ,  $df = 72$ ,  $p > .05$ ). (See Table 5).

For the portion of the sample who identified themselves as Anglo-Caucasian, there was not a significant correlation ( $p > .05$ ) (See Table 3) between Permissive parenting and Random family structure using the Pearson correlation coefficient. There



is not a significant association between Permissive parenting style and Random family structure among parents who identified themselves as Anglo-Caucasian. For those parents who identified themselves as Anglo-Caucasian, there was no significant difference between parents who responded as Permissive for parenting style and those who responded as Random paradigmatically ( $\chi^2 = 57.85$ ,  $df = 64$ ,  $p > .05$ ). (See Table 6)

For the portion of the sample that was made up of Anglo-Caucasian parents who declared a minimum income of \$25,000 and a minimum educational level of high school graduate, there was not a significant ( $p > .05$ ) (See Table 4) correlation between Permissive parenting and Random family structure using the Pearson correlation coefficient. For those respondents who identified as Anglo-Caucasian with a minimum income of \$25,000 and having a minimum educational level of high school graduate, there was no significant difference between those who responded as Permissive for parenting style and those who responded as Random paradigmatically ( $\chi^2 = 54.39$ ,  $df = 64$ ,  $p > .05$ ). (See Table 7)

Question 4: Is there an association between a parent scoring as Permissive in regards to parenting style and the parent scoring as having a Synchronous family structure?

It was hypothesized that the higher a parent scored on Permissive parenting style, the higher they would score on Synchronous family structure. The hypothesis was not supported. No significant correlation was found ( $p > .05$ ) between Permissive parenting and Synchronous family structure using the Pearson correlation coefficient (See Table 2). There was no significant difference between parents who responded as Permissive for

parenting style and those who responded as Synchronous paradigmatically ( $\chi^2 = 45.34$ ,  $df = 36$ ,  $p > .05$ ). (See Table 5)

For the portion of the sample that identified themselves as Anglo-Caucasian, there was not a significant ( $p > .05$ ) correlation between Permissive parenting and Synchronous family structure using the Pearson correlation coefficient. (See Table 3)

There was not an association between a higher score in Permissive parenting style and a higher score in Synchronous family structure for parents who identified themselves as Anglo-Caucasian. For those parents who identified themselves as Anglo-Caucasian, there was no significant difference between those parents who responded as Permissive for parenting style and those who responded as Synchronous paradigmatically ( $\chi^2 = 40.96$ ,  $df = 32$ ,  $p > .05$ ). (See Table 6)

For the portion of the sample who identified themselves as Anglo-Caucasian, with a minimum income of \$25,000 and a minimum educational level of high school graduate there is not a significant ( $p > .05$ ) correlation between Permissive parenting and Synchronous family structure using the Pearson correlation coefficient. (See Table 4)

There is no association between Permissive parenting style and Synchronous family structure for parents in this sample group. For those parents who identified themselves as Anglo-Caucasian with a minimum income of \$25,000 and a minimum educational level of high school graduate, there was no significant difference between parents who responded as Permissive for parenting style and those who responded as Synchronous paradigmatically ( $\chi^2 = 38.97$ ,  $df = 32$ ,  $p > .05$ ). (See Table 7)

When examining these data sets, there was little or no difference between the total group of respondents and the Anglo-Caucasian subset. The same correlations were

present, in the same direction, and all that were significant in one set of data were still significant in the other data set. This does not necessarily mean that there isn't a difference in the subjects responses due to cultural, ethnic and racial differences. A majority of respondents (31) identified themselves as Anglo-Caucasian, which may have skewed the data as the minority respondents (11) may not be representative of the minority population in general.

### **Secondary Correlations**

There were further examinations conducted on the primary variables (Permissive parenting style, Authoritarian parenting style, Authoritative parenting style, Closed family structure, Random family structure, Open family structure and Synchronous family structure) to determine how they correlated with the secondary variables (education level and yearly reported income). This was conducted for the entire data set.

1. There was a positive correlation (.3173) between Income Level and Authoritative parenting style, at a significance level of .041. This significance level is within the parameters specified by the Decision Rule, the relationship is determined to be significant. Higher levels of income were associated with higher Authoritative parenting scores in the PAQ.
2. Similarly, there was a positive correlation (.3099) between Income Level and Open family structure at a significance level of .046. This, too, is within the parameters specified by the Decision Rule, and is statistically significant. As Income Level increases, so does a parent's score in Open family structure.

3. **There was a negative correlation (-.3282) between Income Level and Synchronous family structure at a significance level of .034. This is within the parameters specified by the Decision Rule, and is statistically significant. As Income Level increases, a parent's score in Synchronous family structure decreases.**
4. **As may have been predicted, there was a statistically significant positive correlation (.5788) between Income Level and Education Level at a significance level of .000.. As Income Level increases, so does Education Level. The greater an educational level one achieves, the more money they are likely to make.**
5. **Finally, there was a negative correlation (-.3156) between Education Level and Permissive parenting style at a significance level of .042. This is within the parameters specified by the Decision Rules, and is statistically significant. As Education Level increases, a parent's score for Permissive parenting style decreases.**

Table 2

Pearson Correlation Coefficients Between  
Parenting Styles and Family Structures

All Data N=42

	<u>PERMISSIVE</u>	<u>PARENTING STYLES</u> <u>AUTHORITARIAN</u>	<u>AUTHORITATIVE</u>
CLOSED FAMILY STRUCTURE	0.1664 P=.292	0.158 P=.318	-0.307 P=.005
OPEN FAMILY STRUCTURE	0.0452 P=.776	-0.2644 P=.088	0.4077 P=.012
RANDOM FAMILY STRUCTURE	0.2403 P=.125	-0.2199 P=.162	0.3833 P=.012
SYNCHRONOUS FAMILY STRUCTURE	0.2199 P=.162	0.1306 P=.410	-0.2007 P=.202

Table 3

Pearson Correlation Coefficients Between  
Parenting Styles and Family Structures  
Respondents Identified as Anglo-Caucasian, N=31

	<u>PERMISSIVE</u>	<u>PARENTING STYLES</u> <u>AUTHORITARIAN</u>	<u>AUTHORITATIVE</u>
CLOSED FAMILY STRUCTURE	0.0156 P=.933	0.3267 P=.073	-0.4097 P=.022
OPEN FAMILY STRUCTURE	0.1396 P=.454	-0.2431 P=.188	0.4888 P=.005
RANDOM FAMILY STRUCTURE	0.1372 P=.462	-0.3541 P=.051	0.5047 P=.004
SYNCHRONOUS FAMILY STRUCTURE	0.1212 P=.516	0.2061 P=.266	-0.1199 P=.521

Table 4

Pearson Correlation Coefficients Between Parenting  
Styles and Family Structures: Respondents Identified as  
Anglo-Caucasian, Minimum Income \$25,000, and Minimum  
Education Level of High School Graduate, N=27

	<u>PERMISSIVE</u>	<u>PARENTING STYLES</u> <u>AUTHORITARIAN</u>	<u>AUTHORITATIVE</u>
CLOSED FAMILY STRUCTURE	0.0651 P=.747	0.3179 P=.106	-0.3209 P=.103
OPEN FAMILY STRUCTURE	0.0846 P=.675	-0.1199 P=.551	0.4473 P=.019
RANDOM FAMILY STRUCTURE	0.1025 P=.611	-0.1763 P=.379	0.4259 P=.027
SYNCHRONOUS FAMILY STRUCTURE	0.1891 P=.345	0.1583 P=.430	0.1195 P=.553

**Table 5**  
**Chi Square for All Data**  
**N=41**

	<u>Pearson Chi</u>	<u>DF</u>	<u>Significance</u>
Authoritative - Closed	70.46	72	0.5294
Authoritative - Open	79.51	72	0.2545
Authoritative - Random	88.92	72	0.0858
Authoritative - Synchronous	40.39	72	0.2824
Authoritarian - Closed	103.66	92	0.1909
Authoritarian - Open	101.42	92	0.2355
Authoritarian - Random	102.63	92	0.2107
Authoritarian - Synchronous	49.7	92	0.2107
Permissive - Closed	90.82	72	0.0664
Permissive - Open	99.4	72	0.0179
Permissive - Random	67.03	72	0.6437
Permissive - Synchronous	45.34	36	0.1387



**Table 6**  
**Chi Square for Race = 1**  
**N=31**

	<b><u>Pearson Chi</u></b>	<b><u>DF</u></b>	<b><u>Significance</u></b>
Authoritative - Closed	50.23	'52	0.5438
Authoritative - Open	50.81	'39	0.0976
Authoritative - Random	68.28	'52	0.0644
Authoritative - Synchronous	24.37	'26	0.5547
Authoritarian - Closed	88.57	'80	0.2717
Authoritarian - Open	66.2	'60	0.2352
Authoritarian - Random	88.77	'80	0.2352
Authoritarian - Synchronous	44.84	'40	0.2761
Permissive - Closed	81.07	'64	0.0735
Permissive - Open	68.78	'48	0.0262
Permissive - Random	57.85	'64	0.6923
Permissive - Synchronous	40.96	'32	0.133

**Table 7**  
**Chi Square for Race = 1, Edlev >=2, Income>=2**  
**N=27**

	<u>Pearson Chi</u>	<u>DF</u>	<u>Significance</u>
Authoritative - Closed	45.05	'48	0.5945
Authoritative - Open	31.42	'36	0.6862
Authoritative - Random	77.07	'48	0.0049
Authoritative - Synchronous	23.36	'24	0.4989
Authoritarian - Closed	74.63	'68	0.2718
Authoritarian - Open	59.22	'51	0.2008
Authoritarian - Random	89.22	'68	0.0432
Authoritarian - Synchronous	36.61	'34	0.3484
Permissive - Closed	84.5	'64	0.044
Permissive - Open	70.77	'48	0.0179
Permissive - Random	54.39	'64	0.7986
Permissive - Synchronous	38.97	'32	0.1848

The correlation matrix indicated that the only statistically significant correlation to be that between the Open paradigmatic structure and the Authoritative parenting style. Examination of the correlation matrix revealed further associations that were possible among the parenting styles and paradigmatic structures. Through the overall correlation matrix for all raw data (the individual responses each parent reported), certain associations were apparent. Authoritarian parenting appears to be most closely associated with Closed and Synchronous paradigmatic structures. Permissive parenting style appears to be most associated with Random and Synchronous paradigmatic structures. Authoritative parenting style appears to be most closely associated with Random and Open paradigmatic structures. These relationships could not be shown clearly using a correlation matrix as the matrix does not allow combinations of variables.

This brought about another set of research questions. The researcher selected factor analysis as the means with which to aggregate the data.

### **Results Related to Factor Analysis**

**Question 5: Is there a greater likelihood of Open and Random paradigmatic structures in instances of Authoritative parenting for parents of children in grades three, four, and five?**

Factor 1 was made up of Authoritative parenting style items, Random paradigm items and Open paradigm items. (See Table 8). This factor demonstrates the association between Authoritative parenting style and the Random and Open paradigm structures. This factor was most closely associated with items involving the paradigmatic mechanisms of Meaning and Affect. The strongest associations occurred with:

Item 30 from the PAQ, “If I make a decision in my family that hurts one of my children, I am willing to discuss that decision with my children and I admit if I have made a mistake.”

Item 20 from the PAQ, “I take my children’s opinions into consideration when making family decisions. But I do not decide for something simply because my children want it.”

The Affect item from the PPAS, “How do you generally show your care, love, affection, and support for your child? In a spontaneous, enthusiastic and personal manner.”

**Question 6: Is there a greater likelihood of Random and Synchronous paradigmatic structures in instances of Permissive parenting for parents of children in grades three, four and five?**

Factor 2 was made up of Permissive parenting style items, Random paradigm items and Synchronous paradigm items. (See Table 8). This factor illustrates the association between Permissive parenting style and the Random and Synchronous paradigmatic structures. The factor most highly associated with items involving the paradigmatic component of Control. The three strongest associations of the second factor are:

Item 1 from the PAQ, “I feel that in a well-run home the children should have their own way in a family as often as the parents do.”

Item 6 from the PAQ, “I have always felt what children need is to be free to make up their own minds and do what they want to do, even if this does not agree with what their parents might want.”

The Time item from the PPAS, “Time can be used in a variety of ways. In what ways do you teach your children to use time? They just seem to know and understand how to use time best.”

**Question 7: Is there a greater likelihood of Closed and Synchronous paradigmatic structures in instances of Authoritarian parenting for parents of children in grades three, four and five?**

Factor 4 was constructed of a combination of Authoritarian parenting styles items, Closed paradigm structure items and Synchronous paradigm structure items. (See Table 8). This demonstrates the association of these three variables. This factor was most highly associated with the items involving the paradigmatic components of Content and Affect. The three strongest associations of this factor are:

Item 2 of the PAQ, “Even if my children don’t agree with me, I feel that it is for their own good if they are forced to conform to what I think is right.”

The Content Item from the PPAS, “How do you teach your child to make sense out of life? By using what has proven over time to be correct and reliable.”

The Meaning item from the PPAS, “As a parent, what are you trying to teach your child as to what is most important in life? That, if you sacrifice and care for your family, your family will sacrifice and care for you.”

**Table 8**  
**Factor Analysis using Equamax Rotated Factor Matrix**

**N=42**

<b><u>Item*</u></b>	<b><u>Factor 1</u></b>	<b><u>Factor 2</u></b>	<b><u>Factor 3</u></b>
P1	-0.001	0.798	0.037
AR2	-0.017	-0.147	0.466
AR3	-0.153	-0.498	0.352
AT4	0.587	-0.301	-0.063
AT5	0.554	0.453	0.088
P6	-0.12	0.72	0.018
AR7	-0.748	-0.277	0.253
AT8	0.471	-0.058	0.021
AR9	-0.437	-0.336	0.009
P10	-0.043	0.077	-0.144
AT11	0.488	0.265	-0.485
AR12	0.248	-0.312	0.032
P13	-0.179	0.238	-0.432
P14	-0.138	0.015	-0.699
AT15	0.583	-0.016	0.05
AR16	-0.553	-0.227	0.09
P17	-0.121	0.461	-0.113
AR18	-0.102	-0.268	0.08
P19	0.066	0.64	-0.24
AT20	0.742	-0.114	0.177

<b>P21</b>	<b>-0.136</b>	<b>0.68</b>	<b>-0.157</b>
<b>AT22</b>	<b>0.548</b>	<b>0.171</b>	<b>-0.334</b>
<b>AT23</b>	<b>0.123</b>	<b>-0.068</b>	<b>-0.077</b>
<b>P24</b>	<b>-0.24</b>	<b>0.214</b>	<b>-0.223</b>
<b>AR25</b>	<b>-0.315</b>	<b>-0.545</b>	<b>0.112</b>
<b>AR26</b>	<b>-0.159</b>	<b>0.039</b>	<b>0.12</b>
<b>AT27</b>	<b>0.314</b>	<b>0.071</b>	<b>-0.118</b>
<b>P28</b>	<b>-0.244</b>	<b>0.722</b>	<b>-0.054</b>
<b>AR29</b>	<b>-0.179</b>	<b>-0.121</b>	<b>-0.068</b>
<b>AT30</b>	<b>0.834</b>	<b>-0.037</b>	<b>-0.143</b>
<b>CONSYN</b>	<b>-0.123</b>	<b>0.181</b>	<b>0.18</b>
<b>CONCLO</b>	<b>-0.183</b>	<b>0.132</b>	<b>0.064</b>
<b>CONRAN</b>	<b>-0.18</b>	<b>0.06</b>	<b>0.153</b>
<b>CONOPE</b>	<b>0.016</b>	<b>0.169</b>	<b>-0.203</b>
<b>AFFOPE</b>	<b>0.137</b>	<b>-0.043</b>	<b>-0.314</b>
<b>AFFCLO</b>	<b>-0.676</b>	<b>0.152</b>	<b>0.272</b>
<b>AFFRAN</b>	<b>0.614</b>	<b>0.267</b>	<b>0.227</b>
<b>AFFSYN</b>	<b>-0.721</b>	<b>0.217</b>	<b>0.252</b>
<b>MEARAN</b>	<b>0.026</b>	<b>0.343</b>	<b>-0.515</b>
<b>MEACLO</b>	<b>-0.241</b>	<b>-0.087</b>	<b>0.696</b>
<b>MEASYN</b>	<b>0.281</b>	<b>0.231</b>	<b>0.477</b>
<b>MEAOPE</b>	<b>0.269</b>	<b>0.108</b>	<b>0.351</b>
<b>CNTOPE</b>	<b>0.257</b>	<b>0.343</b>	<b>0.126</b>
<b>CNYRAN</b>	<b>-0.018</b>	<b>0.457</b>	<b>0.114</b>
<b>CNTCLO</b>	<b>-0.028</b>	<b>0.225</b>	<b>0.572</b>
<b>CNTSYN</b>	<b>0.044</b>	<b>-0.006</b>	<b>-0.012</b>
<b>TIMOPE</b>	<b>0.498</b>	<b>0.314</b>	<b>0.156</b>

<b>TIMCLO</b>	<b>-0.29</b>	<b>-0.027</b>	<b>0.172</b>
<b>TIMRAN</b>	<b>0.438</b>	<b>0.336</b>	<b>0.276</b>
<b>TIMSYN</b>	<b>0.023</b>	<b>0.633</b>	<b>0.048</b>
<b>SPARAN</b>	<b>0.357</b>	<b>0.146</b>	<b>-0.444</b>
<b>SPACLO</b>	<b>-0.441</b>	<b>0.415</b>	<b>0.45</b>
<b>SPAOP</b>	<b>-0.129</b>	<b>0.169</b>	<b>0.33</b>
<b>SPASYN</b>	<b>-0.456</b>	<b>0.174</b>	<b>0.2</b>
<b>ENECLO</b>	<b>-0.24</b>	<b>-0.044</b>	<b>0.142</b>
<b>ENERAN</b>	<b>-0.247</b>	<b>0.122</b>	<b>0.184</b>
<b>ENESYN</b>	<b>-0.005</b>	<b>0.107</b>	<b>-0.078</b>
<b>ENEOPE</b>	<b>0.58</b>	<b>0.33</b>	<b>0.331</b>
<b>MATCLO</b>	<b>-0.18</b>	<b>0.114</b>	<b>0.358</b>
<b>MATRAN</b>	<b>0.159</b>	<b>0.371</b>	<b>-0.495</b>
<b>MATOPE</b>	<b>0.035</b>	<b>-0.166</b>	<b>0.39</b>
<b>MATSYN</b>	<b>0.381</b>	<b>0.431</b>	<b>0.22</b>
<b>SUMCON</b>	<b>0.093</b>	<b>0.758</b>	<b>0.341</b>
<b>SUMAFF</b>	<b>0.421</b>	<b>0.224</b>	<b>0.601</b>
<b>SUMMEA</b>	<b>0.636</b>	<b>-0.093</b>	<b>-0.186</b>
<b>SUMCNT</b>	<b>-0.395</b>	<b>0.246</b>	<b>0.499</b>
<b>SUMTIM</b>	<b>-0.398</b>	<b>0.078</b>	<b>0.114</b>
<b>SUMSPA</b>	<b>0.155</b>	<b>0.076</b>	<b>-0.199</b>
<b>SUMENE</b>	<b>0.111</b>	<b>0.339</b>	<b>0.386</b>
<b>SUMMAT</b>	<b>0.088</b>	<b>0.197</b>	<b>-0.407</b>

**\* Item is labeled with the number of the item from the PAQ (Buri, 1991) and the parenting style being measured, AT = Authoritative, AR = Authoritarian, P = Permissive. (For example, AT1 would designate item 1, an Authoritative item.)**



## **Chapter V - Summary and Conclusions**

**This research found associations between the PAQ (Buri, 1991) and the PPAS (Imig, 1997). The Factor Analysis made it possible to view the parenting style in relation to a combination of family structures allowing for the possibility that more than one paradigmatic structure is associated with a specific parenting style. This brings into the picture the compound and compromise systems that operate in the paradigmatic construct. A family is almost never completely Open, Closed, Random or Synchronous, but instead operate in a combination of the paradigms. The main problem found in the correlation matrix was the reliance on a one-to-one relationship. The factor analysis aggregated the data by condensing it into three factors which are made up of combinations of items from the PAQ and the PPAS. This provides further analysis in both the study of parenting styles and paradigmatic structures. Is there a context in which a parent may exhibit Authoritative parenting styles as opposed to Permissive or Authoritarian parenting styles?**

**The factor analysis demonstrated that the combination of Open and Random family structures is associated with Authoritative parenting styles. The Open parents use of democratic processes and support of autonomy and the Random family's belief that the it is up the individual to find their own answers in life are in tune with the Authoritative parenting style in which parents encourage verbal give-and-take, share**

reasons behind policy and ask for children's objections when he or she refuses to conform. This defines parents who allow their children to have a voice of their own, but still maintain the final word which is a good example of a Random-Open compromise. These parents rely on spontaneous use of Affect and open communication. These parents impose a less rigid structure than do parents that are Authoritarian.

The factor analysis revealed that Authoritarian parenting is associated with both the Closed and the Synchronous paradigmatic structures. Closed parents were defined as restrictive, they impress their own explicit expectations in their children dominate them and set limits. Synchronous parents have strong, but implicit expectations and invisible limits. The Closed-Synchronous compound system relies heavily on these expectations whether they be explicit or implicit, with serious consequences for failure to fulfill these expectations. These are in agreement with Authoritarian parenting styles. Authoritarian parents are detached, cool, and controlling. They believe in keeping the child in his place and restricting autonomy. This can be the case of the Closed-Synchronous Compound. Both have the parents setting limits and having expectations for behavior that must be met.

The final factor associated Permissive parenting with Random and Synchronous paradigmatic structures. Random parents may be lax and offer little supervision. They hold no expectations and set no limits. Synchronous parents deny responsibility for their children in much the same way as Random parents do, but Synchronous parents do use indirect control in the promotion of identification and the appearance of agreement. These associate with the Permissive parenting style because the Permissive parent allows

the child to find their own way, without influence or expectation, but when a situation arises the parents reacts in a Bystanding fashion which is the principle player part of the Synchronous paradigm. The parent will remark or counsel in a manner that is non-judgmental or decisive, simply observing the situation. This allows (or forces) the child to make decision or judgments for himself.

There are several reasons why the categorical constructs (parenting style and paradigmatic family structure) did not associate with each other in the correlation matrix as the researcher expected, at a significance level expected. First, there was a relatively small sample size, 42. This small sample size may not be representative of the population. Other reasons that the sample may not be generalizable to the general population are the majority of respondents are Anglo-Caucasian and the parents are all from the tri-county Lansing area and may not be representative of parents in other regions. Second, the parenting styles, as measured by the PAQ, are mutually exclusive, a parent is not both Permissive and Authoritative, while a family may operate under more than one paradigmatic structure. A family may have components of one or more paradigms in operation regarding their family. For example, it is possible to operate under a Closed-Open family in which there is some discussion of family issues, but the parents have the ultimate decision making power. This interferes with the hypotheses, as the PAQ identifies a parent as either Authoritarian, Authoritative or Permissive and does not allow for a combination of styles. This difference may not allow the hypotheses to be clearly proven. A parent may most accurately be identified as being Random-Open in family structure, but is identified as only Permissive or Authoritative. The PAQ doesn't

allow for the respondents to be classified as Permissive-Authoritative. Finally, there is a social desirability to the responses that are identified as Open family structure and Authoritative parenting style. There may have been a desirability to the responses that may have caused the respondents to identify themselves as either Open family structure and/or Authoritative parenting style.

This study pointed out the ways in which parenting styles and family structures are and are not correlated with each other. The manner in which a parent functions as a parent affects the behavior outcomes of their children (Baumrind, 1968; Grolnick and Ryan, 1989). As the parenting style impacts child behavior, the correlation between parenting style and family structure may also impact these child behaviors. Further research is needed to determine the actual affect of family structure on children in the families. Are they more likely to be independent or dependent, self-motivated or hesitant, practical or creative, realistic or a dreamer? What happens to the children in situations in which two parents operate under two different paradigms? Are the children confused or are do they benefit from the positive aspects of both perspectives? A larger, more diverse sample would be better representative of the population being studied. Perhaps, then, conclusions could be drawn about the cultural, economic and educational differences in regards to the manners in which a parent and/or a family functions.

## **Limitations of Research**

The researcher recognizes that there would be great difficulty generalizing from the findings to any population other than the one sampled. This population was selected specifically because children who were younger may require too much supervision which may sway the results to a more restrictive conclusion and children that were older may have too much autonomy causing results to be revealed as too autonomous. Therefore, these results can only be generalized to the specific population of parents of children in grades three, four and five. There were other problems however, the sample size was relatively small ( $n=42$ ). The forty-two respondents may not be representative of the population in general. Therefore, the results may not be generalizable after all. The respondents were also principally Anglo-Caucasian and may not be representative of the minority population. A final limitation to this research is the lack of reliability and validity measures for the PPAS. The lack of reliability measures may be due in part to the ever-changing relationship of the family which may negate the likelihood of a reliability measure.

## **Concern with the Scales**

Difficulties arose with the instruments used in this research. Mainly with the PAQ (Buri, 1991). There are concerns that the parents' responses to the PAQ items may

have been shaped by social desirability. The items that are Authoritative are phrased in such a way that it appears to be more positive and “healthy”. “I always encourage verbal give-and-take when the children feel that the family rules and restrictions are unreasonable.” While the responses identified as Authoritarian and Permissive items are phrased in more disabled and negative ways. “I believe that more force should be used by parents in order to get their children to behave the way they are supposed to.” And “I have always felt that what children need is free to make up their own minds and to do what they want to, even if this does not agree with what their parents might want.” This researcher has concern that the phrasing of these types of items may have affected the way in which a parent responded and may not be indicative of a parent’s true parenting style. A parent may have been “turned off” by such items that utilize such verbiage as “force” and “conform” or “have their own way” and “do what my children want”. A parent may have selected the Authoritative items because of the use of such phrases as “reasoning”, “rational”, “admit if I make a mistake” and “discussion” which sound like much more functional and enabled descriptors of the parent-child relationship. This survey could only be improved by considering new terminology that may not cause such an emotional response. The parent completing the PAQ needs to feel comfortable selecting any of the responses, not uncomfortable with the verbiage used.

Another concern with the PAQ is in the manner of the findings. There is no allowance given for combinations of parenting styles. A parent is identified as Authoritarian if the highest score of the three parenting styles (Authoritarian, Permissive and Authoritative) is in Authoritarian parenting style. That is as far as the analysis goes.

There is no consideration given to their scores on the remaining two parenting styles.

What is the difference between a parent who scores as Authoritarian then Authoritative and then Permissive in rank of results and a parent who scores Authoritarian then Permissive and then Authoritative? The first parent may, for example, may be extremely structured and believe in strict obedience to family rules. The parent may require conformity and the unquestioned following of parental directives, but may identify the child's bedroom as their own domain to be kept any way that the child wishes except for one day a week when the room must be cleaned to the parent's specifications. This is an example of a possible way in which a parent may be principally Authoritarian with components that are Permissive. The parent who is Authoritarian with components that are Authoritative may have the same regulations and rules of the parents in the first example, but may believe that specific issues are open for discussion. The child may not always be allowed to have his or her own way, but the child's open and point of view are taken into consideration.

The consideration of the combinations of parenting style would allow greater depth of analysis and perhaps provide further delineation between parents within a specific parenting style as well across parenting styles. This combination of parenting styles would provide an improved picture of how the parent and child interact. It would provide greater insight to know how the different types of Authoritarian parents related to the paradigms as well as to the other parenting styles.

The main difficulty that arose through the use of the PPAS (Imig, 1997) was in the apparent difficulty the respondents found in completing the survey. There were six

surveys that were returned with the PAQ completed but the PPAS was either not finished or never even begun. Some respondents even wrote a short note at the bottom of the survey expressing the hard time that they had with the PPAS. The lack of the completion of the survey was further inhibited by the respondents lack of a personal stake in the outcome of the research. Often when the survey is given to parents, it is used to enable a professional to assist the family in some fashion. In this research, the parent was asked to complete the survey to supplement the research of a person that they had never even met. Therefore, it is believed that the parents simply gave up when they began to have difficulty with the PPAS which may have impacted the number of completed surveys returned.

This research caused me to come to certain conclusions about survey (scale) research. The results of one study alone does not prove anything, but instead provides a basis on which to compare and explore other research and information. Each study provides a morsel of information, which alone is indicative of nothing, but when combined with other information provides a broader canvas on which to examine the big picture. Only when the larger picture is explored can any conclusions be proven and accepted as fact.

### **Implications for Educators:**

There is no indication of whether parenting styles are shaped by family paradigmatic structures, family paradigmatic structures are shaped by parenting styles, or



whether they are shaped by a third variable all together. Parenting styles do appear to be associated with achievement orientation in children (Baumrind, 1975) and children's self-regulation and competence in school (Grolnick & Ryan, 1989). Children who had been given autonomous support from both parents had stronger self-regulation, less acting out and learning problems. Increased autonomous support was related to increased achievement and grades. Increased maternal involvement was positively correlated to higher grades, standardized achievement and teacher rated competence and negatively associated with acting out and learning problems. Many times in a classroom setting an educator looks only to the immediate setting to assess a child's scholastic achievement and behavioral competency. Educators need to be informed of the family circumstances that may impact the classroom setting. An educator may not be able to change the manner in which a parent interacts with their child, but, instead, may alter their own behavior in interacting with the child, shaping their own behavior to one more familiar to the child. This may make communicating with the child more clear and impact the child's negative behavior indirectly.

### **Implications for Parents:**

Labeling a parent as either Authoritarian, Authoritative or Permissive as has been done in the past has been detrimental to the family as a whole. There is a social desirability to Authoritative parenting that is evident in the phrasing of the items on the PAQ (Buri, 1991). This means that a parent who is identified as Authoritarian or

Permissive in parenting style is seen as a bad parent. They are either too lax and therefore neglectful, or too rigid and therefore constrictive. This does not have to be the case. Through the study of paradigm, there has been awareness of the multiple ways of knowing. A Closed family may come to know information in a different way than an Open family, but each are still functioning as a family. Just because the families come to know the information in different manners, doesn't mean that one family is working better. The four paradigms are each capable of exhibiting enabled and disabled characteristics. This is also true for the parenting styles. A parent who operates principally with the Authoritarian parenting style are simply using a different way of knowing. This knowledge of the multiple ways of knowing would help to lay to rest many of the concerns that parents have about the "right" way to parent their child. The association between the parenting styles and the paradigmatic family structures demonstrates the different ways of knowing.

Parents (as well as researchers) need to look at parenting in a more holistic manner. Parenting is more than the principle parenting style, but instead includes the other two parenting styles as they relate to the main parenting style, as well as, the way in which those impact the family as a whole. The entirety is what affects the parent-child relationship, not solely the individual pieces. There has been a lot of pressure on parents to utilize the practices as labeled under Authoritative parenting style in parenting their children. This pressure to parent in a way that is not natural and comfortable to the parent may impact the parent-child relationship. Their discomfort with the way that they

are parenting may transcend into their relationship with their child causing even more strife and chaos.

### **Implications for Psychologists and other Therapists:**

Constantine (1993) related the implications for assessment of knowing the family's paradigmatic structure. These structures offer the best and clearest insight into the family's basic style: how they coordinate their everyday activities, resolve conflict (use of dependence and authority), acceptance of independent activity and divergent solutions, use of self-reflective discussions and consensus building, and its reliance on alignment with unstated expectations. Baumrind (1971) identified parenting styles as consisting of dependence or independence, control or autonomy, authority, freedom of expression, organization, expression of affection, and acceptance. A therapist treating a family would only be assisted by the knowledge of the constructs operating in a family's paradigmatic structure or parenting style. For instance, if a child is acting out, is there an external cause (something outside of the family) or is it more of an internal cause? Baumrind (1975) found that boys raised by Authoritarian parents are more likely to be hostile to their peers and resistive to adults. Boys of Authoritative parents were found to be friendly, cooperative, tractable, and achievement oriented, but not as dominant or purposive as may be wished.

A therapist needs to take into account the family's communication patterns, acceptance, use of discipline, belief in conformity and authority when assessing the child

and/or the family unit. As noted in Chapter IV, there often is a combination of paradigms operating within a family which together comprise the parenting style. A therapist needs to be cognizant of these structures at the same time as dealing with issues involving parenting practices. When concerned with the manner in which a parent and child are talking to each other, negotiating and making decision, there may be an overarching paradigmatic structure at work that needs to be addressed as well. If the family structure is rigid and strongly believes in conformity, the parent and child cannot deal with the lack of open negotiation without first addressing the lack of openness in general. A therapist should be conscious of these structures so as to maintain the child and the family's sense of identity, as well as guide the family to the best possible outcomes for all involved. The family's style of function need not be changed, but instead be made more accessible and more satisfying to all members of the family.

A therapist needs to know that it is not necessary to change the paradigm or parenting style in which the family operates, but instead to make that paradigm or parenting style more enabled. There is positive parent-child relationships possible under each of the associations between the PAQ (Buri, 1991) and the PPAS (Imig, 1997). Too often, we try to change the way in which a family functions as a whole instead of working with the positive aspects that a family already exhibits. By labeling a parent as either Authoritarian, Permissive or Authoritative a professional pigeon holes that parent as functioning in the stereotypical fashion exhibited by parents of that style. This is not always the case. As discussed previously, there need to be consideration of the combination of parenting styles that is prevalent in modern society. Professionals need to

look at parents and parenting styles in the grander scheme of how that parenting style relates to the family unit in order to assess the relationship between the parent and the child.

### **Future Directions for Research:**

The findings from this study suggest several directions and implications for future research. Not much study has currently been done to demonstrate what behavioral outcomes are likely to arise in families operating under specific paradigmatic structures. There are no data on children's academic achievement, acting out problems, learning disorders, personality characteristics, or autonomy as it relates to being reared in families which are either from Closed, Random, Open, or Synchronous paradigmatic structures. Are children from certain family structures more likely to excel academically? To be more popular among their peers? To have greater self-control or reliance? These findings are important to future family and parent behaviors. How do these outcomes fall within enabled and disabled versions of the same paradigms? Are these child behavior outcomes actually caused by these paradigms or are the paradigms simply a facet of the child's development?

Future research should attempt to identify differences as they occur due to social, cultural, racial, economic and gender differences. Parents, educators, and therapists all would benefit from the knowledge of what styles of parenting and paradigmatic structures are associated with which groups of people. The "American" culture appears

to prefer the Authoritarian parenting style as the “ideal” parenting style. How do different cultures differ or relate to that “ideal”? Is this a cross-cultural ideal or are there differences as a result of religion, race and socio-economic status? There has been speculation about lower socioeconomic status families being more likely to exhibit both Random or Closed paradigmatic structures, and Permissive or Authoritarian parenting styles. Random and Permissive because the lax parenting was descriptive of the lackadaisical lifestyle of people who are impoverished. That the lack of guidance and expectations are prevalent in all areas of their lives. Closed and Authoritarian because, often, lower SES families work for other people and are told what to do all day. The home is deemed to be the one place where the parent has control and is in charge. This is an overly simplistic description of the possible explanations for parental behavior, but the true explanations need to be known. This would make dealing with family of varying SES, culture, race, religion, etc. only easier.

With the growing prevalence of single-parent households, what are the differences that occur due to family make-up. Do the results change depending on whether the mother or the father fills out the surveys? Prior research has shown that females tend to be more nurturing, when males tend to deal with more discipline issues. Would this impact the outcome of the survey? Would a single mother be more likely to operate in a fashion deemed as Random or Open, relying on the children to take a more active role in decision making and household maintenance, since she must often work outside of the home? The characteristics of the family itself may impact how the parent parents and how the family is structured.

In summary, this research has examined the relationships between paradigmatic structures and parenting styles. Significant associations were found between some singular variables, as well as some combinations of variables. This study has contributed to the growing body of research related to parenting and families. The importance of the impact of families, specifically parents, warrants further research, education, and awareness.

## APPENDICES



## **APPENDIX A**

## **REFERENCES**

## References

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## **APPENDIX B**

### **Letter to Parents**

Michigan State University  
College of Human Ecology

Investigator: Kelly Lytle  
Master's Student  
Family & Child Ecology

Dear Parent,

I am currently conducting a study investigating the different ways families parent their children. This study is part of my Master's degree program in Human Ecology at Michigan State University. This is a private study and is not affiliated with your child's school. The results of this study will be utilized to extend the knowledge of professionals in treating families who are in crisis and to enhance programs designed to support and enhance the skills of parents.

If you agree to participate in this study, you will be asked to fill out two short questionnaires which will take less than half of an hour. This study is focused on individual responses, so please don't work on this with anyone else. If at any time, you have any questions or do not understand the directions, feel free to call me for help. It is important that you answer each question as honestly and accurately as possible in order to provide the most precise results. I would appreciate if you could fill out the enclosed questionnaires and send it back to school with your child within one week. The office at your child's school will be collecting the questionnaires for me.

You do not need to put your name on the questionnaire and the information provided by the questionnaire will be kept confidential. There is no way for the information to be traced back to you if you do not put your name on the questionnaire. At any time that you feel uncomfortable or wish to stop participating, you may do so, at any time with out any negative result.

I will happily send you a copy of the results at the time of completion, if you so desire. Contact the researcher at the number below if interested in a copy of the results.

Thank you for your time and participation,

Sincerely,  
Kelly Lytle  
Phone: (517) 887 - 7430

## **APPENDIX C**

### **Consent Letter**

## **Consent**

**The following survey is being conducted by a graduate student at Michigan State University. The information obtained will be used to write a Master's thesis, which is part of the graduation requirements for this individual.**

**This survey contains questions for parents that ask them about certain aspects of their families and their relationship with their children. The purpose of this study is to examine the nature of certain relationships between parents and their elementary aged children.**

**Participation in this survey is voluntary. If you do not wish to participate, you do not have to fill it out.**

**All information in this survey will be completely anonymous and confidential. There are to be no names written anywhere on the questionnaire. The researcher is only interested in the answers to the questions, and not who, specifically, gave these responses.**

**Any questions or concerns about this survey may be directed to Dr. David Imig, Department of Family and Child Ecology, at Michigan State University. The number is: (517) 353 - 3998.**

**You indicate your voluntary agreement to participate by completing and returning this survey.**

## **APPENDIX D**

### **Parent Attitude Questionnaire (Buri, 1991)**



---

**Instructions:** For each of the following statements, circle the number on a 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how the statement applies to you and your child(ren). There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any item.

---

- |  |           |
|--|-----------|
| 1. I feel that in a well-run home the children should have their way in a family as often as the parents do.   | 1 2 3 4 5 |
| 2. Even if my children didn't agree with me, I feel that it was for our own good if we were forced to conform to what she thought was right.   | 1 2 3 4 5 |
| 3. Whenever I tell my children to do something, I expect it to be done immediately without any questions.  | 1 2 3 4 5 |
| 4. Once family policy had been established, I discuss the reasoning behind the policy with my children.  | 1 2 3 4 5 |
| 5. I always encourage verbal give-and-take whenever the children feel that the family rules and restrictions were unreasonable.  | 1 2 3 4 5 |
| 6. I have always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. | 1 2 3 4 5 |
| 7. I do not allow my children to question any decision that I have made.   | 1 2 3 4 5 |
| 8. I direct the activities and decisions of the children in my family through reasoning and discipline.  | 1 2 3 4 5 |
| 9. I feel that more force should be used by parents in order to get their children to behave the way they are supposed to.   | 1 2 3 4 5 |
| 10. I do not feel that my children need to obey rules and regulations of behavior simply because someone in authority has established them.  | 1 2 3 4 5 |
| 11. My children know what is expected of them, but they are free to discuss those expectations with me when they feel they are unreasonable.   | 1 2 3 4 5 |
| 12. I feel that wise parents should teach their children early just who is boss in the family.   | 1 2 3 4 5 |
| 13. I seldom give my children expectations and guidelines for their behavior.  | 1 2 3 4 5 |
| 14. I do what my children want in making family decisions.   | 1 2 3 4 5 |
| 15. I consistently give my children direction and guidance in rational and objective ways.   | 1 2 3 4 5 |
| 16. I get very upset if my children try to disagree with me.   | 1 2 3 4 5 |
| 17. I feel that most problems in society would be solved if parents would not restrict the children's activities, decisions, and desires as they are growing up.                       | 1 2 3 4 5 |
| 18. I let my children know what behavior is expected of them, and if they don't meet those expectations, they are punished.  | 1 2 3 4 5 |
| 19. I allow my children to decide most things themselves without a lot of direction from me  | 1 2 3 4 5 |

20. I take my children's opinions into consideration when making family decisions, but I do not decide for something simply because my children want it. 1 2 3 4 5
21. I do not view myself as responsible for directing and guiding my children's behavior. 1 2 3 4 5
22. I have clear standards of behavior for the children in my home, but I am willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5
23. I give my children direction for their behavior and I expect them to follow my directions, but I am always willing to listen to their concerns and to discuss that direction with them. 1 2 3 4 5
24. I allow my children to form their own point of view on family matters and I generally allowed my children to decide for themselves what they are going to do. 1 2 3 4 5
25. I feel that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. 1 2 3 4 5
26. I often tell my children exactly what I want them to do and how I expect them to do it. 1 2 3 4 5
27. I give my children clear direction for their behaviors and activities, but I understand when they disagree with me. 1 2 3 4 5
28. I do not direct the behaviors, activities, and desires of my children. 1 2 3 4 5
29. My children know what I expect of them in the family and I insist that they conform to those expectations simply out of respect for my authority. 1 2 3 4 5
30. If I make a decision in my family that hurts one of my children , I am willing to discuss that decision with my children and admit if I have made a mistake. 1 2 3 4 5

## **APPENDIX E**

### **Parent Paradigm Assessment Scale (Imig, 1997)**

## PARENTING ASSESSMENT SCALE - PARENT

THE FOLLOWING QUESTIONS ARE INTENDED TO BETTER UNDERSTAND YOUR VIEWS ON PARENTING. THERE ARE NO "CORRECT" OR "RIGHT & WRONG" ANSWERS. THE DIFFERENT CHOICES DESCRIBED IN EACH QUESTION ARE JUST DIFFERENT WAYS TO GO ABOUT THE TASK OF RAISING CHILDREN. IN ORDER TO MORE COMPLETELY UNDERSTAND YOUR VIEWS ON PARENTING WE ARE ASKING YOU TO ANSWER THE FOLLOWING QUESTIONS IN A PARTICULAR WAY. BUT, FIRST YOU WILL BE GIVEN AN EXAMPLE OF HOW WE WOULD LIKE FOR YOU TO ANSWER THE PARENTING QUESTIONS.

SUPPOSE THAT THERE WERE ONLY FOUR BASIC KINDS OF ICE CREAM IN THE WORLD AND WE WANTED TO KNOW YOUR PREFERENCES ABOUT THESE FOUR KINDS OF ICE CREAM. JUST PRETEND THAT THE FOUR KINDS ARE: A) PLAIN-SINGLE FLAVORED ICE CREAMS LIKE VANILLA AND CHOCOLATE, B) FRUIT-BASED ICE CREAMS LIKE STRAWBERRY OR BLUEBERRY, C) NUT-BASED ICE CREAMS LIKE WALNUT OR ALMOND, AND D) COMBINATION-TYPES OF ICE CREAM LIKE CHOCOLATE-CHIP MINT OR RASPBERRY PECAN ICE CREAM, OR WHATEVER.

FIRST, WE WOULD ASK YOU TO PUT A VALUE OF 10 NEXT TO THE KIND OF ICE CREAM YOU LIKED BEST. LET'S SUPPOSE THAT YOU MOST LIKED A PARTICULAR KIND OF FRUIT-BASED ICE CREAM. YOU WOULD THEN PUT A 10 IN THAT APPROPRIATE SPACE.

NOW, THERE ARE THREE KINDS OF ICE CREAM LEFT. USING THE VALUE OF 10 FOR COMPARISON, AND USING THE VALUES 0-9 (YOU CAN USE THE VALUE OF 10 ONLY ONCE), WHICH ONE OF THE REMAINING THREE ICE CREAMS IS YOUR NEXT MOST PREFERRED CHOICE? SUPPOSE THAT YOU LIKED A PLAIN ICE CREAM AS YOUR NEXT BEST CHOICE. IF YOU LIKED PLAIN ICE CREAM AS MUCH AS FRUITY ICE CREAM THEN YOU COULD GIVE IT A VALUE OF 9 - REMEMBER THAT YOU CAN USE THE VALUE OF 10 ONLY ONCE. IF YOU LIKED PLAIN ICE CREAM ABOUT HALF AS MUCH AS FRUITY ICE CREAM, THEN YOU WOULD GIVE IT A VALUE OF 5. IF YOU ONLY LIKE FRUITY ICE CREAM AND NO OTHER KINDS OF ICE CREAM YOU COULD GIVE IT A VALUE OF 0. LET'S SUPPOSE HOWEVER THAT YOU LIKED PLAIN ICE CREAM A LOT, BUT SLIGHTLY LESS THAN FRUITY, AND USING THE VALUE OF 10 FOR COMPARISON, YOU GAVE PLAIN ICE CREAM A VALUE OF 7.

NOW, WHAT VALUE WOULD YOU GIVE THE THIRD AND FOURTH CHOICES (NUTTY VS COMBINATION)? SUPPOSE YOU HATED NUTTY ICE CREAM, YOU THEN MIGHT GIVE IT A VALUE OF 0. AND FINALLY IT WOULD MAKE SENSE THAT THE COMBINATION KINDS OF ICE CREAMS WOULD BE SOMEWHERE BETWEEN 0 AND 7. PERHAPS YOU MIGHT GIVE COMBINATION ICE CREAMS A VALUE OF 4. WHAT'S IMPORTANT FOR BETTER UNDERSTANDING YOUR PREFERENCES ABOUT ICE CREAM IS THAT YOU HAVE COMPARATIVELY ASSIGNED VALUES TO ALL FOUR CHOICES IN A WAY THAT PROVIDES INSIGHTFUL INFORMATION. BELOW IS AN EXAMPLE OF HOW THIS INFORMATION WOULD HAVE BEEN RECORDED HAD YOU BEEN COMPLETING THE SCALE.

PLEASE RATE THE FOLLOWING KINDS OF ICE CREAM	VALUE
A - PLAIN-SINGLE TYPES LIKE VANILLA, CHOCOLATE, BUTTERSCOTCH	7
B - FRUITY TYPES LIKE STRAWBERRY, RASPBERRY, BLUEBERRY	10
C - NUTTY TYPES LIKE WALNUT, ALMOND, PISTACHIO	0
D - COMBINATION TYPES LIKE CHOCOLATE-CHIP MINT, RASPBERRY-PECAN	4

FOR THE FOLLOWING QUESTIONS YOU WILL BE ASKED TO PROVIDE INFORMATION ABOUT HOW YOU THINK THAT YOU AND YOUR CHILD UNDERSTAND YOUR PARENT-CHILD RELATIONSHIP. YOU WILL BE ASKED TO PROVIDE INFORMATION ABOUT HOW YOU THINK THAT THE RELATIONSHIP IS CURRENTLY - AND IDEALLY HOW YOU OR YOUR CHILD WOULD LIKE IT TO BE. YOU WILL BE ASKED TO PROVIDE INFORMATION ABOUT WHAT YOU DO AND THE BEHAVIORS INVOLVED IN HOW YOU DO IT.

BELOW IS AN EXAMPLE OF A SAMPLE QUESTION WITH SIMULATED ANSWERS.

In part 1 answer how you (parent) think it is now (C) and how you would like it to be (I)... AND...  
how you think that your adolescent thinks it is now (C) and how they would like it to be (I).

PART 1

IN OUR PARENT-ADOLESCENT RELATIONSHIP WE GENERALLY TEND TO COMMUNICATE WITH EACH OTHER IN THE FOLLOWING WAY.	PARENT		ADOLESCENT	
	C	I	C	I
A - IN A DIRECT AND FACTUAL MANNER	10	6	10	2
B - IN A TACTFUL AND LESS DIRECT MANNER	4	8	8	6
C - IN A QUESTIONING AND ENGAGING MANNER	8	2	1	6
D - IN A HUMOROUS AND UNDERSTANDING MANNER	4	10	2	10

\*\*\*\* PLEASE NOTE..... ALL BOXES MUST BE FILLED AND THERE CAN BE ONLY ONE 10 \*\*\*\*

PLEASE USE THIS WAY OF RECORDING YOUR ANSWERS TO THE FOLLOWING QUESTIONS ABOUT YOUR EXPERIENCES. THANK YOU! PLEASE CONTINUE .....

1 - HOW DO YOU GET YOUR CHILD TO DO WHAT NEEDS TO GET DONE?	AS PARENT		CHILD	
	C	I	C	I
A - MY CHILD JUST KNOWS WHAT NEEDS TO BE DONE & HOW TO DO IT				
B - BY TELLING MY CHILD WHAT NEEDS TO BE DONE & HOW TO DO IT				
C - MY CHILD DOES WHAT THEY THINK NEEDS TO BE DONE & HOW TO DO IT				
D - BY DISCUSSING & AGREEING, WHAT NEEDS TO BE DONE & HOW TO DO IT				

2 - HOW DO YOU GENERALLY SHOW YOUR CARE, LOVE AFFECTION AND SUPPORT FOR YOUR CHILD?	AS PARENT		CHILD	
	C	I	C	I
A - IN A RESPONSIVE, EXPRESSIVE & DIRECT MANNER				
B - IN A CONTROLLED, CONVENTIONAL & PRIVATE MANNER				
C - IN A SPONTANEOUS, ENTHUSIASTIC & PERSONAL MANNER				
D - IN AN UNSPOKEN MANNER - THEY JUST KNOW THAT I CARE				

3 - AS A PARENT, WHAT ARE YOU TRYING TO TEACH TO YOUR CHILD AS TO WHAT IS MOST IMPORTANT IN LIFE?	AS PARENT C      I		CHILD C      I	
A - WHILE CARING FOR YOUR FAMILY - DO WHAT'S BEST FOR YOUR SELF				
B - THAT, IF YOU SACRIFICE & CARE FOR YOUR FAMILY, YOUR FAMILY WILL SACRIFICE & CARE FOR YOU				
C - BY HAVING CONFIDENCE, PATIENCE & FAITH IN THE FAMILY EVERYTHING WILL TURN OUT FOR THE BEST FOR EVERYONE				
D - BY BEING ADAPTABLE AND USING OUR DIFFERENCES, NO MATTER WHAT HAPPENS, AS A FAMILY WE CAN DO WHAT NEEDS TO BE DONE FOR ALL OF US				

4 - HOW ARE YOU TEACHING YOUR CHILD TO MAKE SENSE OUT-OF-LIFE?	AS PARENT C      I		CHILD C      I	
A - BY GETTING IDEAS FROM OTHERS & DOING WHAT WORKS				
B - BY ALWAYS RELYING ON THEMSELVES & THEIR OWN IDEAS				
C - BY USING WHAT HAS PROVEN OVER TIME TO BE CORRECT & RELIABLE				
D - BY OBSERVING & LISTENING THEY WILL COME TO KNOW WHAT MAKES SENSE				

5 - AS A PARENT, WHICH OF THE FOLLOWING AREAS DO YOU EMPHASIZE MOST?	AS PARENT C      I		CHILD C      I	
A - HOW TO MAKE SENSE OUT-OF-LIFE				
B - THAT IT'S NECESSARY TO KNOW WHAT'S MEANINGFUL IN LIFE				
C - TO PROVIDE CARE, SUPPORT AND LOVE FOR EACH OTHER				
D - THE NECESSITY OF GETTING DONE IN LIFE WHAT NEEDS TO GET DONE				

6 - TIME CAN BE USED IN A VARIETY OF WAYS. IN WHAT WAY DO YOU TEACH YOUR CHILD TO USE TIME?	AS PARENT C      I		CHILD C      I	
A - IN A FLEXIBLE MANNER & CAN BE CHANGED AS NEEDED				
B - IN A PLANNED, ORDERED AND SCHEDULED MANNER				
C - IN A SPONTANEOUS MANNER & CAN BE USED FOR WHATEVER COMES ALONG				
D - THEY JUST SEEM TO KNOW & UNDERSTAND HOW TO USE TIME BEST				

7 - HOW DO YOU HANDLE YOUR CHILD'S QUESTIONS AND IDEAS?	AS PARENT C      I		CHILD C      I	
A - NO IDEAS ARE TOO SILLY OR EXTREME. IT'S OK TO ASK ANY QUESTIONS OR TO SAY ANYTHING - NO MATTER WHAT				
B - CERTAIN TOPICS ARE HARDLY EVER DISCUSSED & QUESTIONS ARE EXPECTED TO BE ASKED IN A RESPECTFUL MANNER				
C - WITHIN REASON, MOST IDEAS & QUESTIONS ARE OK TO DISCUSS, BUT DIFFERENCES & CONFLICT MUST BE SETTLED				
D - THERE IS NO REAL REASON OR NEED TO ASK QUESTIONS OR TO DISCUSS IDEAS - WE ALL KNOW & UNDERSTAND IN THE SAME WAY				

8 - HOW HAVE YOU TAUGHT YOUR CHILD TO USE THEIR EFFORT & ENERGY AS THEY GO ABOUT LIFE?	AS PARENT C      I		CHILD C      I	
A - IN A STEADY, CONSISTENT AND PACED MANNER				
B - IN A DYNAMIC, ENTHUSIASTIC AND INTENSELY FOCUSED MANNER				
C - IN A PEACEFUL, RELAXED AND HARMONIOUS MANNER				
D - IN A FLEXIBLE, ADAPTIVE AND ACCOMMODATING MANNER				

9 - WHAT HAVE YOU TAUGHT YOUR CHILD ABOUT THE VALUE OF POSSESSIONS & BELONGINGS?	AS PARENT C      I		CHILD C      I	
A - THESE THINGS ARE VALUED BECAUSE THE FAMILY WORKED HARD FOR THEM - THEY HAVE VALUE BECAUSE IT TOOK EFFORT TO GET THEM				
B - THESE THINGS AREN'T WHAT'S REALLY IMPORTANT IN LIFE - IT'S EXPERIENCING LIFE THAT IS IMPORTANT - THINGS JUST GET IN THE WAY				
C - THESE THINGS ARE USEFUL IN LIFE BECAUSE YOU CAN USE THEM TO GET OTHER THINGS DONE & TO MAKE LIFE MORE CONVENIENT				
D - THESE THINGS ARE IMPORTANT BECAUSE OF THEIR BEAUTY & MEANING - THEY SHOULD BE PROTECTED & BE KEPT AS PERFECT AS POSSIBLE				

10 - IN HELPING YOUR CHILD TO GROW-UP, WHAT EMPHASIS DO YOU THINK THAT YOU HAVE PLACED ON THE FOLLOWING AREAS?	AS PARENT C      I		CHILD C      I	
A - HOW TO RELATE TO MATERIAL POSSESSIONS & BELONGINGS				
B - THE IMPORTANCE OF HOW TO PUT EFFORT INTO WHAT YOU DO				
C - THE IMPORTANCE OF TIME & HOW TO USE IT				
D - THE IMPORTANCE OF QUESTIONS & IDEAS & HOW TO HANDLE THEM				

## APPENDIX F

### Demographic Information Survey



1. What is your total family income:
  - a. \$0 - 24,999
  - b. \$25,000 - 49,999
  - c. \$50,000 - 74,999
  - d. \$75,000 - 99,999
  - e. \$100,000+
2. List the highest level of education you have completed:
  - a. some high school
  - b. high school graduate
  - c. some college
  - d. college graduate
  - e. graduate or professional education
3. Race: (In the case of bi-raciality, identify the race with which you most identify yourself):
  - a. Anglo - Caucasian
  - b. Native American
  - c. Hispanic
  - d. African American
  - e. Asian
  - f. Other - please specify \_\_\_\_\_
4. Marital status:
  - a. Single, never married
  - b. Divorced or Separated
  - c. Widowed

## **APPENDIX G**

### **UCRIHS Approval Letter**

# MICHIGAN STATE UNIVERSITY

February 17, 1998

TO: David Imig  
203E Human Ecology Building

RE: IRB#: 98-101  
TITLE: COMPARATIVE ANALYSIS BETWEEN THE FAMILY PARADIGM  
ASSESSMENT SCALE AND THE PARENTAL ATTITUDE SCALE  
REVISION REQUESTED: N/A  
CATEGORY: 1-C  
APPROVAL DATE: 02/17/98

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project and any revisions listed above.

**RENEWAL:** UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Investigators planning to continue a project beyond one year must use the green renewal form (enclosed with the original approval letter or when a project is renewed) to seek updated certification. There is a maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for complete review.

**REVISIONS:** UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB # and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.



OFFICE OF  
RESEARCH  
AND  
GRADUATE  
STUDIES

**PROBLEMS/  
CHANGES:**

Should either of the following arise during the course of the work, investigators must notify UCRIHS promptly: (1) problems (unexpected side effects, complaints, etc.) involving human subjects or (2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of any future help, please do not hesitate to contact us at (517)355-2180 or FAX (517)432-1171.

Sincerely,

David E. Wright, Ph.D.  
UCRIHS Chair

DEW:bed

cc: Kelly Lyttle

University Committee on  
Research Involving  
Human Subjects  
(UCRIHS)

Michigan State University  
46 Administration Building  
East Lansing, Michigan  
48824-1046

517/355-2180  
FAX: 517/432-1171

## **Consent**

The following survey is being conducted by a graduate student at Michigan State University. The information obtained will be used to write a Master's thesis, which is part of the graduation requirements for this individual.

This survey contains questions for parents that ask them about certain aspects of their families and their relationship with their children. The purpose of this study is to examine the nature of certain relationships between parents and their elementary aged children.

Participation in this survey is voluntary. If you do not wish to participate, you do not have to fill it out.

All information in this survey will be completely anonymous and confidential. There are to be no names written anywhere on the questionnaire. The researcher is only interested in the answers to the questions, and not who, specifically, gave these responses.

Any questions or concerns about this survey may be directed to Dr. David Imig, Department of Family and Child Ecology, at Michigan State University. The number is: (517) 353 - 3998.

**You indicate your voluntary agreement to participate by completing and returning this survey.**

UCRIHS APPROVAL FOR  
THIS project EXPIRES:

FEB 17 1999

SUBMIT RENEWAL APPLICATION  
ONE MONTH PRIOR TO  
ABOVE DATE TO CONTINUE

Michigan State University  
College of Human Ecology

Investigator: Kelly Lyttle  
Master's Student  
Family & Child Ecology

Dear Parent,

I am currently conducting a study investigating the different ways families parent their children. This study is part of my Master's degree program in Human Ecology at Michigan State University. The results of this study will be utilized to extend the knowledge of professionals in treating families who are in crisis and to enhance programs designed to support and enhance the skills of parents.

If you agree to participate in this study, you will be asked to fill out two short questionnaires which will take less than half of an hour. This study is focused on individual responses, so please don't work on this with anyone else. If at any time, you have any questions or do not understand the directions, feel free to call me for help. It is important that you answer each question as honestly and accurately as possible in order to provide the most precise results. I would appreciate if you could fill out the enclosed questionnaires and send it back to school with your child within one week. The office at your child's school will be collecting the questionnaires for me.

You do not need to put your name on the questionnaire and the information provided by the questionnaire will be kept confidential. There is no way for the information to be traced back to you if you do not put your name on the questionnaire. At any time that you feel uncomfortable or wish to stop participating, you may do so, at any time with out any negative result.

I will happily send you a copy of the results at the time of completion, if you so desire. Contact the researcher at the number below if interested in a copy of the results.

Thank you for your time and participation,

Sincerely,

Kelly Lyttle  
Phone: (517) 887- 7430

UCRHS APPROVAL FOR  
THIS project EXPIRES:

FEB 17 1999

SUBMIT RENEWAL APPLICATION  
ONE MONTH BEFORE  
ABOVE DATE TO CONTINUE 94



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