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PATTERNS OF RESOURCE EXCHANGE IN MEXICAN AMERICAN PARENT-CHILD INTERACTION

By

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ABSTRACT

PATTERNS OF RESOURCE EXCHANGE IN MEXICAN AMERICAN PARENT-CHILD INTERACTION

By

Erlinda Nacino Salcedo

The purposes of this study in intrafamily resource exchange patternings were: to determine if resource exchange patternings will differ if instruments used to gather data were general or situation-specific in nature; to describe the resource exchange patternings of family subgroups; to determine the degrees of concordance on resource exchange patternings of specific family subgroups; to determine the relationship of family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, quality of life, to degree of particularism; and to determine the relationship of family developmental stage, family structural complexity, and family socioeconomic status, to degree of satisfaction with parent-child relationship, family life, and quality of life. This study also attempted to test Foa and Foa's (1974) theory of resource exchange. Resources, namely: love, status, services, information, goods, and money are considered to be exchanged through interpersonal communication and are important to human development and satisfaction with quality of life.

Data were gathered by the survey method among non-migrant Mexican American families in Saginaw, a metropolitan area in Michigan. Data were part of the regional research project NC-128 "Quality of Life According to Area of Residence." Sixty-six intact Mexican American families (162 individual respondents), consisting of fathers, mothers, and at least a child, 12 to 18 years of age, if any, living at home, were the final respondents for this study. The forced-choice, ranking technique self-report instruments used to gather data for resource exchange patternings were of two types: Instrument A, which had items general in nature; and Instrument B, situation-specific. These were administered alternately at random to each family. Family respondents were either fathers and mothers of preteens, or fathers, mothers, and teens, for those with teenagers.

Fathers, mothers, teenage sons, and teenage daughters generally were agreed on their intra-resource patternings. However, Group B families (who used Instrument B) more than Group A (who used Instrument A), were found to have a greater number of positive and significant correlations in their intra-resource patternings. Generally, the total resource patterning of the two groups was as follows: love, status, information, services, goods, and money. This patterning is supported by Foa and Foa's theory of resource exchange. Further, family members generally have from moderate to perfect degrees of concordance on their resource exchange patternings.

Degree of satisfaction with quality of life among Group A families was significantly but negatively related to degree of particularism.

Family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship and family life, were not significantly related to degree of particularism. As family developmental stage, family structural complexity, and family socioeconomic status increased, degree of satisfaction with family life in both groups increased at significant levels. Family structural complexity was also positively and significantly related to degree of satisfaction with parent-child relationship in both groups. Degree of satisfaction with quality of life for Group A families was significantly but negatively related to family developmental stage, family structural complexity, and family socioeconomic status.

Mexican American families indicated preference for love and status regardless of specific resource exchanged between parents and children. However, there appeared to be a generally negative relationship between degree of particularism (preference for love and status) and degree of satisfaction with parent-child relationship, family life, and quality of life. It was speculated that these findings suggest need states for both the particularistic and universal resources (goods and money).

The conclusions drawn from the results of this study substantiate the assumption that Mexican American families have intra- and total resource patternings in parent-child interaction. The hypothesis that resource exchange patternings would be significantly related to certain variables included in this study was not generally supported.

The results suggest the need for further research in resource exchange and its role in human development and quality of life.

DEDICATION

To Dad and Mama--
this dissertation is most lovingly dedicated.

ACKNOWLEDGMENTS

This study could not have been carried out nor completed without the help of the following persons and groups who shared with me their resources.

Sincere thanks are due to my dissertation committee: Dr. Beatrice Paolucci, Professor, academic program adviser and dissertation director, for her unselfish guidance, encouragement and patience throughout my graduate study, for initiating me on the research topic, and for the numerous consultation hours; Dr. Linda J. Nelson, Professor and former Chairman, Department of Family Ecology, for sharing with me her expertise on research methodology and for valuable comments and suggestions on the dissertation draft; Dr. Margaret J. Bubolz, Professor, Family and Child Sciences, for her very notable comments and suggestions on the theory of resource exchange which was used as the conceptual framework for the present study; Dr. Dennis Keefe, Assistant Professor, Family Ecology, and project leader for Michigan, NC-128 "Quality of Life According to Area of Residence," offered valuable suggestions during the research proposal preparation stage; and Dr. J. Allan Beegle, Professor, Sociology, gave notable comments.

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TABLE OF CONTENTS

CHAPTER Page

LIST OF TABLES

TABLE Page

TABLE Page

TABLE Page

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The identification of the particular resources which lead to achieving "quality of life" has recently been the object of inquiry by researchers and social planners. This is partly due to the realization that a high level of living or modernization does not necessarily lead to happiness and satisfaction with one's quality of life (Foa and Foa, 1974, p. 384). This is an indication that satisfaction with quality of life goes beyond the possession of material goods. Level of living has tended to be viewed as contingent on economic factors while satisfaction with quality of life may be more dependent upon noneconomic resources (Ackerman, 1977; Strumpel, 1975).

The findings of Andrews and Withey (1974), Bubolz and Eicher (1976), and Campbell et al. (1976) indicate that satisfaction with the quality of life is closely linked to feelings about family life. They found that family life was a highly satisfying part of most people's lives and a major predictor of overall quality of life. People were also found to reserve their greatest satisfaction for those areas of living that are most intimate and personal, e.g., marriage and family (Andrews and Withey, 1974; Campbell et al. (1976).

Little is known about the use of resources and quality of life of ethnic groups and minorities. Social planners of minority programs will

therefore need to have information on the needs and concerns of their target groups. Factors which contribute to quality of life among minority groups need to be studied (Bubolz and Eicher, 1976; Campbell et al., 1976).

The present study focuses on Mexican Americans, the United States' second largest minority group (U. S. Bureau of the Census, 1971). A brief description of the Mexican Americans could provide insight on their situation, and what may constitute important factors which may impinge on their quality of life follows.

Mexican Americans place a high value on their children (Moore, 1976) and family (Dworkin, 1965; Gecas, 1973; Johnson and Sikes, 1965). With regard to this emphasis on familism among Mexican Americans, Moore (1976) states: "Mexican Americans are reputed to be clannish ... an important defense for a poor and unskilled population in a demanding, indifferent, or hostile environment" (p. 135).

A key to understanding the Mexican American family and the resources which lead to their satisfaction with their quality of life may lie in a thorough examination of the dynamic relationships that occur in the Mexican American home situation (Padilla, 1976).

The theoretical tool which appears appropriate in understanding the Mexican American family is Foa and Foa's (1973) theory of resource exchange. The theory postulates that resources, namely: love, status, services, information, goods, and money, are exchanged in interpersonal communications and are considered to be most important during the formative years of the children. "Resources," the Foas assert, are "the components of quality of life" (p. 21). They argue:

> A detailed list of all the events and conditions which make life pleasant and worthy would be unmanageably long; on the other hand the global notion of "quality of life," being so vague and general, is not amenable to measurement (p. 21).... An answer to the question of which items contribute to the quality of life has been provided by the identification of resource classes and by the discovery of their relationship. All six classes of resources contribute to the quality of life, so that when any of them falls below a minimum level, quality of life is impaired (p. 23).... Indices of the quality of life constitute an instrument for investigating the relationship between need states and social pathology (p. 25).

The Foas (1974) define need "as a state of deficiency in a given resource; it occurs when the individual possesses an amount below the lower bound of the optimal range" (p. 130). They propose that "resource deficiency results in inadequate social performance" (p. 387). This could also lead to mental disturbances, poor task performance, and ultimately, to dissatisfaction with quality of life. The effects of the lack of these resources in human development (and consequently to quality of life) are most felt when individuals and families, such as the Mexican Americans, find themselves in a cultural setting in which they are a minority.

There is therefore a need to understand the patterns of resource exchange between Mexican American parents and children, i.e., intrafamily resource exchange preferences. Resource exchange between parents and children, the theory suggests, appears to have potential for better understanding human development and satisfaction with quality of life.

Statement of the Problem

This study explores intrafamily resource exchange in non-migrant Mexican American families in their parent-child interaction through the application of the theory of resource exchange postulated by Foa and Foa (1974). In the process of examining resource exchange preferences, this study tests the theory of resource exchange in a different context, i.e., in the Mexican American culture and in parent-child relationship. Specifically, this study attempts to find answers for the following questions:

1. Are there significant differences in data yielded by instruments that are general or situation-specific in nature?

2. Are there differences in resource exchange patternings of family subgroups, i.e., fathers of preteens, mothers of preteens, fathers of teen sons, mothers of teen sons, fathers of teen daughters, mothers of teen daughters, teen sons, and teen daughters?

3. To what degree do fathers, mothers, and teenage children, if any, agree on their resource exchange patternings?

4. What is the relationship of the families' family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life to degree of particularism?

5. What is the relationship of family developmental stage, family structural complexity, and family socioeconomic status, to degree of satisfaction with parent-child relationship, family life, and quality of life?

Objectives of the Study

The following are the objectives of the study:

1. To determine if resource exchange patternings will differ if the instrument used to gather data is general or situation-specific in nature.

2. To describe the resource exchange patternings of family subgroups, i.e., fathers of preteens, mothers of preteens, fathers of teen sons, mothers of teen sons, fathers of teen daughters, mothers of teen daughters, teen sons, and teen daughters.

3. To determine the degrees of concordance on resource exchange patternings of specific family subgroups.

4. To determine the relationship of family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, to degree of particularism.

5. To determine the relationship of family developmental stage, family structural complexity, and family socioeconomic status, to degree of satisfaction with parent-child relationship, family life, and quality of life.

Significance of the Study

This study will help us better understand what resources Mexican American families prefer as investments in human resource development. It will also give insights on how parents and children interact.

Resources preferred by parents and children in parent-child interaction may also come to be seen as a "human resource index" for determining satisfaction with "quality of life."

The findings of this study could have important implications for family support systems (e.g., educational programs for families and children) which help minority families adapt to and/or change the environments in which they live. This study could help pinpoint key variables underlying resource exchange in parent-child interaction, and therefore contribute to experimental research designs for future research on relationships between variables.

Another significant outcome of this study could be the development of a technique for use in testing and exploring resource exchange preference in social communications. Whereas Foa and Foa (1974) made use of a paired-comparisons technique in their questionnaires of exchanges of love and status, as well as social interaction inventory for exchanges involving the six resources (love, status, services, information, goods, and money) among Anglo American college freshmen, the present study will test the theory of resource exchange in parent-child relationships among Mexican American families using a forced-choice ranking technique.

The researcher adapted the Foa and Foa (1974) instrument, gearing it to Mexican American parent-child interaction. Data to be yielded by this instrument could help validate the theory of resource exchange in different contexts.

Finally, while interfamily resource exchange has been the subject of inquiry of some studies (Baerwaldt and Morgan, 1973; Danes, 1978; Emerson, 1970; Hill et al., 1970; Sussman, 1974), the dynamics of

intrafamily interpersonal resource exchange, specifically, between parents and children, has yet to be explored. No study has been done on parent-child interpersonal exchanges using Foa and Foa's (1974) resource model as a conceptual framework.[1] Data on intrafamily resource exchange could provide valuable information to close some gaps in our understanding of some dynamics of family social structure and parent-child social communications. The present study hopes to contribute toward this goal.

Scope and Limitations of the Study

This study is limited to the six interpersonal resources, namely: love, status, services, information, goods, and money, as reflected in parent-child interaction among non-migrant Mexican American families with children under 18 years of age, in Saginaw, a metropolitan area in Michigan. Further, the study is limited to the exchanges of "giving." Exchanges of "taking" (aggression), restitution, "turning the other cheek," and "ingratitude," which the Foas (1974, p. 179) identified as other types of paradigms of interaction, are excluded. Given the random sampling, the findings and implications may be logically extended, other relevant variables equal, to other groups of Mexican American families.

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[1] Letter to the researcher from Dr. Edna B. Foa, dated 5 October, 1977 (Appendix H).

Definition of Terms

Resource "is any commodity--material or symbolic which is transmitted through interpersonal behavior" (Foa and Foa, 1974, p. 36). There are six classes of resources identified by Foa and Foa, namely: (1) Love is affect expressed through verbal and/or overt behavior; (2) Status refers to esteem or high regard for someone, expressed verbally and/or in non-verbal forms; (3) Services are behaviors which increase a recipient's physical comfort; (4) Information means ideas, facts, or opinions; (5) Goods refer to material things or commodities of any sort; and (6) Money refers to the currency for legal exchange.

Resource Exchange refers to behavior (verbal and/or non-verbal) characterized by giving and receiving of resources in social relationships.

Specific Resource Exchanged (SRE) refers to one of the six classes of resources assumed to be given by one person to another. In the questionnaire used in the present study, the SRE appears as a general hypothetical stem situation.

Resource Alternative (RA) means the six classes of resources which could be received by the actor (parent or child) in return for an SRE.

Resource Exchange Patterning refers to the rank-order preference for the different resource alternatives. There are two patterns formulated for the present study: (1) Intra-Resource Patterning (IRP) means the rank-order of preferred resource alternatives (RAs) in return for a specific resource exchanged (SRE); and (2) Total Resource Patterning (TRP) refers to the rank-order of preferred resource alternatives (RAs)

in all specific resources exchanged (SREs).

Family Developmental Stage is based on age of youngest child, age of oldest child living at home, and length of marriage.

Family Structural Complexity is based on the number of total children alive, number of children living at home, and type of family (nuclear or extended).

Individual Socioeconomic Status is based on the respondent's perception of his/her health status, educational attainment, paid employment, and nature of occupation for each parent.

Family Socioeconomic Status is based on annual income, home ownership, type of residence, parents' health status, and parents' paid employment status.

Degree of Particularism refers to the combination of the converted scores for love and status.

"Family Rank" and "Family Score" are used in this study to mean the "average rank for the family" for an RA, and the "average score for the family" for degree of particularism and degree of satisfaction with parent-child relationship, family life, and quality of life.

Degree of Satisfaction (DOS) is a ranking on a 7-point scale from extremely dissatisfied (1) to extremely satisfied (7) for three aspects of life concerns: parent-child relationship, family life, and quality of life.

Degree of Concordance (DOC) on resource exchange patternings, refers to the "average rank correlation" (r_s) of agreement among subgroups of families. DOC ranges from very high (.89 to 1.00);

high (.76 to .88); moderately high (.63 to .75); moderate (.50 to .62); low (.25 to .49); to very low (less than .25).

CHAPTER II

CONCEPTUAL FRAMEWORK

This section is organized in the following topical order: a brief discussion of exchange in social life; Foa and Foa interpersonal resource theory; advantages and disadvantages of the Foa and Foa resource model; rationale for the use of the Foa and Foa resource model on the Mexican American family; relationship between the resource model and investment in human resources; hypotheses; assumptions; and model of relationships studied.

Exchange in Social Life

Homans (1958) conceptualized social behavior as a form of exchange. He asserted that exchange underlies all of human behavior, that "social behavior is an exchange of goods, material goods but also non-material ones, such as symbols of approval or prestige" (p. 606).

Following Homans, Blau (1964) made a significant contribution on the nature of exchange and its relation to social life. He also viewed exchange "as a social process of central significance in social life" (p. 4). Individuals are assumed to possess basic needs, motives, interests, and goals, which can be fulfilled through social interaction. An individual who gives services to another obligates the latter to give in return. Blau emphasized that the concern here is not so much for the

intrinsic benefits as it is for extrinsic benefits, although exchange is never independent of the relationship between the exchange partners.

Blau (1964) further differentiated social exchange from strictly economic exchange. While economic exchange is contractual in nature, "only social exchange tends to engender feelings of personal obligation, gratitude, and trust, purely economic exchange as such does not" (p. 94).

Boulding's (1972) theory of the grants economy, or the economy of one-way transfers as distinct from pure exchange brought greater focus on the many ramifications of social exchange since the work of Homans (1958). An exchange, according to Boulding, occurs when A gives something to B and B gives something to A in return. On the other hand, a transfer occurs when A gives something exchangeable to B and B gives nothing exchangeable to A at least at that point in time. Exchange usually involves two-party relationships while the grant system may be multi-party.

Reciprocity, according to Boulding (1973), involves two-way transfers and may be separated by time, commodities or exchangeables. Exchange is conditional while reciprocity is formally unconditional, although "exchange almost always developed originally out of reciprocity, and may be regarded historically as the formalization of reciprocity" (p. 26). He also identified intertemporal grants which are present sacrifices for a distant posterity, and serial reciprocity between generations. Both intertemporal grants and serial reciprocity may extend over long periods of time.

Two types of motivations, Boulding (1973) asserts, underlie grants: first, as a result of integrative relationships and the integrative

system ("love"); second, as a result of threat and the threat system ("fear"). Feelings of goodwill, trust, and affection are fostered by acts of benevolence. The integrative role of grants is stated by Boulding (1973):

> One of the most important aspects of the grants economy is the role it plays in the building up of integrative structures and communities--that is, groups of people who have some feelings of identification and benevolence toward each other (p. 27).... The very existence of the society, therefore, implies the existence of a redistributive grants economy, with grants going from productive adults to unproductive children (p. 40).

Bivens (1976), who adapted Boulding's (1973) grants economy conceptual framework and proposed it as a possible transdisciplinary approach for the study of the American family, views the familial function of culture transmission of attitudes and value formation as embodied in the grants system.

Nye (1978) examined some sociological theories that can be used to explain and predict social organization and human behavior. Further, he proposed a single general theory--choice and exchange. While both concepts are frequently intertwined, Nye views choice in terms of costs and rewards, while exchange "may enter as an anticipated reward or cost" (p. 220). He argues for a theory of choice and exchange as "the key to addressing the theoretical issues of social behavior and social structure" (p. 231).

Perhaps the most comprehensive treatise on exchange (and one which appears to embody Nye's theory of choice and exchange) is that of Foa and Foa's (1974) theory of resource exchange as explicated in their book Societal Structures of the Mind (1974). Although the Foas recognize the

role of resource exchange in power and decision making and its integrative functions, the Foas' stance on resource exchange is basically developmental (social and cognitive). The Foa and Foa theory of resource exchange was used as the conceptual framework for the present study and will be presented in the next section.

Foa and Foa Interpersonal Resource Theory

The Foa and Foa (1974) resource theory is:

> A description of the psychological mechanisms required for these (interpersonal) exchanges, specifies their course of development, their parts and dimensions and the functions they play in interpersonal encounters. It relates individual structure to the structure of society and provides a basis for classifying differences among individuals and cultures. In examining shared and dissimilar properties of economic and non-economic resources, it establishes a link between economics and other social sciences. Within this theory seemingly disparate notions, such as cognitive dissonance, interpersonal communication, social roles, cross cultural training, leadership, need, power, alienation and psychotherapy are integrated into a coherent whole (p. 4).

The theory is based on the proposition that "interpersonal behavior is a channel for resource transmission" (p. 36). The Foas maintain that a person will tend to enter into exchange behavior for resources which will reduce personal need for a particular resource. They contend that all the messages that are exchanged through the giving and taking behaviors via social communications can be classified into six broad resources: love, status, services, information, goods, and money. These resources are considered necessary for maintaining the quality of life; a deficiency in one will therefore diminish one's quality of life (p. 386).

Understanding the cognitive development of these resources in interpersonal relationships is basic to the understanding of resource exchange. Foa and Foa (1974) state:

> The resources received by an infant at the beginning of his life constitute an undifferentiated bundle of love and services: the flowing milk, the warmth and softness of the mother's body and her care for him are all presented simultaneously. The differentiation between love and services becomes possible after the child has acquired some psychomotoric skills sufficient for serving himself, like feeding himself, washing hands, etc. At this time mother can give him love without services, by requesting him to serve himself and at the same time encouraging him to do so (p. 36).

Figure 1 illustrates the differentiation of resource classes. The initial stage consists of an undifferentiated reservoir of resources on the part of the mother or mother surrogate. The Foas contend that this undifferentiated bundle of resources partly explains the profound attachment infants have to their mothers. As the child grows older, these undifferentiated resources give rise to the first stage when services and love become differentiated. As development continues, the child will need other resources. In the second stage, goods spring from services, while love gives rise to status. In the final stage, six resource classes are identified when money arises from goods, while information springs from status. Newly differentiated resource classes are shown by double frames. Only services and love do not change with time. Differentiation of the six resource classes also takes place with differentiation between giving and taking, between the self and others, between actual and ideal behavior, one's view versus the universal view, and acceptance versus rejection (pp. 32-45).

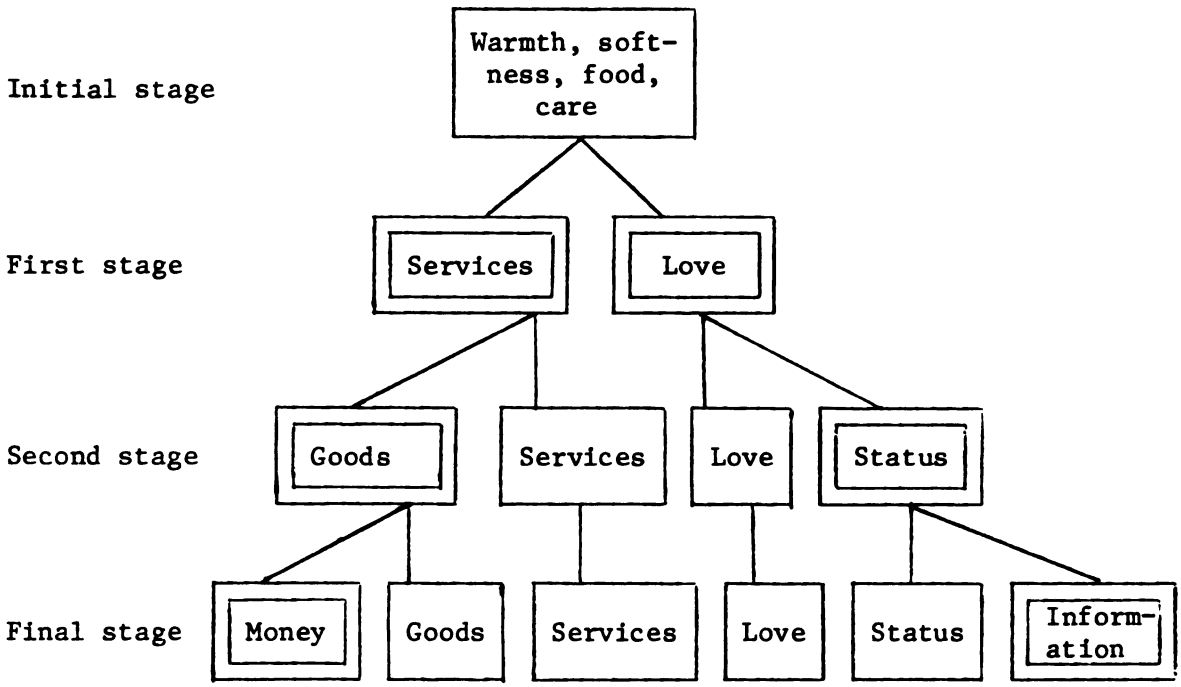

Figure 1. The Differentiation of Resource Classes (Foa and Foa, 1974, p. 38).

Resources are characterized in terms of particularism and concreteness (pp. 80-83). Particularism is defined as the degree to which the value or meaning of a given resource is influenced by the relationship of particular persons involved in the transaction. Hence, love is considered to be the most particularistic resource; money, the least. Concreteness ranges from concrete to symbolic and suggests the type of expression characteristic of the various resources. Services and goods are the most concrete resources; status and information are the most symbolic; and love and money, intermediate.

Figure 2 shows the classes of resources and how each is located on a particularism-concreteness continua. Resources which are closer

together in the cognitive structure will tend to be perceived as more similar than remote ones. Resources can therefore be substituted for others depending on their proximity to each other in the development sequence, and the degree of permeability between their boundaries. Particularistic resources tend to be exchanged with the same resources, while non-particularistic resources, with different ones (p. 265).

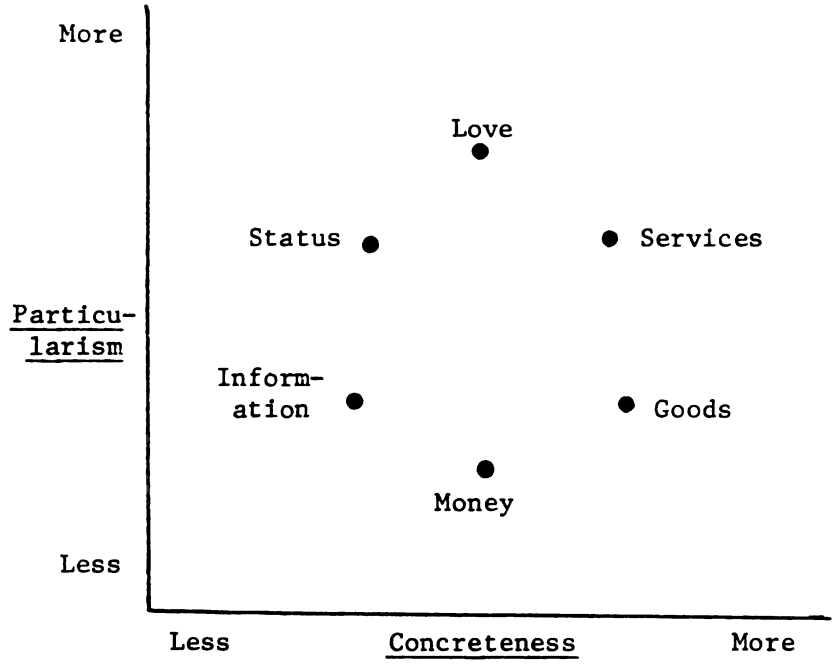

Figure 2. The Cognitive Structure of Resource Classes (Foa and Foa, 1974, p. 82).

Foa and Foa (1974) identified five paradigms of interaction, namely: giving (A gives to B; B gives to A); taking (A takes from B; B takes from A); restitution (A takes from B; A gives to B); "turning the other cheek" (A takes from B; B gives to A); and "ingratitude" (A gives to B; B takes from A) (p. 179). A resource therefore can

either be given and/or taken away. Giving means increasing the amount of resources available to the object. On the other hand, taking away refers to decreasing the amount of resources available to the object. Giving nonparticularistic resources decreases the giver's supply while giving particularistic ones increases his possession. Taking away nonparticularistic resources increases the taker's resources while taking away particularistic resources reduces the taker's supply (p. 164). Foa and Foa further state "it is the power to give that differentiates between the child and the adult" (p. 99). They also maintain that both adults and children can take away resources because taking away does not require previous possession of specific resources. As stated earlier (p. 7), this study is concerned with exchange of giving.

Any exchange behavior involves a combination of any of the following: an actor (the person who performs the act); an object (or a recipient of the behavior, who may or may not be the same person as the actor); a mode of behavior (either giving or taking away); and a resource class (which the actor gives to, or takes away from, the object) (p. 179). The lesser the cognitive distance between the resource given by the actor and the resource he later receives, the greater the satisfaction with the exchange (p. 218).

Whether or not a particular exchange will take place depends on the motivational state of persons involved, the properties of the resources to be exchanged, and the appropriateness of the environment. The family is most conducive to exchange of particularistic resources. Theoretically, love and status are the critical resources in intrafamily resource exchange. Families may find that urbanization impinges on

intrafamily exchanges of particularistic resources. This may increasingly move them towards exchanges of resources that are nonparticularistic. This could also move them to expect nonparticularistic resources in exchange for particularistic ones as they interact with the larger environment.

The environmental properties of resources have important implications for the Mexican American family. The combined effect of the time involved in the processing of resource inputs, delay of rewards, and optimum group size limit the exchanges of some resources from urban society (Foa and Foa, 1974, p. 170). Specifically "an environment in which there is strong competition among inputs, encounters are brief and non-repetitive, and where every person engages in numerous contacts, constitutes an obstacle to the exchange of particularistic resources, while facilitating non-particularistic transactions" (p. 170). Foa and Foa contend that when these conditions operate simultaneously, their effects will be cumulative.

Advantages and Disadvantages of the Foa and Foa Resource Model

The present study made use of the Foa and Foa interpersonal resource model as a conceptual framework for the analysis of parent-child interaction in the Mexican American family.

One of the advantages of the resource model is that it considers both economic and noneconomic resources as being indispensable in determining the quality of life. It ties needs to resources, and looks at the interactions between the material and the human systems.

The resource model also has the advantage of treating the family both as an economic and as a noneconomic unit, and allocates family and community resources toward the development of members. The family is viewed as a source as well as a mediator of both human and nonhuman resources. The theory does not recognize time and space as resource classes in the same way it considers love, status, services, information, goods, and money per se, but rather as factors influencing resource exchange. Hence, the model is flexible. The symbolic-concrete continuum characteristic of the resource model also allows for varying degrees of awareness in interpersonal communication considered important in child rearing.

On the other hand, the researcher believes that there are some limitations connected with the Foa and Foa model. The use of the model as a tool for understanding parent-child intrafamily resource exchange requires a careful examination of the application of the resource model. There are some important points that need to be emphasized particularly when dealing with minorities. The "static" model (Figure 1) may not reflect what is going on in the "real world." For example, the time involved for each resource to differentiate itself is not clarified. When does it move from one stage to the next? The present model suggests that stages take place at the same rate and time and with the same duration for all resources. For some individuals or cultures, the cognitive development for some resources, i.e., the particularistic, may occur earlier than for universal resources. Also, there is great emphasis on the mother, the initial source of undifferentiated love-services resource (pp. 32-33). The roles of other family members, individuals

and institutions are not clearly stipulated. These sources of resources (individuals, formal and nonformal groups) may not be equally preferred though they may be equally accessible.

In addition, the hierarchy or patterning of resources is not well recognized. Resources in reality are not equally exchanged through time. Just like source of resources, they are differentially preferred even within a culture. Further, cultural differences may not have been sufficiently allowed for. Every culture has its own set of resources considered particularly appropriate for child rearing. The lack of supply in any of these resources may not necessarily mean a deficiency. Rather, it may reflect differing cultural values of what is desirable.

There is much emphasis by the Foas (1974) on the indispensability of all six resources and the importance of having them in sufficient amounts, if not above the "minimum level," for maintaining a satisfying quality of life (p. 125). "Quality of life" is a relative concept, and so is the importance of classes of resources. Finally, it is important to emphasize that the economic and noneconomic resources, which could be the two sides of the resource model, differentiate independently of each other. That is, it is likely that the different resource classes do not cognitively differentiate simultaneously at the same rate and degree. Therefore, individuals and cultures could be fully differentiated in one class of resource, i.e., noneconomic, and be "rudimentary" in stage in the differentiation of the economic resources, or vice versa. As such, one culture should not be judged as being inferior to another. This is not to say, however, that individuals and cultures could not be differentiated in both types of resources.

Some of the above issues raised by this researcher were recognized in the conduct of the present study.

Rationale for the Use of the Foa and Foa Resource Model on the Mexican American Family

Interpersonal resources are obtained only through social communications. When communication is impaired, the opportunity to receive the needed resources is lessened. In the case of the Mexican Americans, a limited ability to communicate in English (either in symbolic or concrete terms) could predispose them to lesser access to universal resources. The interaction effects of poor socioeconomic conditions, shortage of particularistic resources in the larger environment, and poor communication ability, could lead to deprivation of the economic resources.

The resource model, therefore, is appropriate for looking at the Mexican American ethnic group for it views the family as a unit, and as a set of individual members. It relates the amount of available resources in one culture, with the resource demands of another culture-environment. Availability of resources influences the development of human resources particularly through child rearing.

Relationship Between the Resource Model and Investment in Human Resources

Investment in human resources is defined as "all activities that increase human resources" (Nickell et al., 1976, p. 184). Interpersonal communications in child rearing is an important medium for making an investment in human development.

The need for resources necessary for human development is seldom satisfied in isolation. Individuals depend on one another for these resources and, therefore, seek social situations in which to exchange them. "Interpersonal behavior is resource seeking" (Foa and Foa, 1974, p. 381) and resource building.

Foa and Foa's (1974) description of family-child interaction provides insights into the role of interpersonal resources in child-rearing. It also provides a rationale for relating the resources to human development. They state:

> Interpersonal communication contains not only specific resources but structured information as well: the structure of the message reflects the cognitive structure of its sender and may or may not fit the structure of the receiver. This structural aspect of communication acquires special significance when its recipient is an infant. While communication among adults serves mainly as a channel for provision of resources, for a child it has the dual purpose of supplying resources as well as the structural information necessary for his cognitive growth.... While ... adults utilize mainly the content of the message, infants process both the structural and the substantive aspects of it. The content supplies the resources he needs while the structure provides information for his cognitive development (p. 298).

The resource model therefore is best applied to situations where all six resources can be empirically tested. Since one's ability to enter into an exchange relationship is rooted, to a large extent, in childhood socialization, it is appropriate to apply the resource model in the family setting. "The family is probably the institution where the widest range of exchange is found, but ... not every exchange is permissible or customary" (Foa and Foa, 1974, p. 151).

The present study considers child rearing, including parent-child interaction, to be a "mix" of objects, events, activities, and

persons--as children interact with their many environments. All interactions of persons with children, particularly on the household level, are a combination and a series of "giving" and "receiving" behaviors. It also consists of "taking" behaviors; that is, behavior toward children, either symbolic or concrete, may increase or decrease investments in human resources. Every individual participates in both giving and taking behaviors. The difference lies in the degree to which either the giving or taking behavior is emphasized. The "emphasis" occurs with varying degrees of awareness on the part of the actors. Both types of behaviors, according to the Foas, are critical for cognitive and social development of children.

Child rearing thus takes place with varying degrees of awareness of resources exchanged on the part of individuals interacting with children. This is because homemakers, for instance (who probably spend more time with young children than anyone else in the family), are generally present-oriented in their management decisions (Bustrillos, 1963; Hogan, 1965). Homemakers can also be non-rational in their choices, and this could lead to taking away of resources. Finally, the varying degrees of awareness are attributed to the fact that child rearing is deeply embedded in the private culture of the home. A proper study of child rearing, therefore, should recognize this social phenomena. Leichter (1974) may have referred to this social phenomenon when she spoke of contextual rigor. She states:

> Research on educational encounters within the family, even when it focuses on those moments of education in which intentionality is readily apparent must also include experiences on a fleeting, moment-to-moment basis. In fact the insistence upon a framework that embraces multiple levels of awareness constitutes one important element of contextual rigor (p. 209).

The Foa and Foa (1974) resource model therefore appears to be an appropriate tool for understanding parent-child interaction among Mexican American families for it relates resource classes to human resource development and, consequently, to quality of life.

Hypotheses

The hypotheses formulated for this study are stated below in the form of expected findings:

Hypothesis 1. There will be significant differences in resource exchange patternings with respect to data gathered by instruments that are general or situation-specific in nature.[1]

Hypothesis 2. Fathers, mothers, teenage sons, and teenage daughters will not differ significantly in their resource patternings.

2.1 The intra-resource patternings of fathers, mothers, teenage sons, and teenage daughters will be in the following order: love, status, services, goods, information, and money.

2.2 The total resource patternings of fathers, mothers, teenage sons, and teenage daughters will be in the following order: love, status, services, goods, information, and money.

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[1] If data reveal significant differences between the two instruments, hypotheses 2-5 will be addressed separately to each instrument used. If findings reveal no significant differences, data obtained from both instruments will be combined for further analyses.

Hypothesis 3. Family members of different family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life, will exhibit similar degrees of concordance on their resource exchange patternings.

3.1 The intra-resource patternings of families will be from moderate to perfect degrees of concordance for each specific resource exchanged.

3.2 The total resource patternings of families will be from moderate to perfect degrees of concordance on all resources exchanged.

Hypothesis 4. There will be significant relationships between family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, and degree of particularism.

4.1 The earlier the family developmental stage, the higher will be the degree of particularism.

4.2 The lower the family structural complexity, the higher will be the degree of particularism.

4.3 The lower the family socioeconomic status, the higher will be the degree of particularism.

4.4 The higher the degree of particularism, the higher will be the degree of satisfaction with parent-child relationship.

4.5 The higher the degree of particularism, the higher will be the degree of satisfaction with family life.

4.6 The higher the degree of particularism, the higher will be the degree of satisfaction with quality of life.

Hypothesis 5. There will be significant relationships between family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life.

5.1 The later the family developmental stage, the higher will be the degree of satisfaction with parent-child relationship, family life, and quality of life.

5.2 The lower the family structural complexity, the higher will be the degree of satisfaction with parent-child relationship, family life, and quality of life.

5.3 The lower the family socioeconomic status, the higher will be the degree of satisfaction with parent-child relationship, family life, and quality of life.

Assumptions

The preceding hypotheses were based on the following assumptions:

1. Resources, both economic and noneconomic, are measurable and quantifiable.

2. The adaptation of the Foa and Foa (1974) instrument used in the present study is reliable and valid for measuring resource exchange preference in parent-child interaction.

3. Mexican American families have intra- and total resource patternings in their parent-child interaction.

4. Forced-choice ranking technique can reveal resource exchange preferences.

5. Responses are reflective of family members' actual resource exchange preferences.

Model of Relationships Studied

The model of the relationships studied is shown in Figure 3 on the following page.

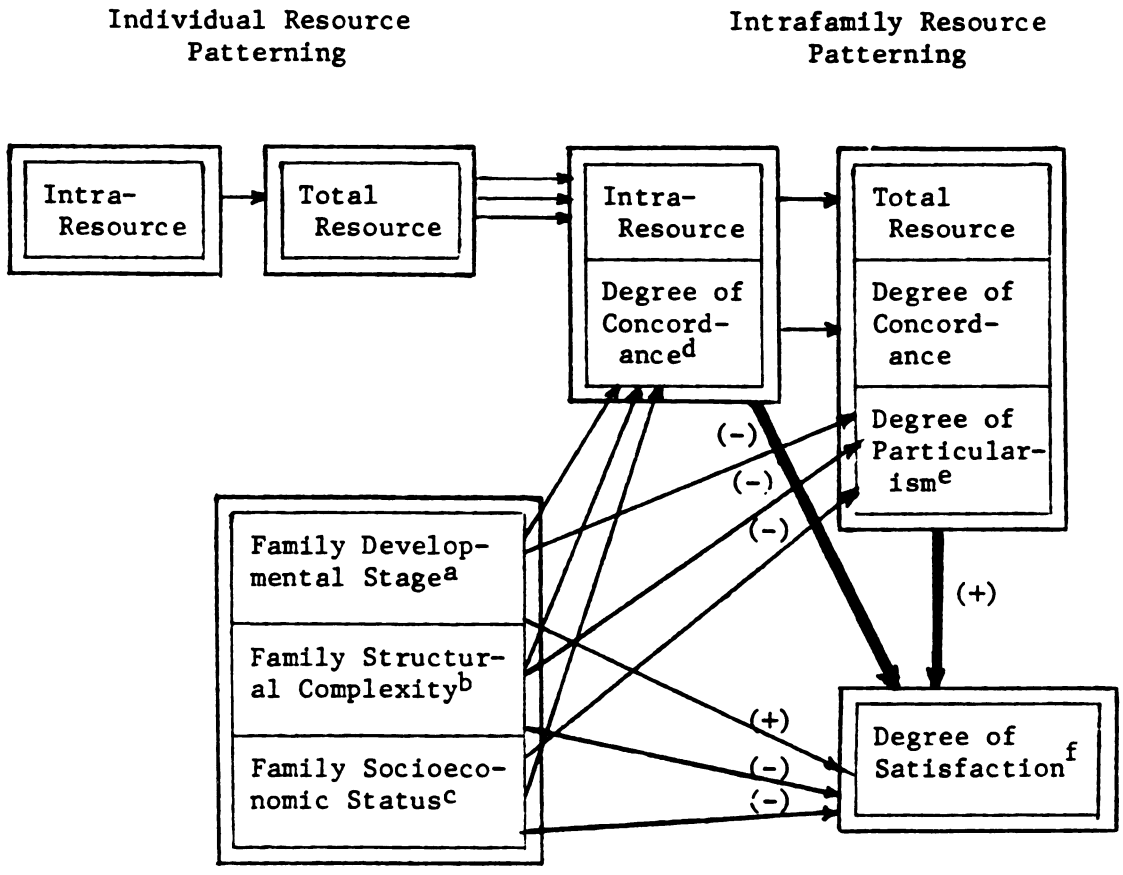

Figure 3. Schema Specifying the Hypothesized Interrelationship Between the Independent Variables and the Dependent Variables.

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[a] Family Developmental Stage Variables: age of youngest child in the family; age of oldest child living at home; and length of marriage.

[b] Family Structural Complexity Variables: number of total children alive; number of children living at home; and type of family.

[c] Family Socioeconomic Status Variables: annual income; home ownership; type of residence; parents' health status; and parents' paid employment status.

[d] Degree of Concordance Variables: love; status; information; services; goods; and money.

[e] Degree of Particularism Variables: love and status.

[f] Degree of Satisfaction Variables: parent-child relationship; family life; and quality of life.

CHAPTER III

REVIEW OF RELATED LITERATURE

This chapter is divided into three sections. The first two are interfamily resource exchange and intrafamily resource exchange which deal with economic and noneconomic exchanges involving the family unit. The third section describes the Mexican American family.

Interfamily Resource Exchange

Of the many environments of which family members are a part and with which they interact the family environment is considered to be the most critical to human development. Friends and kin network as family support systems play important roles in family life and, consequently, in the development of children and quality of life. The frequency and degree of interaction between the family and other social systems speak of the family's openness (or closedness) to the environment. They also reflect the amount of material flows and information exchanges taking place between families. This interaction with others serves as the vehicle for interfamily resource exchange.

Sussman's (1974) study of patterns of interaction among the middle and working class households in Cleveland revealed that parental help was usually given to families with young children. He found that nearly

all (93.3%) families interacted with related kin for "any form of help," nearly half (46.8%) received and gave baby sitting services. The middle class, more than the working class, gave "more" in terms of money, services, information, and goods, compared to what they received.

Emerson (1970) analyzed national survey data of 2,997 families interviewed by the Institute for Social Research, University of Michigan in 1970. She studied the relationship of family economic help patterns to specific family characteristics. Findings showed that young families were more dependent on parents and other relatives for help than on other sources. Middle age families depended mostly on parents, grown children and other relatives, while older families depended on grown children and other relatives. Families with preteens (under 13) received help from more sources, and relied heavily on parents. The majority of help given by young families went to parents. Families with children 18 and older received from fewer but evenly distributed sources, and gave more help to grown children.

Emerson further found no significant differences between low and high socioeconomic participants according to type, source, and to whom help is given. When grouped according to type of help received or given, participants of varying age groups, marital status, or with or without children under 18, did not significantly differ. However, when grouped according to source of help and to whom help is given, participants significantly differed (.05) with age group, marital status, and presence or absence of children under 18.

Hill (1970), who studied 360 three-generation nuclear families in Minneapolis and St. Paul, found that the three generations are linked

together in a symbiotic network of multiple services and transfers of mutual aid. The grandparent generation was the most active in giving help and the married child generation the most frequent recipient of help. In terms of help items of all kinds, the grandparent generation both gave the most and received the least of the three generations. The married child generation gave more than it received--especially to grandparents, in three areas: emotional gratification, household management, and help in illness--but received more than it gave in child care (78%) and economic assistance (49%) in which the parent generation gave heavily.

Danes' (1978) study of 106 non-migrant Mexican Americans in Michigan (and of which the subsample of the present study was a part), found that a greater frequency of non-market transfers was made by the family for others than transfers received by the family. Non-economic transfers that were most frequently made were care of family members and transportation; the least, housework.

Baerwaldt and Morgan's (1973) research on trends in interfamily transfers found that two-thirds of heads of families in 1960 objected to having their relatives live with them, yet two-thirds also felt that relatives should be responsible for the aged in need. Ten years later, in 1971, when asked "Would you feel you had to help your parents or other relatives (more) if you had more money?" fewer than 40% of heads of families answered "Yes." Baerwaldt and Morgan also found that more help was received by young families and those headed by someone with an aged head than by families with a middle-aged head. They hypothesized that households headed by middle-aged individuals were more likely to

give help to relatives compared to their counterparts. Almost two-thirds of the family heads at low-income levels reported helping friends or relatives in the preceding year. About 60% of the young heads reported having helped relatives, while only 20% of oldest heads of families did so. They further found that in 1960, 17% of families were reported to have housed their relatives, while in 1970, 20 percent. The authors speculate that need is the main factor which prompts dependents (other than children) to seek help from relatives.

Baerwaldt and Morgan (1973) further suggest that the pattern of resource exchange, specifically of "time and money between families is a small and probably irregular form of transfer income" (p. 208) in the American society. They assert that the current interfamily transfer is important. However, they also contend that the public and private non-family systems do the most in alleviating inequalities in the distribution of income as evidenced by a large increase in government transfers owing to the various types of social insurance.

As a social organization the nuclear family cannot exist alone. Interaction with others, at least with relatives and friends in order to obtain the needed resources, is inevitable. Increased available help from others, specifically the private and government sectors, however, could seriously undermine not only interfamily resource exchange but also intrafamily resource exchange. "Changes in family composition," as Baerwaldt and Morgan (1973) have pointed out, "can have substantial effects on the well-being of individuals in the family, and on the ... distribution of family income and family well-being" (p. 218).

Intrafamily Resource Exchange

There is a dearth of literature on intrafamily resource exchange. It is for this reason that materials relevant to the topic though not directly related to intrafamily resource exchange are reviewed here.

Morgan et al. (1962) have assigned monetary values to family activities that they believed could be monetized. They estimated that intrafamily transfers in the United States in 1970 alone amounted to 313.3 billion dollars, an amount more than three times that of all transfers combined. The very high monetary cost of all intrafamily transfers taking place in the family unit led Morgan et al. to conclude that "the family is by far the largest component of the grants economy" (p. 20).

Sharing the view of Morgan et al., Boulding (1972) asserts that "the households are by far the most important agent in the 'grants economy'" (p. 110). While Morgan et al. speak in terms of economic transfers, Boulding addresses himself to both economic and noneconomic transfers. He focused attention to the integrative role of intrafamily resource exchange. He states:

> It is perhaps the grants economy rather than the household as such that is the real Achilles' heel of our society, mainly because it does not have good feedback (p. 119).

The differences observed by Baerwaldt and Morgan (1973) between the relatively little interfamily resource exchange (see p. 33), and the large amount of intrafamily resource exchange, led them to speculate that changes in the family composition can have "a substantial impact on intrafamily transfers, and on the distribution of well-being" (p. 218).

The amount and quality of intrafamily resource transfers particularly with young children can influence family investment in human resource.

Creating human resources is one of the most important family functions and the most valuable of all capital is that invested in man (Marshall, 1959, p. 469). It is recognized that of all influences of the home on the development of children, the investment by parents in child rearing is perhaps the most important (Hurlock, 1974). The critical role of the home training and environment, particularly in the development of 'invisible human resources,' is summed up by Paolucci (1977):

> It is in the home that the template for humanness is forged as individuals learn to love, trust, care for physical needs, develop skills of communication and decision making, and test out a set of attributes and values (p. 1).... The family organizes and uses a complex of resources--a mix of materials, "things," time, talents, skills and space--to achieve its particularistic set of goals (p. 2).

Waring's (1952) classic bulletin, published in the early 1950s, identified four key principles of child guidance, namely: affection that gives security; respect that encourages self-respect; help that stimulates abilities; and approval that fosters values. These principles, which can be expressed in terms of Foa and Foa's resource classes (i.e., affection for love, respect and approval for status, and help can be in the areas of services, information, goods and money) are relevant today.

The resources exchanged between parents and children are evidenced by studies made on intrafamily interactions. From their review of studies, Foa and Foa declared that mothers use a high frequency of love exchange with boys and status exchange with girls. The reverse is true of

fathers. Instrumentality, the Foas (1974) contend, is more prominent within "same-sex" relationships, whereas love is used more in "opposite-sex" relations (p. 97).

Boulding's (1977) study of 10 white middle-class families over a seven-day period revealed a larger than expected amount of creative activity and nurturant interaction taking place within the household. However, mothers, and much less fathers, were rarely involved in children's school-related activities. She declares:

> The traditional 'helping children with homework' role seems to be absent.... Since much is made of the educational role of parents in modern American families, this school-related arena should be reexamined (p. 22).

The preference for the specific resources exchanged differs in quality and quantity depending on individual needs and environmental setting. The Foas maintain that the more particularistic-abstract resources are best exchanged in the family; the less particularistic, e.g., goods and money, are best exchanged in more differentiated settings as in highly industrialized societies. Although this may be true, preferences for resources are not the same for all individuals and families and cultures at all times and in all places (see pages 20-22). Cultures will differ, for instance, in their concept of "the good child," the concept being dependent on time and place and who is saying it. Child rearing, therefore, and consequently child "quality," is culture, resource, and process-bound. The specificity of culture, resources, and processes in child rearing is succinctly stated by Paolucci (1963):

> Home management today deals with husbanding resources so that the more intangible as well as the tangible goals of the family are reached. Recognition that child rearing practices result in different personality types and that the possibilities

> for growth are enhanced if one acquires skills, knowledge and attitudes valued by a particular culture, obligates adults to so arrange the home environment for children so that it offers the best chances for optimum growth (pp. 5-6).

Families who are undergoing the process of acculturation like the Mexican Americans present a worthwhile and meaningful subject for the study of resource exchange in parent-child interaction. The resource exchange theory can be a useful tool for relating intrafamily resource exchange and environmental demands impinging on the Mexican American family.

The next section briefly characterizes the Mexican American family.

Mexican American Family

Mexican Americans, the United States' second largest minority group, have the highest fertility rate in the country (U. S. Bureau of the Census, 1971). The United States Census of November 1969 showed that the average number of children ever born per 1,000 Mexican-origin women aged 35-44 was 4.4, about 47% higher than for the number of all women of this age, and 41% and 21% higher, respectively, than for all White and Black women (U. S. Bureau of the Census, 1971). Fertility rate was also greater than that of any of the national origin groups. The higher fertility characteristic of Mexican American women is true of all age groups.

Mexican Americans value their children (Moore, 1976). Grebler (1970) contends that the "bearing and rearing of children continue to be seen as perhaps the most important function of a woman, symbolizing

her maturity" (p. 366). Grebler added that other cultural values of the Mexican Americans include: familism, i.e., the family unit considered much more important than the individual; internal qualities rather than external symbols; and personal, spiritual, and ethical qualities. As a person-oriented rather than goal-oriented society, Mexican Americans, according to Grebler, place great emphasis on interpersonal relationships. Coupled with present-time orientation, Mexican Americans view material goods not as an end in themselves but only as means to an end. The norm of non-materialistic achievement, Grebler stressed, is primary, and the norms of cooperation of effort and the sharing of resources toward mutual achievement are important to the understanding of the Mexican American family.

The traditional Mexican American family is characterized by dominance and authority by sex and age. Males are dominant over females in all age groups. Knowlton's (1973) description of the roles of fathers and mothers among Spanish Americans, who share the same historical and cultural background as the Mexican Americans may provide insights on possible resource exchange in the traditional Mexican American family:

> Fathers are expected to be somewhat aloof and formal to their children. The mothers on the other hand, knew the hopes, the desires, and the daily behavior of their children. In many Spanish American families, the mother and children are united in a tacit conspiracy to conceal from the father who was not expected to be overly inquisitive about doings within the home. All members of the family are expected to work closely together.... Family discipline based upon scolding and shaming rather than physical punishment was in the hands of the mother.... Each child was taught to be obedient, courteous, and respectful to all adults in the village.... Relationships between family members were close and based on reciprocal courtesy and respect to all adults in the village (p. 30).

Heller's (1966) observation and comment in the mid 1960's give some insights on what may still be happening in today's Mexican American homes. She states:

> Parents, as a whole, neither impose standards of excellence for tasks performed by their children nor do they communicate to them that they expect evidence of high achievement.... The home also fails to provide the kind of independence training that ... is highly functional for achievement.... It is not surprising, therefore, that these children seldom show initiative or freely express their own ideas (pp. 37-39).

The Mexican American child is rarely left alone. During the course of development, the child is often surrounded by adults. Aside from members of the immediate family, the child can count on the support of godparents (padrinos). These are surrogate parents, whom the child must treat with honor and respect, and who shower the child with gifts and affection producing the bond of love. Mutual financial assistance, exchange of work and other skills, advice and support in solving personal problems are ideally available with extended kin group members.

The contemporary Mexican American family is different from its counterparts years back. A number of studies attest to the fact that the nuclear family is now the predominant type, with husband and wife and unmarried children living together (Choldin and Trout, 1969; Hawkes et al., 1973; Miller, 1975). The extended family type, along with the compadrazgo system (relations between parents and godparents of a child), has gradually become unpopular in the large metropolitan areas. There is now an increased tendency to rechannel the compadrazgo system towards strengthening the extended family structure rather than in creating cooperative relationships with other neighborhood families (Knowlton, 1973).

Although the influence of a kinship network has somewhat waned, Mexican Americans still maintain ties with their relatives. Choldin and Trout's (1969) study of Mexican Americans in Michigan showed that settlers maintain kinship ties in Texas by making visits and sending dollars back to relatives. Friends and relatives were cited as reasons for migration, and as people who helped the migrant families find jobs and housing.

Haney's (1972) analysis of the literature on Mexican Americans in rural Mexico, the Southwest, and the Midwest, revealed that greatest changes in familial authority were in the rural area and the Southwest, where there is greatest change in the environment. Haney contends that the finding of a greater tendency towards egalitarian relationship between husband and wife could be an adaptive response to both the processes of urbanization and assimilation into the dominant Anglo American culture.

In comparing the Mexican American and Anglo American family systems in northern Mexico, Knowlton (1973) noted the following among the former: greater masculine dominance at all ages; a wife who is just emerging uncertainly from her home; a more rigid control over the behavior of children and teenagers; a more unified and formal ordering of relationships between husband and wife and children; and a greater tendency toward an extended family.

Haney further suggests that the trend toward egalitarianism between husband and wife could strengthen conjugal ties and familial roles in age and sex. This may apply to interpersonal relationships between all members of the Mexican American nuclear family. Moore (1976)

also contends that urbanization and migration have influenced the interaction between husband and wife such that it has become more significant as interactions with relatives of their own sex become less significant.

In his review of variations in Mexican American family life, Miller (1975) states role changes have also been dramatic, the most significant change being between father and children. Miller further asserts that "the Mexican American family" does not exist. Factors found to be related to the variations include: generation removed from immigration, age, occupational status, educational attainment, employment status of wife, community of residence, specific place of residence within the community, region, and specific historical conditions. He concluded that the greatest variation from the "traditional" model seems to be found in the midwest cities. Of all the states in the region, Michigan ranks second to Illinois in terms of population of Mexican Americans.

Today's Mexican Americans are getting a better education than their parents' generation (Choldin and Trout, 1969). The children, being better acculturated and proficient in English, serve as the link between the home and the outside world (Miller, 1975). The children's exposure to the larger environment, exerts considerable influence on their self-concept, their relationships with others and consequently, on human development.

For the Mexican American, regardless of residence status (Gecas, 1973) and place of birth (Dworkin, 1965), the family is the most important social institution and reference group. Johnson and Sikes'

(1965) study of Black, Mexican American and Anglo psychiatric patients found that the family occupies a much more influential role in the Mexican American's cognitive structure than is true of Anglos or Blacks. The Mexican Americans' seeming failure in school is partly rooted in the fact that they are more field sensitive[1] than their Anglo counterparts who are field independent (Ramirez, 1973). Gecas' (1973) study of the self-concept of migrant (who followed the crops and are transients to the area) and settled (who had lived in the area for at least one year) Mexican American parents of grade school and high school age children in the state of Washington revealed that relationships between parents and children are considered more important sources of individual identity than are bonds between siblings. Samora and Lamanna (1967) are in agreement with Padilla (1976) when they state that the family is the best starting point for the study of the social life among Mexican Americans.

Gecas' study further revealed that migrant Mexican Americans appear to be more firmly rooted in structural sources of identity (i.e., family, religion, work, ethnicity) stemming from their cultural heritage than are the settled Mexican Americans. He interpreted this difference to be a reflection of the psychological consequences of acculturation

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[1]Ramirez (1973) used the word "field sensitive" cognitive style to describe the Mexican Americans' greater sensitivity to the social and physical environment. Field sensitive individuals are considered to be more influenced by or more sensitive to social cues and to the human element in the environment in general. In contrast, the field independent individuals are less influenced by the human element in the environment.

which is probably greater for settled populations of Mexican Americans than it is for the relatively more isolated migrants. He also disclosed that the biggest difference in the self-concepts of migrants and settled Mexican Americans was in their self-evaluations. Migrants had a more positive and favorable view of themselves than did the settled Mexican Americans. Gecas suggested that the process of acculturation may be hard on the self-concept of the settled Mexican American as new expectations and frames of reference become adopted and at the same time one's socioeconomic conditions do not appreciably change.

The researcher speculates that due to the internal demands brought about by the changes in the Mexican American family, and that of the demands of the larger environment, interactions between parents and children could be more frequent and intense as a coping behavior. Families may be forced to adjust and adopt new living patterns in order to attain and maintain an acceptable level of resource exchange. Conversely, strong family ties may be weakened as members compete with the outside world for more economic resources which could undermine intrafamily resource exchange and functions. What influences do the changes impinging on the Mexican American family have on parent-child relationships? Basically, what resource exchanges take place in today's Mexican American homes as members cope in order to meet conflicting individual/familial needs and environmental demands?

CHAPTER IV

METHODOLOGY

The present study focused on the dynamics of intrafamily interactions, specifically the resource exchange between parents and children, as well as the relationship between resource exchange patternings and family developmental stage, family structural complexity, family socioeconomic status, degree of particularism, and degree of satisfaction with parent-child relationship, family life, and quality of life variables. Data collected for the Michigan Agricultural Experiment Station Project NC-128, "Quality of Life According to Area of Residence," were used to answer research questions about intrafamily resource exchange.

The Michigan study was part of a regional study which included the following fourteen states: Arizona, California, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Nevada, Ohio, and Texas. Data were collected on totally Mexican American samples in Arizona, California, Colorado, Michigan, and Texas.

Each of the states in the project used a common (primary) instrument and compiled a unique (secondary) package. The quality of life questions and the demographic characteristics for this study were taken from questions in the primary interview schedule. This schedule was developed by a regional committee with members from the participating states. The resource exchange instruments were part of the Michigan

secondary package. The data for this particular study were collected from families in the metropolitan area of Saginaw, Michigan, from November, 1977 to February, 1978.

Sample Design and Selection

Regional Research Project Sample

Michigan had 10 standard metropolitan statistical areas which met the sampling criterion of the NC-128 Project which was that the large metropolitan areas have a population between 50,000 and 250,000. Of those 10, four communities had over 1,000 Spanish-speaking families with children under 18, sufficient to obtain the 100 families needed in the sample. The four communities were Flint, Grand Rapids, Lansing-East Lansing, and Saginaw. Saginaw was randomly selected from those four communities.

The original sample design was to be a systematic random sampling that assured the probability of proportionate representation of city blocks where the highest concentration of Mexican Americans was found. However, after receiving information from the interviewers during the training session, an alternative sampling procedure was selected in order to maximize the project's resources. Since the sample families had to have both parents and at least one child, 18 years of age or younger, the cost in both time and money would have been too great to do a systematic random sampling of city blocks. As an alternative, sample families were selected from a list of Spanish surnames taken from the Polk City Directory for Saginaw. The Latin American Affairs Department

of the Catholic Diocese of Saginaw compiled the list of names and addresses.

Based upon the fact that 43 percent of the Mexican American families in Saginaw had children under 18 and using 80 percent as a beginning cooperating figure, at least 135 names were decided as the number needed to obtain the 100 eligible families. A four percent sampling ratio was determined by dividing the total number of names on the list by the number that needed to be selected, 135. The selection began with a random number. Every twenty-fifth name from then on was selected to obtain the original 101 names that were distributed to the interviewers.

To be eligible, the household had to have a family with both parents present, at least one being Mexican American. It also had to have at least one child, 18 years old or younger, living in the home. One parent was interviewed in each family. The other parent and the oldest child between 12 and 18, if there was one, completed a self-administered questionnaire.

Four similar, additional selections were made from the original list to obtain sufficient names due to loss from ineligibility, refusals, sample list errors such as no house or address, moves, vacant dwellings, not at home after three visits, or interviewer dropout. The second selection included 99 additional names; third selection, 99; fourth selection, 100; and the fifth selection, 202 names for a total of 600 selected names. Using this sampling procedure, data were secured from 106 families in Saginaw. A table which accounts for all names collected from the original list is located in Appendix G.

The interviewers participated in sampling the potential respondents. They determined whether or not a household was eligible to participate in the study based on the eligibility criteria set for families. Interviewers were given eligibility sheets without names for them to fill out and to state reasons for a household's non-participation in the survey.

Data gathering was terminated after the 106th household. The project leader believed that six extra households were sufficient as possible substitutes for incomplete schedules among the 100 already collected. All 106, however, were found to have complete data, and constituted the final sample for the regional study.

Research Subsample

The sample for the present study consists of 66 intact families, a subsample of the 106 that participated in the regional research project. The 66 families selected from the 106 who participated in the regional research project met the criteria set for the resource exchange study, namely: a) both father and mother had completed either Instruments A or B; b) if present, a child 12-18 completed the same questionnaire as parents'; and c) complete data were obtained on the resource exchange questionnaire.[1]

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[1]Forty of the families from the 106 regional sample were dropped for the following reasons: 18 families (11 father and mother teams participated; the rest, only one parent cooperated) used an early version of the instrument. However, this was found to be unwieldy as a result of experience during the beginning stages of the data gathering process (see Development of the Measuring Instruments section). In one family only a teenager participated by answering the old instrument. Eight families were asked to omit the old version of the resource exchange in

Fathers and mothers (and a teenager, 12-18, if there was one in the family), were the final respondents for this study. Since two measuring instruments, A and B, were randomly administered to the 66 families, respondents were grouped as A and B. Table 1 shows the total number of respondents from whom final data for this study were analyzed.

Table 1. Total Number of Families

Group		A	B
Individual Family Members			
Fathers		34	32
Mothers		34	32
Teenage sons		7	7
Teenage daughters		9	7
	Total	84	78
Individual Families			
Father + mother of preteens[a]		18	18
Father + mother + teen son teams		7	7
Father + mother + teen daughter teams		9	7
	Total	34	32

[a]Preteens did not complete any instrument.

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the instrument while a revised version was being prepared. In 13 families data were not useful because four father and mother teams used different instruments. Only one spouse in five families participated in the study. Parents and teens in three families used different instruments. In one family, only a teen daughter cooperated.

The Development of the Measuring Instruments

The present study used the survey method with interview and self-report techniques of data gathering. Part I of the interview schedule dealt with the respondents' socioeconomic and demographic characteristics. This section of the instrument was part of the NC-128 research project's primary instrument. Part II, the resource exchange instrument proper, was of two types: first, an adaptation of Foa and Foa's (1974, pp. 398-405) Social Interaction for Exchanges of Giving, to be referred to as Instrument A; second, an instrument developed by the researcher for this study, referred to as Instrument B. Instruments A and B consisted of questions about the six resources considered in this study, namely: love, status, services, information, goods, and money. The following paragraphs briefly describe Instrument A, an adaptation of Foa and Foa's Social Interaction Inventory.

Instrument A

The items in Instrument A were adapted from those designed by Foa and Foa to record preferences in general hypothetical situations, for receiving a certain resource in return for the resource given by one person to another. Each of the six resources (love, status, services, information, goods, and money) assumed to be given by the actor is described. For purposes of the present study, the resource given will be termed as "specific resource exchanged (SRE)." Following each SRE are six statements, each describing a resource (love, status, services, information, goods, and money), which can be received in return.

These resources which can be received in return are termed as "resource alternatives (RAs)" in the present study. A copy of Instrument A appears in Appendix E.

Each RA appeared five times throughout the instrument, but was described by a different statement. Foa and Foa used the paired-comparisons technique for gathering their data. Since there were six resource classes, each with five RAs, 30 RAs followed each SRE. These were paired randomly resulting in 15 pairs. The 30 RAs were randomly paired each time they appeared after each SRE. The respondent was asked to choose a preference from the paired RAs. This procedure of choosing one RA in each pair was followed for all 15 pairs. The highest number of times a resource could be chosen over others was five; the lowest, one. The resource class with the highest frequency was considered to be the most preferred in return for an SRE.

Since the present study is concerned with parent-child interaction, both actor and object of the action in Instrument A were adapted to parent-child relationship. Hence, the giver or recipient of the act was either the parent or the child, as the case may be.

Instrument B

Because the researcher wanted to examine parent-child exchanges in the Mexican American culture, and since it was believed that an instrument developed for Anglo American college students would not adequately tap exchanges in Mexican American families, the researcher formulated another instrument patterned after that of the Foas.

Instrument B was geared specifically to the Mexican American parent-child situation. The researcher first started out by making a list of statements, each describing a specific resource class based on the Foas', which she believed would be descriptive of the Mexican American parent-child interaction.[1] In order to explore more situations involved in parent-child interactions, 10 statements were listed for each of the resource classes.

Since child rearing is culture, process, and resource bound, a panel of three Mexican American homemakers was used in pretesting.[2] Each was given a checklist of 60 statements, each statement describing a resource alternative (RA). The panelists were asked to assess each statement by identifying which resource each best described, for which age group (either below 6 years, or 6-12 years of age) each statement was most appropriate, and to evaluate each in the context of the Mexican American culture's parent-child interaction. Another panel of three Anglo American women was given a copy of the checklist given to the Mexican American panel.[3] They were also asked to assess each

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[1]The similarities in historical and cultural background between Mexico and the Philippines, the researcher's home country, helped facilitate this initial step in formulating the Mexican American instrument.

[2]Two members of the Mexican American panel were mothers of young children; one mother was also a professor. The third Mexican American had no children, was married and a master's degree candidate.

[3]Two members of the Anglo American panelists were Ph.D. candidates who were familiar with the Foa and Foa (1974) theory of resource exchange. One also had young children. The third, also the mother of a preteen son, worked in the Family Living Program of the Michigan Cooperative Extension Service.

statement as to the resource it best described, and the age group for which the behavior described was most appropriate. Comments and suggestions were encouraged from the panelists.

Data obtained from the panelists were tabulated (Appendix D). Statements that were considered vague and/or that described more than one resource, were revised to reflect a specific resource. Comments and suggestions from the panelists were also used in developing the subsequent versions of the instruments.

The pretest instrument initially developed was a checklist consisting of the same 60 statements found in the checklist given to the panelists. This instrument asked for the frequency with which respondents did each activity for their children. It also asked for the frequency with which their children did each of these activities for them in return. The possible responses were: Always/Almost always, Frequently, Sometimes, Rarely/Seldom, Never/Almost never. This initial instrument was pretested among eight Mexican American staff members at Michigan State University who had at least one child, 18 years or younger, living at home. Initial contact with the pretest respondents was made over the telephone. Those who agreed to participate in the study were mailed a copy of the questionnaire. Out of the eight mailed questionnaires, only three completed ones were returned.

The second pretest instrument consisting of 60 statements, was developed and revised based on the findings obtained from the panelists and the first pretest. This was administered by the researcher to four mothers who were staff members of the Cristo Rey Community Center in Lansing, Michigan, who agreed to be interviewed. The respondents were

encouraged to react and comment on the different statements. Results were tabulated and are reported in Appendix D.

The third pretest instrument consisted of 42 statements. Of this number, 39 were obtained from the results of the second pretest, while three new statements were added based on reactions obtained in the second pretest. The other remaining 21 statements out of the original 60, were dropped for various reasons such as, similarity of statements or inappropriateness of the behavior in the context of the Mexican American culture (Appendix D). The third pretest instrument was also administered to staff members of Cristo Rey Community Center who did not participate in the second pretest. Four mothers were also interviewed by the researcher. Comments and suggestions were also elicited. The instrument that evolved after the third pretest used the paired-comparisons format developed by the Foas. This was also pretested with three Mexican American individual parents at Michigan State University who had not participated in previous pretests. It was first planned that this instrument would be used to gather data for the study. However, it was necessary to make a change.

Three weeks after the start of the fieldwork, interviewers and respondents felt that the paired-comparisons format of both instruments on resource exchange was too long, confusing, and repetitious. Interviewers were therefore asked to omit the section on resource exchange in their interviews while a new version was prepared. Data obtained from the 29 parents and 12 teens who used the old format were nonetheless analyzed and are reported in Appendix D, although not used in the dissertation. All data reported in the dissertation were obtained from

the self-report of the respondents who used the final measuring instruments A and B.

The Final Measuring Instruments: A and B

The instruments underwent a major revision in format. A forced-choice ranking technique was adopted, consisting of the same specific resources exchanged (SREs) and resource alternatives (RAs) used in the instruments during the start of the fieldwork. The forced-choice method had a number of advantages over the paired-comparisons technique. In addition to obtaining the same answers on resource exchange patternings, the forced-choice version was much shorter (pretest took between 12-14 minutes, while the paired-comparisons interview version, 30-35 minutes), was less repetitious and boring, and lent itself to easier data processing.

Although the same SREs and RAs were used, Instrument A, at first, presented a problem. The final number of RAs in the original Foa instrument was only 30, and 36 such RAs were needed for the final forced-choice version. In order to obtain the needed additional six RAs, each of the five RAs describing a resource, was numbered. Since there were six resources, six groups were formed, each with five RAs. One RA from each group was selected at random. These comprised the six RAs for the sixth SRE in Instrument A.

As in Instrument A, 36 RAs were needed in order to revise Instrument B. These six RAs were retrieved from the 21 RAs dropped after the second pretest. The choice of the six RAs was based on the degree to which each discriminated between respondents, i.e., those who answered

always/almost always and never/rarely. These six RAs were used for the sixth SRE for Instrument B.

Instruments A and B for the teenagers were also revised in the same manner as that of the adults. The SRE and the different RAs were presented at random (Table 2). There was no definite pattern in which they were presented in the questionnaire. All SREs and RAs in the different instruments followed the same sequence for ease in coding the data.

Pretest of the Final Instruments: A and B

These forced-choice instruments were pretested by being self-administered.[1] Results of the final pretest on these instruments are incorporated in Appendix D. After revisions of the instruments based on comments received from the pretest respondents, the final forced-choice version on resource exchange was incorporated with the instruments being used in the regional study. Copies of the final forced-choice instruments appear in Appendix E.

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[1]The final pretest respondents included four Mexican American mothers of young children, who were staff members of the Latin American Affairs Department in Saginaw, Michigan. The other four were female Mexican American interviewers (three had young children; the fourth did not) for the regional project in Saginaw. Instruments A and B were alternately administered to each respondent. Four adolescents, equally chosen between the sexes and who were children of the interviewers, filled out the questionnaires left with their mothers. The completed questionnaires were received three days later.

Table 2. The Final Instrument Items for A and B

Item Series Number	Sequence of RA in the Questionnaire	Resource Alternative (RA)
Love		
1	4	A--Your child says he/she is very fond of you. B--Your son/daughter walks with you in public and enjoys being with you.
2	4	A--Your child gives you the feeling that you are very likeable. B--Your son/daughter seeks you out when he/she arrives home.
3	3	A--You are made to feel that your child enjoys your company. B--Your son/daughter embraces and hugs you.
4	3	A--You receive affection from your child. B--He/she spends some time with you to make you feel loved.
5	5	A--Your child indicates that he wants to be your friend. B--Your son/daughter takes care of you when you are sick.
6	1	A--Your child says that he/she is very fond of you. B--He/she makes you feel loved by giving you something special.
Status		
1	5	A--Your child tells you that he/she respects you. B--Your son/daughter speaks well of you before his/her friends.
2	1	A--Your child praises you. B--Your son/daughter flatters you to make you feel good.
3	1	A--Your child tells you he/she has confidence in your abilities. B--He/she asks your opinion on something you know.
4	6	A--Your child expresses his/her esteem for you. B--He/she cheers you up when your spirits are low.
5	4	A--Your child gives you prestige. B--Your son/daughter gives you approval to show appreciation for you.

Table 2--continued

Item Series Number	Sequence of RA in the Questionnaire	Resource Alternative (RA)
Status (continued)		
6	3	A--Your child expresses his/her esteem for you. B--Your son/daughter makes you feel that he/she respects what you can do.
Services		
1	3	A--Your child does something for you. B--He/she puts away things after using them.
2	3	A--Your child runs an errand for you. B--He/she runs errands for you.
3	6	A--Your child repairs something for you. B--Your son/daughter helps you clean up his/her mess.
4	2	A--Your child makes himself/herself available to do some work for you. B--Your son/daughter helps you with work at home.
5	1	A--Your child provides you with some service. B--Your son/daughter helps you repair some of his/her things.
6	2	A--Your child makes himself/herself available to do some work for you. B--Your son/daughter helps you fix yourself, e.g., straightening your suit.
Information		
1	6	A--Your child provides you with the opportunity to acquire some new information. B--Your son/daughter informs you about activities in the neighborhood.
2	6	A--You are given new information. B--Your son/daughter explains to you things you need to understand.
3	2	A--Your child tells you something that you didn't know beforehand. B--Your son/daughter informs you about activities in school.
4	4	A--Your child makes you familiar with new facts. B--He/she shows you how to do things correctly.

Table 2--continued

Item Series Number	Sequence of RA in the Questionnaire	Resource Alternative (RA)
Information (continued)		
5	2	A--Your child gives you the benefit of his/her familiarity with a certain subject. B--Your son/daughter gives you information you request.
6	4	A--Your child gives you the benefit of his/her familiarity with a certain subject. B--He/she shares ideas with you.
Goods		
1	2	A--Your child provides you with some desirable wares. B--Your son/daughter shares with you his/her school materials.
2	2	A--You receive some object from your child. B--He/she shares with you some favorite things.
3	5	A--Your child gives you a certain product. B--Your son/daughter shares with you his/her things.
4	5	A--Your child gives you some merchandise. B--Your son/daughter gives you gift items on Christmas.
5	6	A--You receive some goods from your child. B--Your son/daughter gives you gift items on your birthday.
6	5	A--Your child gives you a certain product. B--He/she buys you a piece of jewelry.
Money		
1	1	A--A money order is made out to you by your child. B--He/she gives you money as gift on Christmas.
2	5	A--You receive a check from your child. B--Your son/daughter gives you money on your birthday.
3	4	A--Your child gives you money. B--He/she gives you money for personal use.
4	1	A--You receive cash from your child. B--He/she gives you money to use for entertainment, e.g., movies.

Table 2--continued

Item Series Number	Sequence of RA in the Questionnaire	Resource Alternative (RA)
Money (continued)		
5	3	A--You receive payment from your child. B--Your son/daughter gives you money for your savings.
6	6	A--You receive a check from your child. B--Your son/daughter gives you money on Mother's/Father's Day.

Differences Between Instruments A and B

A basic question that the study needs to answer is: are there significant differences in data yielded by instruments that are general or situation-specific in nature? This question tries to find out whether respondents consistently make a hierarchy in the ranking of the RAs presented in Instruments A and B for each SRE. The first hypothesis is:

> Hypothesis 1. There will be significant differences in resource exchange patternings with respect to data gathered by instruments that are general or situation-specific in nature.

This hypothesis was formulated for the following reason: Instrument A has RAs that are general in nature; Instrument B's are situation-specific. In order to answer this question, 16 Mexican American respondents in Alma, Gratiot County, Michigan, 12 of whom were adults (8 were females; 4 males), and four teenagers (3 were males, the other, a female), were asked to rank the different RAs in the two instruments. The self-administered instruments were alternately given to each respondent.[1]

Responses obtained from the two instruments completed by each respondent were analyzed using the Kappa (K) statistic (Light, 1973) in order to determine the degree of agreement between the two

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[1]For example, the first respondent answered Instrument A first, and then immediately went on to answer Instrument B. The second respondent had Instrument B as first, followed by Instrument A. This alternate pattern was used for all respondents. In the end, an equal number of respondents answering Instruments A or B first was obtained.

instruments.[1] Kappa was used instead of the usual Spearman's rank correlation for two reasons: first, the respondents were the same persons who answered the two instruments; and second, Kappa is more sensitive than the Spearman rank correlation since the former makes provisions for disagreements, i.e., it tends to penalize the respondent for making disagreements.

Table 3 reveals an item by item analysis of the degree of agreement between the rankings of the RAs obtained from the two instruments. The results support the hypothesis of significant differences between Instruments A and B. Although the intra-resource patternings generally reveal similarities in the ranking of the different RAs in both instruments, Kappa values show differences that are very highly significant (.001) for the following: status, services, goods, and money. Information as an SRE shows patternings that are significantly different at a high (.01) level. Love reveals the least level of significant difference at .05 among the six SREs. This implies that in both instruments, RAs for love were ranked more similarly than respondents ranked the RAs in the other five SREs.

The differences in which the RAs in all SREs were ranked in the two instruments are shown in Table 4. Although Instrument A's total resource patternings fit the overall patterning for the two groups very

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[1] Kappa statistic is not part of the Statistical Package for the Social Sciences (SPSS) (Nie et al., 1975). The researcher, who was trained to do the computations by the statistical consultant for the present study and by one of the Office of Research Consultants (ORC), did the analyses manually. Computations were checked and levels of significance of differences between the rankings of RAs were determined by the ORC consultant.

Table 3. Intra-Resource Patternings and Degree of Agreement Between Data Obtained from Groups A and B as Revealed by Kappa (K)

Specific Resource Exchanged (SRE)	Sum of Rank of Resource Alternative (RA)[a]						Kappa	
	Love	Status	Services	Information	Goods	Money	Coeff.	p.
Love (N=16)								
A	24	32	62	62	66	90	2.0798	.05
B	38	43	70	39	57	89		
Status (N=16)								
A	37	33	56	50	69	91	4.7883	.001
B	44	35	49	46	77	85		
Services (N=16)								
A	32	37	47	56	72	92	6.2873	.001
B	38	39	41	62	64	92		
Information (N=16)								
A	30	33	47	91	74	61	2.5036	.01
B	44	30	67	75	83	37		
Goods (N=16)								
A	23	36	51	58	75	93	4.7883	.001
B	28	37	50	52	82	87		
Money (N=16)								
A	27	42	51	66	67	83	4.9967	.001
B	36	39	52	46	72	91		

[a]The lower the sum of rank, the higher the preference for the RA. Similarly, the higher the sum of rank, the lower the preference.

Table 4. Total Resource Patternings for Groups A and B

Resource Alternative (RA)	Group A Sum[a]	Group A Rank	Group B Sum[a]	Group B Rank	Grand Total	Overall Rank
Love	173	1	228	2	401	1
Status	213	2	223	1	436	2
Services	314	3	329	4	643	3
Information	383	4	320	3	703	4
Goods	423	5	435	5	858	5
Money	510	6	481	6	991	6

[a]The lower the sum, the higher the preference for the resource alternative; while the higher the sum, the lower the preference.

well, Instrument B shows a patterning different from that of Instrument A. The ranking of the first four resources, i.e., love, status, services, and information, in the two instruments differed. Respondents ranked status and information in Instrument B higher than in Instrument A. On the other hand, love and services were ranked higher in Instrument A than in Instrument B. In both instruments, however, goods and money were ranked as fifth and sixth, respectively.

Since Instruments A and B were significantly different in all six RAs, data obtained from each instrument were separately analyzed. Hence, tests of hypotheses were made separately. Discussion of findings on the differences between the two instruments appear in Chapter VII.

Data Collection

Regional Research Project Data Collection

Personal interviews with one parent in the family and self-administered questionnaires of the other parent and if there was a teenager in the family, the oldest teenager between 12 and 18, were used to elicit and collect information for the project. The interview schedules and the self-administered questionnaires were available in both Spanish and English.

The contacts established in the first visit to the community were with the County Extension Office and the Latin American Affairs Office. The County Extension Office has a Mexican American staff member who provided the project with good leads for potential interviewers. More leads were obtained from the Latin American Affairs Office.

The initial set of Mexican American interviewers selected were over 18 years old and could both read and write Spanish and English. Five women and one man were in the initial set of interviewers.

All interviewers were trained prior to data collection. Interviewer training was held for two full days. It included background information on the project, sampling procedures and screening, explanation of the use of the primary and secondary interview schedules, distribution and collection of the self-administered parent and teenager questionnaires, and role-playing of the initial contact and the interview itself.

Names of the interviewers and a letter of explanation about the study, its purpose, and contact person for the study were shared with organizations and governmental bodies within the city. Offices of the city chief of police, city mayor, city manager, Chamber of Commerce, County Clerk, County Extension, and City Clerk were given the information. In addition, the information was shared with the Latin American Affairs Office and the churches in the area not only because they cooperated in suggesting potential interviewer names but also because they had frequent contact with the Mexican American population in Saginaw.

In addition to the community contacts, each interviewer was given a Spanish and English letter and an identification badge. These identified the interviewers with the project. If there were further questions by potential respondents, they could call any of the agencies that had already been contacted.

Two of the six initial interviewers never went out into the field. One interviewer completed only two families. Another took four weeks

before completing two families. As a result, a second wave of interviewer screening was held.

Additional criteria used in securing more interviewers were that they be middle-aged, that they have as much education as possible, and that they do not have a full-time job. The original criteria of being Mexican American and being able to read and write Spanish and English remained.

Interviewers who were Mexican American, bilingual, and not already employed in the labor force were very hard to find. The inclusion of more specific criteria for the second wave of interviewer screening was a result of difficulties encountered with the first group. Interviewers who were younger, taking college classes, or who had full-time jobs put other priorities before the interviewing. Those interviewers who were middle-aged and had no other full-time job in the labor market were most successful. Those with more education were able to grasp the interview process much more quickly.

The second group of six interviewers were trained in one day. This time span provided less time for role-playing. As a result, more time was spent in supervising these interviewers until they fully understood the process and the questionnaire.

Supervision of the interviewers was accomplished through a weekly appointment with each interviewer. At that time, completed schedules and questionnaires were examined. Telephone calls were utilized to follow-up on small amounts of missing data or to clarify confusing data. Major omissions were followed up with another visit to the respondent's residence. At times questions arose that needed immediate attention.

Interviewers then called the project director. A debriefing session was held with the interviewers after complete questionnaires were collected for the families.

Resource Exchange Data Collection

Instruments A and B were randomly and alternately administered to each family who agreed to participate in the study.[1] The intrafamily resource exchange part of the instrument was self-administered. This strategy for collecting the data on resource exchange was used for the following reasons: due to the "sensitive" nature of the study and the RAs in the instruments; the researcher believed that respondents would likely rank the RAs more truthfully in a self-report technique than when in an interview situation; to break the monotony of the interview process; the need for the respondent constantly to relate the different RAs to the SRE; and the importance of having the respondent read and understand all the RAs before making a ranking. Finally, it was felt that the assurance to the respondent that there were no time pressures would help elicit much better rankings of RAs.

The interviewer first explained to the respondent how to go about filling out the questionnaire on resource exchange. The respondent was first asked to read the SRE, then all the six RAs before making the

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[1]This was determined by tossing a coin to ascertain which instrument would be given to the first household who agreed to participate. If the first household used Instrument B, then the second household automatically used Instrument A. Members of a household received either all A or B instruments. This alternate pattern of administering the two instruments was followed by each interviewer.

rankings. In most instances, respondents were able to relate to the hypothetical nature of the items in the questionnaire. It was also made clear to the respondent that each RA must be ranked differently. The most preferred RA was ranked one; the least preferred, ranked six. When the interviewer felt that the respondent understood what was to be done, the interviewer assured the respondent that there could be no wrong answers and that there was no time pressure. Respondents were also encouraged to express their opinions and to comment on the instruments. After the self-report on resource exchange, the interview process resumed for the rest of the instruments for the regional research project.

Before leaving, the interviewer emphasized to the respondent the need to explain to her spouse and teenage child, if any, the instructions on the resource exchange part of the questionnaire. The questionnaires left with the household respondent were picked up on a mutually agreed date.

The socioeconomic and demographic characteristics of the respondents for the present study are described in Chapter V.

Treatment of Data

Codes on respondents' sociodemographic characteristics followed the codes formulated for the regional study. Coding instructions for the resource exchange questionnaires were formulated by the researcher for the data obtained from adults and teenagers.

Since the researcher was also interested in the relationship between resource exchange patternings and the different variables considered in this study, a system was devised for simultaneously handling several related variables. For example, age of youngest child in the family, age of oldest child living at home, and length of marriage were isolated from other variables, assigned scores for each category, and given a general name termed as family developmental stage. Two other general variables were treated in this manner.

Independent Variables

The independent variables selected in relation to the analysis for this study are family developmental stage, family structural complexity, and family socioeconomic status. The dependent variables include intra-resource and total resource patternings, and degree of satisfaction with parent-child relationship, family life, and quality of life. Scores were developed for individual families on all independent and dependent variables. Following is an outline of how the independent variables were categorized and scored:

a. Family Developmental Stage	Category	Score
Age of youngest child in the family:	Less than 2 years	1
	2-11 years	2
	12-18 years	3
Age of oldest child living at home:	Less than 6 years	1
	6-11 years	2
	12-18 years	3
Length of present marriage:	Less than 10 years	1
	10-19 years	2
	20 years or over	3

Scores: Stage I (3-4)
Stage II (5-7)
Stage III (8-9)

b. Family Structural Complexity		
Number of total children alive:	1-2	1
	3-4	2
	5 or over	3
Number of children living at home:	1-2	1
	3-4	2
	5 or over	3
Type of family:	Nuclear (parents + children only)	1
	Extended: with one non-family member	2
	Extended: with two or more non-family members	3

Scores: Low (3-5)
Medium (6-7)
High (8-9)

It is necessary at this point to show how each father and mother was scored on the different variables for individual socioeconomic status. Although these data were used mainly to describe parents, part of the individual socioeconomic status variables were used to obtain family socioeconomic status scores.

Individual Socioeconomic Status

Health status:	Totally disabled	1
	Partially disabled	2
	No disability	3
Educational attainment:	Less than 7 years	1
	7-11 years	2
	12 years or over	3
Paid employment status and hours of work/week:	Not in labor force; retired; disabled; student; full-time homemaker	1
	Part-time: 34 hours or less	2
	Full-time: 35 hours or over; self-employed	3
Nature of occupation:	Laborers and service workers; farmers and farm managers; not applicable (not in labor force; retired; disabled; student; full-time homemaker)	1
	Clerical and sales workers; craftsmen, foremen and kindred workers; operatives and kindred workers	2
	Professional/technical; managers, officials and proprietors; self-employed businessmen	3

Scores: Low (3-7)
Medium (8-10)
High (11-12)

c. Family Socioeconomic Status

Annual income:	Less than $12,000	1
	$12,000-$14,999	2
	$15,000 or over	3
Home ownership:	Live here free	1
	Rent	2
	Own	3
Type of residence:	A mobile home; an apartment building with 5 or more units; large house with several families	1
	Duplex house with two apartments	2
	Single family-detached house	3
Parents' health status:	Both parents, partially/totally disabled	1
	One parent, partially/totally disabled	2
	Both parents, no disabilities	3
Parents' paid employment status:	Both parents unemployed	1
	One-parent earner family	2
	Two-parent earner family	3

Scores: Low (5-11)
Medium (12-13)
High (14-15)

Dependent Variables

There are four dependent variables in this study, namely: intra-resource patterning, total resource patterning, degree of concordance, and degree of satisfaction with parent-child relationship, family life, and quality of life. Each of these will be described briefly.

a. Intra-Resource Patterning

Intra-resource patterning (IRP) means the rank-order of preferred resource alternatives (RAs) in exchange for a specific resource exchanged (SRE). Each of the six RAs presented was ranked by the respondent from the most preferred (rank 1) to the least preferred (rank 6). No two alternatives were ranked in the same manner. Since aggregate data were analyzed rather than that of an individual respondent the rankings made by each group (e.g., fathers of preteens, A) on each SRE were summed. Hence, the lower the sum of an RA, the higher the preference for that RA. The intra-resource patterning is the hierarchy of the sums of the six RAs under each SRE.

b. Total Resource Patterning

Total resource patterning (TRP) refers to the rank order of preferred resource alternatives (RAs) in all specific resources exchanged (SREs). Ranks of each RA in all six SREs were also summed. The lower the sum obtained for an RA, the higher the preference. The TRP indicates the overall hierarchy of resource exchange preferences by respondents.

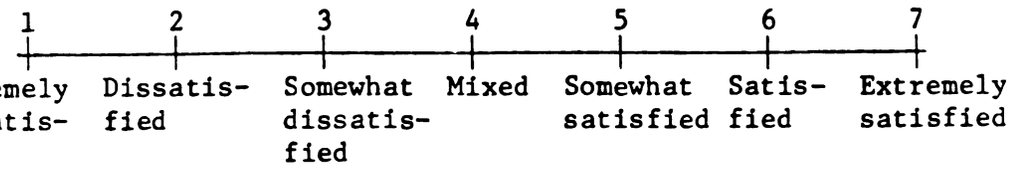
c. Degree of Concordance

Degree of concordance (DOC) on resource exchange patternings refers to the "average rank correlation" (r_s) of agreement within subgroups of families using Kendall's coefficient of concordance (W).

d. Degree of Satisfaction

Three indicators of degree of satisfaction (DOS) are used in this study: parent-child relationship, family life, and quality of life. Indication of satisfaction or dissatisfaction by the respondent with

each of these indicators was according to the following scale:



Category of response: Low (less than 6); medium (6); and high (7).

Degree of Particularism

Degree of particularism was treated both as an independent and a dependent variable. Degree of particularism scores were obtained for all individuals and families. These were based on ranks made on love and status after an initial analysis of the final data showed that the total resource patterning for each group using Instruments A or B was as follows, arranged according to degree of preference: love, status, information, services, goods, and money. Among the 132 parent-respondents who answered the two different instruments, large differences were found between love and status (472), status and information (808), services and goods (259), and between goods and money (910). However, the difference in sums between information and services was only 36 points out of the possible 132 if one RA was consistently ranked higher over the other by 132 parents. The same total resource patterning was obtained among teenage respondents combined. The 30 teens ranked information ahead of services by 39 points relative to the other RAs. This indicated that services and information for the majority of the respondents were ranked alternately higher over the other. For some respondents, information ranked higher than services. For others, services were preferred to information. Hence, the small difference in the

sums between information and services in the total resource patternings.

In order to determine the degree of particularism, love and status were used for the final variables because the theory indicated they were the two most particularistic-abstract resources, and were oftentimes ranked either first or second. A possible third resource, information (if all six resource classes were to be conceptually and equally divided into particularistic and universal), was not included with love and status due to the large difference (808) in sum of ranks between status and information and the slight lead (36) of information over services. In order for love and status to be subjected to the Pearson's product moment correlation coefficient (r), scores for each were formulated. The converted scores for each of the rankings on love and status made by respondents are as follows:

	Respondent's rank	Converted score
	1	6
Score: Low (12-54)	2	5
Medium (55-59)	3	4
High (60-72)	4	3
	5	2
	6	1

The converted scores made on love and status in the six SREs were summed to determine the degree of particularism. Hence, the higher the sum, the higher the degree of particularism. The lowest and highest possible scores for love and status combined were 12 and 72, respectively. Degree of particularism was also cross-tabulated with family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life.

"Family ranks" and "family scores" were also obtained for RAs in order to obtain intra-resource and total resource patternings, degree of particularism, and degree of satisfaction. They were obtained by summing all the scores made by the individual members in a family divided by the number of family members who participated in the study. The resulting quotient, if .5 or more, was rounded up to the next digit in order to make a whole number.

Total raw scores for each family were recoded into three categories, e.g., low, medium, and high, based on actual totals. The bases for recoding the raw scores were the following: the assumption that there will be an equal distribution of respondents in each of the three categories, and the assurance of several raw scores being represented under each category.

These recoded data were used in the intrafamily level analysis of the present study, since it was not possible to determine the degree of concordance (DOC) on resource exchange patternings for each participating family. By grouping families based on some common characteristics, e.g., family developmental Stage I, the DOC thus obtained would hold true only for Stage I.

Statistical Tests Used

Data obtained from Instruments A and B for this study were separately analyzed due to the significant differences between data obtained from them as revealed by the Kappa test (see pp. 60-64). The descriptive analysis of the study is on the characteristics of the

respondents and their resource exchange patternings. The explanatory part looks at the relationships between the different independent and dependent variables. The following statistical tests were used:

Kappa (K) (Light, 1973). This was used to test agreement between responses made by the same respondents on Instruments A and B. These responses are not part of the final data reported in this study. Kappa (K) was believed to be most appropriate for this situation since it tends to penalize the respondents for disagreements.

T-test and Chi-square (X^2) (Hays, 1973). Both statistical tests were used to test for differences in sociodemographic characteristics between Groups A and B. T-test was used since it is more appropriate for ordinal data, e.g., age of respondents and educational attainment. A non-parametric test, the chi-square was used to test for differences in nominal data such as paid employment status and nature of occupation.

Spearman's Rank Correlation (r_s) (Hays, 1973). This was used to test the hypothesis of no significant differences in the intra-resource patternings by groups of respondents. This was done only for the individual level analysis. Spearman's r_s is appropriate when making comparisons between ranks made by different individuals on the same items. If rank orders agree, the ranks assigned should correlate positively. Disagreement is reflected by a negative correlation. A zero correlation means no particular relationship between ranks made by two individuals.

Pearson's Product-Moment Correlation Coefficient (r) (Hays, 1973). Pearson's r was used to test the hypothesis of significant relationships between degree of particularism, degree of satisfaction with parent-child relationship, family life, and quality of life, and the different

contextual variables such as family developmental stage, family structural complexity, and family socioeconomic status. The coefficient of correlation ranges from zero, which indicates no correlation, to one, which means perfect correlation between two variables. Pearson's r also indicates the direction (either positive or negative) of relationships between the variables.

Kendall's Coefficient of Concordance (W) (Hays, 1973). This statistic was used to test the hypothesis of moderate (.50) to perfect (1.00) degrees of concordance (DOC) among family members having specific family characteristics, in their rankings of the different RAs, in both intra- and total resource patternings. Kendall's W ranges from zero (0) to one (1), and is always positive. For clarity in the interpretation of data obtained from the percentage of concordance, the "average rank correlation" (r_s) of each DOC was also determined.

Presentation of Findings

The findings for the present study are presented in tabular form. Chapter V is on the description of the respondents. Respondents were grouped according to the type of instrument used: Group A, for Instrument A which is general in nature; and Group B, for Instrument B, which is situation-specific. Results on the patterns of resource exchange are in Chapter VI. Resources assumed to be given (SREs) and resource alternatives (RAs) expected in return, appear simultaneously in each table. The higher the preference for an RA, the smaller the sum. Similarly, the lower the preference for an RA, the larger the sum.

Analysis of data for Groups A and B was made parallel since the different hypotheses were addressed to the two instruments following the finding of significant differences between the two (see pp. 60-64).

There are two levels of analysis of respondents. The first is an individual level patternings, in which respondents were subgrouped according to characteristics regardless of relationships between them. The second is intrafamily level patternings and degree of concordance, in which respondents were analyzed according to some common characteristics.

Data on resource exchange patternings for each level of analysis (respondents) were further subdivided into two. The first is on intra-resource patternings, that is, the rank-order preference of RAs by respondents in exchange for an SRE. Results of the Spearman's rank correlation coefficient immediately follow the results on intra-resource patternings. The second is on total resource patternings, that is, respondents' rank-order preference of RAs in all SREs. On the intra-family level, Kendall's degree of concordance (DOC) results are included in both the intra- and total resource patternings. Degree of concordance was determined according to family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life.

Section three of Chapter VI presents the results of the Pearson's r analyses of the relationships between the independent and dependent variables. The above format for the presentation of findings on patterns of resource exchange (Chapter VI) is shown below.

Level of Analysis (Respondents)	Level of Analysis (Patterns of Resource Exchange)	Statistical Test Used
Individual	Intra-Resource Patternings	Descriptive Spearman's r_s
	Total Resource Patternings	Descriptive
Intrafamily	Intra-Resource Patternings	Descriptive Kendall's W, r_s
	Total Resource Patternings	Descriptive Kendall's W, r_s
	Relationships Between Variables:	
	Degree of Particularism x Contextual Variables	Pearson's r
	Degree of Particularism x Degree of Satisfaction	Pearson's r
	Contextual Variables x Degree of Satisfaction	Pearson's r

CHAPTER V

DESCRIPTION OF RESPONDENTS

Sixty-six families (composed of 162 individuals), all of whom belong to teams of either fathers and mothers of preteens or fathers, mothers and teen child constituted the final sample for this study. Of this number, 132 were parents, while 30 were teenaged children. Sixteen of the teenagers were females; 14 were males. All respondents were living in Saginaw, Michigan, at the time of the study.

Age of Respondents

Table 5 indicates that parents are almost equally distributed among the three age groups. Fathers are generally older than the mothers. Between Groups A and B, the latter tended to be older than their A counterparts. Their ages, however, do not differ significantly. The youngest parent was a 19 year old mother, while the oldest at 73, were two retired fathers. The ages of the teenagers in both groups are similar.

Family Developmental Stage

Table 6 shows that the majority of the families in both Groups A (73.5%) and B (81.2%) have children younger than 12 years of age. The 12-18 age group comprises over a fourth of Group A, and in Group B, nearly a fifth. Nine out of 66 families have children less than two

Table 5. Age of Respondents

Age Group	Group A				Group B			
	Fathers[a]		Mothers[b]		Fathers[a]		Mothers[b]	
	N	%	N	%	N	%	N	%
Less than 30 years	11	32.4	14	41.2	8	25.0	10	31.2
30-42	11	32.4	10	29.4	12	37.5	14	43.8
43 years or over	12	35.2	10	29.4	12	37.5	8	25.0
Total	34	100.0	34	100.0	32	100.0	32	100.0

	Teenagers		Teenagers	
	N	%	N	%
12-13 years	3	16.8	4	25.0
14-15	7	44.4	3	18.8
16-18	6	38.8	7	56.2
Total	16	100.0	14	100.0

[a]T-test: Mean age of Fathers A = 38.21; Fathers B = 40.38. Difference not significant (.526) at .05.

[b]T-test: Mean age of Mothers A = 35.21; Mothers B = 36.94. Difference not significant (.529) at .05.

Table 6. Family Developmental Stage

Specific Variable		Families: Group A N	Group A %	Group B N	Group B %
a. Age of Youngest Child in the Family[a]					
Less than 2 years		15	44.1	10	31.2
2-11 years		10	29.4	16	50.0
12-18		9	26.5	6	18.8
	Total	34	100.0	32	100.0
b. Age of Oldest Child Living at Home					
Less than 1 year		0	0	2	6.2
1 year		1	2.9	0	0
2-5 years		6	17.6	2	6.2
6-11		11	32.4	13	40.7
12-18		16	47.1	15	46.9
	Total	34	100.0	32	100.0
c. Length of Present Marriage[b]					
Less than 10 years		13	38.3	13	40.6
10-19		10	29.3	8	25.0
20 or over		11	32.4	11	34.4
	Total	34	100.0	32	100.0
Summary: Family Developmental Stage[c]					
Stage I		11	32.4	6	18.7
Stage II		11	32.4	15	46.9
Stage III		12	35.6	11	34.4
	Total	34	100.0	32	100.0

[a] T-test: Mean age of youngest child: Group A = 6.1765; Group B = 6.6313. Difference not significant (.788) at .05.

[b] T-test: Mean length of present marriage: Group A = 14.79; Group B = 16.03. Difference not significant (.629) at .05.

[c] T-test: Mean score for Group A families = 6.0882; Group B = 6.1875. Difference not significant (.848) at .05.

years of age. In one family, the youngest child was 17. For nearly half of the families in Group A (47.1%) and in Group B (46.9%), the oldest child was between 12 and 18 years. Oldest children living at home are almost equally divided between females, as reported by 15 families, and males, as reported by 13 families. Age of oldest child living at home ranged from one month to 17 years.

The highest percentage of couples have been married for less than 10 years. Slightly over 40 percent (40.6%) of couples in Group B and 38.3 percent in Group A have been married for less than 10 years. Over a third of the parents in both groups reported being married for 20 years or over. Length of marriage ranged from one to 45 years for all families. Group B reported slightly more years of marriage compared to Group A, but the difference is not significant.

Table 6 further shows that in terms of overall family developmental stage, Group B families compared to Group A, are more advanced in family developmental stage. Nearly 70 percent (68.0%) of families in Group A and over 80 percent (81.3%) of families in Group B are in Stages II and III. Although both groups have an almost equal percentage of families in Stage III, more families in Stages I and II are revealed by Groups A and B, respectively. The difference between the two groups, however, is not significant as revealed by the t-test.

Family Structural Complexity

Number of children in all families ranged from one to 11, with 3-4 being the number in two out of five families (Table 7). On the whole, the B group more than Group A tended to have a larger family size. The difference, however, is not significant as revealed by the t-test.

Table 7. Family Structural Complexity

Specific Variable		Families: Group A N	Group A %	Group B N	Group B %
a. Number of Children[a]					
1-2		12	35.3	8	25.0
3-4		14	41.2	14	43.8
5 or over		8	23.5	10	31.2
	Total	34	100.0	32	100.0
b. Number of Children Living at Home					
1-2		16	47.1	14	43.8
3-4		17	50.0	14	43.8
5 or over		1	2.9	4	12.4
	Total	34	100.0	32	100.0
c. Type of Household					
Nuclear		33	97.1	29	90.6
Extended: with one non-family member		0	0	3	9.4
Extended: with two or more non-family members		1	2.9	0	0
	Total	34	100.0	32	100.0
Summary: Family Structural Complexity[b]					
Low complexity		13	38.3	10	31.3
Medium complexity		18	52.9	16	50.0
High complexity		3	8.8	6	18.7
	Total	34	100.0	32	100.0

[a] T-test: Mean number of children: Group A = 3.5294; Group B = 4.0313. Difference not significant (.342) at .05.

[b] T-test: Mean score for Group A families = 5.5882; Group B = 6.000. Difference not significant (.263) at .05.

The number of children living with their parents at the time of the study ranged from one to six. Both groups generally reported almost the same number of children, although Group B, more than Group A, shows slightly more children living at home.

The majority of all families are of the nuclear type (parents and children only). Very few families have either relatives and/or non-relatives living with them.

Table 7 further shows that half of all families in both groups are characterized as medium complex. Group B tended to have more families that are medium-to-high complex (68.7%), compared to Group A (61.7%). The observed difference, however, is not significant as revealed by the t-test.

Individual Socioeconomic Status

Health status, educational attainment, paid employment status, and nature of occupation are included in this variable. Most parents in each group reported no disabilities whatsoever that would affect their normal activities (Table 8).

Educational attainment among the parents ranged from two years of formal education as reported by a mother, to 18 years as reported by a father. Forty-four individual parents in both groups reported having had 12 years in school, while 11 reported 10 years. Between the two groups, Group A parents tended to have more years in school than their B counterparts. Again, the difference is not significant.

As regards paid employment status and hours of work per week, the full-time employed category accounts for the highest percentage

Table 8. Individual Socioeconomic Status

Specific Variable		Group A				Group B			
		Fathers		Mothers		Fathers		Mothers	
		N	%	N	%	N	%	N	%
a. Health Status									
No disability		30	88.2	31	91.2	30	93.8	30	93.8
Partly disabled		4	11.8	1	2.9	2	6.2	1	3.1
Missing information		0	0	2	5.9	0	0	1	3.1
	Total	34	100.0	34	100.0	32	100.0	32	100.0
b. Educational Attainment[a]									
Less than 7 years		3	8.8	4	11.7	5	15.6	8	25.0
7-11		17	50.0	16	47.1	16	50.0	11	34.4
12 or over		13	38.3	14	41.2	10	31.3	12	37.5
Missing information		1	2.9	0	0	1	3.1	1	3.1
	Total	34	100.0	34	100.0	32	100.0	32	100.0
c. Paid Employment Status-Hours of Work/Week[b]									
None; no occupation; disabled		5	14.7	0	0	4	12.5	0	0
Part-time: 15-34 hrs.		1	2.9	1	2.9	1	3.1	0	0
Full-time employed: 35 hrs or more		25	73.6	6	17.6	25	78.1	6	18.8
Self-employed		0	0	0	0	0	0	1	3.1
Retired		3	8.8	0	0	2	6.3	0	0
Full-time homemakers		0	0	27	79.5	0	0	25	78.1
	Total	34	100.0	34	100.0	32	100.0	32	100.0
d. Nature of Occupation[b]									
Not applicable; never in labor force		5	14.7	0	0	4	12.5	0	0
Retired		3	8.8	0	0	2	6.3	0	0
Full-time homemakers		0	0	27	79.5	0	0	25	78.1
Professional, technical and kindred workers		1	2.9	0	0	0	0	1	3.1

Table 8--continued

Specific Variable		Group A Fathers N	Group A Fathers %	Group A Mothers N	Group A Mothers %	Group B Fathers N	Group B Fathers %	Group B Mothers N	Group B Mothers %
Managers, officials and proprietors		0	0	0	0	1	3.1	0	0
Self-employed businessman		1	2.9	0	0	0	0	2	6.3
Clerical and sales workers		0	0	3	8.7	0	0	3	9.4
Craftsmen, foremen and kindred workers		2	5.9	0	0	3	9.4	0	0
Operatives and kindred workers		7	20.6	0	0	9	28.1	0	0
Laborers and service workers, assembly line workers		15	44.2	4	11.8	13	40.6	1	3.1
	Total	34	100.0	34	100.0	32	100.0	32	100.0
Summary: Individual Socio-economic Status[c]									
Low		6	17.6	17	50.0	6	18.8	17	53.1
Medium		11	32.4	13	38.2	9	28.1	9	28.1
High		17	50.0	4	11.8	17	53.1	6	18.8
	Total	34	100.0	34	100.0	32	100.0	32	100.0

[a]T-test: Mean educational attainment: Fathers A=10.06; Fathers B=9.26. Difference not significant (.242) at .05. Mothers A =9.71; Mothers B=9.19. Difference not significant (.461) at .05.

[b]Chi-square: Paid employment status: Fathers A and B=.25074, df=3. Difference not significant (.9690) at .05. Mothers A and B=2.01817, df=3. Difference not significant (.5686) at .05. Nature of Occupation: Fathers A and B=3.82147, df=6. Difference not significant (.7008) at .05. Mothers A and B=4.82074, df=4. Difference not significant (.3062) at .05.

[c]T-test: Mean score for Fathers A=9.8824; Fathers B=9.9063. Difference not significant (.960) at .05. Mothers A=7.8529; Mothers B=7.9375. Difference not significant (.860) at .05.

(nearly 80%) among the fathers. Similarly, the majority of the mothers (nearly 80%) reported being full-time homemakers. Only a few of the mothers reported they had some kind of work with pay. The difference between Groups A and B is not significant.

Full-time homemakers account for the highest percentage of non-employed parents. Laborers and service workers, farm laborers and assembly line workers, characterize nearly half of all fathers.

Table 8 indicates that in terms of overall individual socio-economic status, the trend for all fathers and all mothers differed. Half of the fathers in each group are in the high status level, while the lowest percentage of fathers have low status. On the other hand, low status mothers account for the highest percentage, while the lowest percentage have high status. Paid employment status and nature of occupation accounted for the differences between all fathers and all mothers. No significant difference is found between the two groups, although again, Group B more than A, tended to have a higher individual socio-economic status.

Family Socioeconomic Status

Annual income reported by all families ranged from $5,000-49,999 (Table 9). The highest percentage of families in both groups reported earnings of $12,000-19,999, followed by those who earn between $9,000-11,999. Although Group B shows earnings slightly more than Group A, the difference is not significant.

Nearly nine out of 10 families in both groups live in single-detached family houses. Very few live in other types of houses such as duplex or houses with two apartments.

Table 9. Family Socioeconomic Status

Specific Variable		Families			
		Group A		Group B	
		N	%	N	%
a. Annual Income[a]					
$5,000-6,999		0	0	1	3.1
$7,000-8,999		2	5.9	2	6.3
$9,000-11,999		5	14.7	5	15.6
$12,000-14,999		17	50.0	9	28.1
$15,000-19,999		6	17.7	11	34.4
$20,000-29,999		2	5.9	1	3.1
$30,000-49,999		1	2.9	1	3.1
Missing information		1	2.9	2	6.3
	Total	34	100.0	32	100.0
b. Type of Residence					
Single family-detached house		28	82.5	28	87.5
Duplex or house with two apartments		3	8.8	4	12.5
Mobile home		1	2.9	0	0
Large house with several families		1	2.9	0	0
Missing information		1	2.9	0	0
	Total	34	100.0	32	100.0
c. Home Ownership					
Owned		30	88.2	26	81.3
Rented		4	11.8	6	18.7
	Total	34	100.0	32	100.0
d. Parents' Health Status					
Both parents, no disabilities		30	88.3	29	90.6
One parent, partially/totally disabled		3	8.8	3	9.4
Both parents, partially/totally disabled		1	2.9	0	0
	Total	34	100.0	32	100.0
e. Parents' Paid Employment Status					
Two-parent earner families		4	11.7	7	21.9
One-parent earner families		25	73.6	19	59.4
Both parents unemployed		5	14.7	6	18.7
	Total	34	100.0	32	100.0
Summary: Family Socioeconomic Status[b]					
Low		9	26.5	7	21.9
Medium		16	47.0	10	31.2
High		9	26.5	15	46.9
	Total	34	100.0	32	100.0

[a] T-test: Assumed mean income: Group A=8.1212; Group B=8.1333 ($12,000-14,999). Difference not significant (.967) at .05.

[b] T-test: Mean score for Group A families=12.5588; Group B=12.8438. Difference not significant (.471) at .05.

Home ownership is prevalent among all the families. Nearly nine out of 10 own their houses, with slightly more of Groups A and B owning and renting their houses, respectively.

The majority of the parents in both groups claimed no disabilities. Very few husband and wife teams declared having one of them as either partially or totally disabled. Only one couple reported that both were partially handicapped.

One-parent earner families (generally, the father), is the most predominant characteristic of Groups A (73.6%) and B (59.4%). Although two-parent earners are found more often in Group B (21.9%) than in A (11.7%), the former, more than the latter, also reveals slightly more of both couples being unemployed. The 11 no-parent earner families generally volunteered the information of being on welfare support in order to make both ends meet.

Table 9 further shows that more Group B families (46.9%) compared to Group A (26.5%) scored high in the overall family socioeconomic status. Nearly half (47.0%) of A families have medium socioeconomic status, while only nearly a third (31.2%) of families in Group B are in the same category. The difference between the two groups, however, is not significant.

Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life

The majority of the fathers in both groups reported a high degree of satisfaction with relationships with children and family life (Table 10). Nearly sixty percent (55.9%) of all fathers in Group A, compared

Table 10. Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life

Specific Variable	Group A				Group B				Group A				Group B			
	Fathers		Mothers		Fathers		Mothers		Sons		Daughters		Sons		Daughters	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a. Parent-Child Relationship[a]																
Low	3	8.8	1	2.9	3	9.3	0	0	1	14.3	1	11.1	0	0	1	14.3
Medium	9	26.5	26	76.5	11	34.4	23	71.9	0	0	2	22.2	2	28.6	1	14.3
High	22	64.7	7	20.6	18	56.3	9	28.1	6	85.7	6	66.7	5	71.4	5	71.4
Total	34	100.0	34	100.0	32	100.0	32	100.0	7	100.0	9	100.0	7	100.0	7	100.0
b. Family Life[b]																
Low	1	2.9	4	11.8	5	15.6	4	12.4	1	14.3	0	0	0	0	1	14.3
Medium	11	32.4	24	70.6	9	28.1	22	68.8	0	0	2	22.2	2	28.6	1	14.3
High	22	64.7	6	17.6	18	56.3	6	18.8	6	85.7	7	77.8	5	71.4	5	71.4
Total	34	100.0	34	100.0	32	100.0	32	100.0	7	100.0	9	100.0	7	100.0	7	100.0
c. Quality of Life[c]																
Low	6	17.6	6	17.6	6	18.7	5	15.6	1	14.3	1	11.1	0	0	1	14.3
Medium	9	26.5	25	73.6	11	34.4	22	68.8	1	14.3	2	22.2	2	28.6	1	14.3
High	19	55.9	3	8.8	15	46.9	5	15.6	5	71.4	6	66.7	5	71.4	5	71.4
Total	34	100.0	34	100.0	32	100.0	32	100.0	7	100.0	9	100.0	7	100.0	7	100.0

[a] T-test: Mean score for Fathers A = 6.5000; Fathers B = 6.4688. Difference not significant (.867) at .05.
Mothers A = 6.1765; Mothers B = 6.2813. Difference not significant (.356) at .05.

[b] T-test: Mean score for Fathers A = 6.5882; Fathers B = 6.2813. Difference not significant (.198) at .05.
Mothers A = 5.8235; Mothers B = 5.9063. Difference not significant (.782) at .05.

[c] T-test: Mean score for Fathers A = 6.3529; Fathers B = 5.9063. Difference not significant (.191) at .05.
Mothers A = 5.7647; Mothers B = 5.8125. Difference not significant (.865) at .05.

to those in Group B (46.9%), rated high in satisfaction with quality of life. Mothers in both groups generally scored only medium in all three indicators of degree of satisfaction.

Table 10 also shows that the majority of the sons and daughters in both groups scored high in all criteria. As with their parents, more sons than daughters, and more teens in Group A compared to teens in Group B, reported high satisfaction in all three aspects of life.

In summary, parents are generally in their middle ages (30-54), have 12 years of schooling, have been married for some 16 years, and have 3-4 children. Fathers are generally older than mothers, and have full-time employment. Full-time homemaking is the occupation of the majority of the mothers. Groups A and B differed slightly in some characteristics. Group B generally tended to have a more advanced family developmental stage, more complex family structures, and higher individual and family socioeconomic status. Overall, fathers and mothers in Group A, more than B, scored higher in degree of satisfaction with parent-child relationship, family life, and quality of life. None of these differences in the characteristics of Groups A and B, however, is statistically significant.

CHAPTER VI

PATTERNS OF RESOURCE EXCHANGE

Results of the analysis on patterns of resource exchange of respondents are presented under three categories. First, individual level patternings. Analyses done here are on subgroups of individuals: fathers of preteens, mothers of preteens, fathers of teen sons, fathers of teen daughters, mothers of teen sons, mothers of teen daughters, teen sons, and teen daughters. The second category, intrafamily level patternings and degrees of concordance (DOCs) were based on some characteristics of subgroups of families.

Two resource exchange patternings were analyzed and are presented in the present chapter. Intra-Resource Patterning (IRP) means the rank-order of preferred resource alternatives (RAs) in exchange for a specific resource exchanged (SRE); and Total Resource Patterning (TRP) refers to the rank-order of preferred resource alternatives (RAs) in all specific resources exchanged (SREs). The rank-order in which the different RAs are stated in the different hypotheses and sub-hypotheses indicates the expected hierarchy of preferences among the six RAs.

The third section of the present chapter is on the relationships of variables included in this study, namely: family developmental stage, family structural complexity, family socioeconomic status, degree of

particularism, degree of satisfaction with parent-child relationship, family life, and quality of life.

Individual Level Patternings

The second question that the study attempts to answer is: are there differences in resource exchange patternings of family subgroups?

Intra-Resource Patternings--The second hypothesis for the study is:

Hypothesis 2. Fathers, mothers, teenage sons, and teenage daughters will not differ significantly in their resource patternings.

The first sub-hypothesis for hypothesis 2 is:

2.1 The intra-resource patternings of fathers, mothers, teenage sons, and teenage daughters will be in the following order: love, status, services, goods, information, and money.

This sub-hypothesis is partially supported among fathers on both groups (Table 11).[1] None of the IRPs fully support this sub-hypothesis. Generally, only three (love, status, and money) out of six RAs were ranked as hypothesized. The different IRPs for both groups tended to show that the three most preferred RAs for each SRE appeared to be in the following order: love, status, and information (for love and services as SREs); love, status, and services (for status and information as SREs); and love, information, and status (for goods and money as SREs).

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[1] A hypothesis or sub-hypothesis is partially supported if at least three out of six hypothesized rankings or preferences of resource alternatives (RAs) hold true.

Table 11. Intra-Resource Patternings of Fathers

Specific Resource Exchanged (SRE)		Sum of Rank of Resource Alternative (RA)[a]					
		Love	Status	Information	Services	Goods	Money
Love							
Fathers of preteens:	A (N=18)	29	38	63	69	64	94
	B (N=18)	44	49	74	74	55	103
Fathers of teen sons:	A (N=7)	12	19	22	29	30	35
	B (N=7)	17	11	34	27	20	38
Fathers of teen daughters:	A (N=9)	20	23	28	33	38	47
	B (N=7)	14	14	25	33	21	40
Status							
Fathers of preteens:	A (N=18)	29	44	64	61	65	94
	B (N=18)	27	48	64	77	81	102
Fathers of teen sons:	A (N=7)	24	26	21	18	19	39
	B (N=7)	14	11	25	23	33	41
Fathers of teen daughters:	A (N=9)	23	25	27	26	39	49
	B (N=7)	19	12	22	23	31	40
Information							
Fathers of preteens:	A (N=18)	30	45	103	53	65	61
	B (N=18)	48	33	91	79	97	51
Fathers of teen sons:	A (N=7)	11	26	41	17	25	27
	B (N=7)	21	13	27	26	40	20
Fathers of teen daughters:	A (N=9)	10	31	49	24	37	38
	B (N=7)	19	12	36	28	36	16

continued

Table 11--continued

Specific Resource Exchanged (SRE)		Sum of Rank of Resource Alternative (RA)[a]					
		Love	Status	Information	Services	Goods	Money
Services							
Fathers of preteens:	A (N=18)	35	28	65	62	72	95
	B (N=18)	35	48	73	66	75	102
Fathers of teen sons:	A (N=7)	12	14	23	25	32	41
	B (N=7)	9	19	27	27	30	35
Fathers of teen daughters:	A (N=9)	13	19	31	33	42	51
	B (N=7)	13	14	23	28	27	42
Goods							
Fathers of preteens:	A (N=18)	31	54	39	73	67	93
	B (N=18)	40	64	55	64	74	103
Fathers of teen sons:	A (N=7)	14	25	17	23	26	42
	B (N=7)	7	30	21	29	19	41
Fathers of teen daughters:	A (N=9)	20	22	26	31	41	49
	B (N=7)	10	20	24	24	30	39
Money							
Fathers of preteens:	A (N=18)	40	48	44	63	72	90
	B (N=18)	37	59	53	73	71	106
Fathers of teen sons:	A (N=7)	12	17	22	26	28	42
	B (N=7)	11	22	21	32	24	37
Fathers of teen daughters:	A (N=9)	23	16	18	39	46	46
	B (N=7)	15	16	15	29	32	40

[a]The lower the sum of an RA, the higher its preference by respondents in return for an SRE. Similarly, the higher the sum of an RA, the lower its preference by respondents.

Among all Group A fathers, love ranked first in 15 out of 18 IRPs. Status and services ranked first in two and one subgroup, respectively. Among the B fathers, 11 out of 18 subgroups had love as most preferred, while in six, status ranked first. One subgroup ranked love and status as most equally preferred RA.

Among mothers of both groups, the sub-hypothesis is also partially supported (Table 12). Only mothers of preteens in both groups fully support the sub-hypothesis when services are exchanged. Love and money generally ranked first and sixth, respectively, in most IRPs. The different IRPs in both groups indicated that the three most preferred RAs seemed to be in the following order: love, status, and services (for status, information, and services as SREs); love, status, and goods (for love as SRE); love, information and status (for goods as SRE); and love, status, and information (for money as SRE). Group B mothers ranked each of love and status highest in eight IRPs. Group A mothers, on the other hand, ranked love highest in 14 IRPs, and status, in three.

The sub-hypothesis is also only partially supported by teenagers' IRPs (Table 13). Love, status, goods, and money were generally ranked as first, second, fifth, and sixth, respectively. The different IRPs for both groups indicated that love and status were the two most preferred RAs. The third-ranked RA differed according to SRE. Out of 12 IRPs, Group A teenagers ranked love highest in nine, while status was first in three. Among Group B teenagers, love and status ranked first in seven and five IRPs, respectively. Goods and money generally ranked fifth and sixth, respectively, among fathers, mothers, and teenagers.

Table 12. Intra-Resource Patternings of Mothers

Specific Resource Exchanged (SRE)		Sum of Rank of Resource Alternative (RA)[a]					
		Love	Status	Information	Services	Goods	Money
Love							
Mothers of preteens:	A (N=18)	31	44	66	82	65	90
	B (N=18)	50	47	71	69	44	97
Mothers of teen sons:	A (N=7)	13	21	19	30	27	37
	B (N=7)	22	15	27	21	20	42
Mothers of teen daughters:	A (N=9)	14	28	30	40	38	39
	B (N=7)	12	23	28	30	21	33
Status							
Mothers of preteens:	A (N=18)	40	52	65	57	60	102
	B (N=18)	42	34	62	59	79	102
Mothers of teen sons:	A (N=7)	12	22	22	27	24	40
	B (N=7)	12	13	27	24	33	38
Mothers of teen daughters:	A (N=9)	16	26	30	31	38	48
	B (N=7)	17	16	26	22	26	40
Information							
Mothers of preteens:	A (N=18)	25	53	100	52	72	76
	B (N=18)	42	32	91	70	98	45
Mothers of teen sons:	A (N=7)	10	25	39	20	25	28
	B (N=7)	19	9	31	28	40	20
Mothers of teen daughters:	A (N=9)	18	27	49	25	34	36
	B (N=7)	18	14	32	29	35	19

continued

Table 12--continued

Specific Resource Exchanged (SRE)		Sum of Rank of Resource Alternative (RA)[a]					
		Love	Status	Information	Services	Goods	Money
Services							
Mothers of preteens:	A (N=18)	23	38	78	64	77	98
	B (N=18)	34	44	75	61	69	95
Mothers of teen sons:	A (N=7)	13	10	24	26	33	41
	B (N=7)	15	17	32	26	24	33
Mothers of teen daughters:	A (N=9)	18	15	25	39	42	50
	B (N=7)	16	15	37	26	22	31
Goods							
Mothers of preteens:	A (N=18)	36	63	47	68	57	107
	B (N=18)	36	52	56	55	80	99
Mothers of teen sons:	A (N=7)	16	19	15	23	34	40
	B (N=7)	15	29	15	26	20	42
Mothers of teen daughters:	A (N=9)	21	29	22	33	33	51
	B (N=7)	11	25	21	25	30	35
Money							
Mothers of preteens:	A (N=18)	35	42	45	69	81	106
	B (N=18)	31	52	56	63	70	106
Mothers of teen sons:	A (N=7)	11	23	20	23	29	42
	B (N=7)	9	28	24	24	25	37
Mothers of teen daughters:	A (N=9)	21	20	21	38	41	48
	B (N=7)	18	16	20	24	24	42

[a]The lower the sum of an RA, the higher its preference by respondents in return for an SRE. Similarly, the higher the sum of an RA, the lower its preference by respondents.

Table 13. Intra-Resource Patternings of Teen Children

Specific Resource Exchanged (SRE)			Sum of Rank of Resource Alternative (RA)[a]					
			Love	Status	Information	Services	Goods	Money
Love	Sons:	A (N=7)	10	17	31	29	27	33
		B (N=7)	16	12	21	31	28	39
	Daughters:	A (N=9)	21	15	33	37	30	53
		B (N=7)	18	16	26	29	24	34
Status	Sons:	A (N=7)	24	16	20	23	31	31
		B (N=7)	11	10	28	35	26	37
	Daughters:	A (N=9)	18	22	25	32	40	52
		B (N=7)	9	14	26	33	31	34
Information	Sons:	A (N=7)	10	26	38	18	31	24
		B (N=7)	15	14	32	27	39	20
	Daughters:	A (N=9)	12	25	46	27	45	34
		B (N=7)	22	14	31	29	32	19
Services	Sons:	A (N=7)	15	18	24	22	28	40
		B (N=7)	16	20	32	22	21	36
	Daughters:	A (N=9)	13	22	36	30	39	49
		B (N=7)	11	17	23	30	30	36
Goods	Sons:	A (N=7)	17	22	22	23	30	33
		B (N=7)	10	33	14	28	29	33
	Daughters:	A (N=9)	19	26	26	33	33	52
		B (N=7)	11	24	18	27	31	36
Money	Sons:	A (N=7)	13	17	21	28	32	36
		B (N=7)	10	13	20	29	35	35
	Daughters:	A (N=9)	24	16	22	36	43	48
		B (N=7)	9	19	25	21	34	39

[a]The lower the sum of an RA, the higher its preference by respondents in return for an SRE. Similarly, the higher the sum of an RA, the lower its preference by respondents.

It is necessary to determine if the different IRPs made by fathers, mothers, teenage sons, and teenage daughters differed significantly. Spearman's rank correlation was used in the analysis.

Table 14 indicates that when different resources are exchanged, fathers and mothers reveal more positive than negative correlations in the rankings of the different RAs. Out of 144 correlations, Group B fathers and mothers agreed significantly in 23 pairings, while Group A, in 16 correlations. Sixty negative correlations resulted from the analysis. Thirty-four are in Group A, two of which are significant. Twenty-six negative correlations, none of which is significant, are attributed to Group B. Money (11), information and goods (7 each), services (6), status (5), and love (3), in that order of frequency, received the highest number of positive and significant correlations.

Table 15 shows that there are more pairings in which both fathers and teenage children agree. Out of 144 correlations, positive and significant relationships are observed in nine pairings for Group A, and for Group B, eight. Significant but negative correlations are revealed in four Group B pairings, and in Group A, three. Fifty-four correlations are negative, 27 for each of Groups A and B. The highest number of positive and significant correlations are on status (6), money and information (each with 5). Love, services, and goods (each with 3), were significantly and positively ranked by both fathers and teenage children.

Table 16 presents the correlations between mothers and teenage children's rankings of the different RAs. Positive and significant correlations are observed in Group A in two pairings, while in Group B,

Table 14. Spearman's Rank Correlation Between Intra-Resource Patternings of Fathers and Mothers

Specific Resource Exchanged (SRE)		Resource Alternative (RA)											
		Love		Status		Information		Services		Goods		Money	
		r_s	p	r_s	p	r_s	p	r_s	p	r_s	p	r_s	p
Love													
Fathers x mothers of preteens:	A(N=18)	.3115	.105	.2195	.191	.0664	.397	.1026	.343	.2677	.142	-.2725	.137
	B(N=18)	.0477	.426	.7443	.001[a]	.2886	.123	.1865	.230	-.0421	.435	-.1301	.304
Fathers x mothers of teen sons:	A(N=7)	.3118	.249	.1828	.348	-.0971	.418	.6220	.068	.1819	.349	.2778	.274
	B(N=7)	.0805	.432	.6757	.048[a]	.8052	.015[a]	.0000	.500	.2415	.301	-.5714	.070
Fathers x mothers of teen daughters:	A(N=9)	.3055	.213	.0000	.500	.7533	.010[a]	.2916	.224	-.2163	.289	-.1531	.348
	B(N=7)	.5292	.111	.5919	.081	-.5772	.088	.3757	.204	.7283	.032[a]	-.2546	.291
Status													
Fathers x mothers of preteens:	A(N=18)	.1273	.308	.3503	.078	.1594	.264	.0158	.476	.2162	.195	.4259	.040[a]
	B(N=18)	-.2305	.179	.2132	.198	.0189	.334	.4569	.029[a]	.1527	.273	.4329	.037[a]
Fathers x mothers of teen sons:	A(N=7)	-.3840	.198	-.3612	.214	-.0476	.460	-.1519	.373	-.0467	.461	-.1667	.361
	B(N=7)	.6670	.051	-.3118	.249	.8767	.005[a]	.1906	.342	-.3032	.255	-.2546	.291
Fathers x mothers of teen daughters:	A(N=9)	.2126	.292	-.4002	.143	.1535	.347	.3081	.210	-.1220	.378	.7500	.010[a]
	B(N=7)	.3333	.233	-.2083	.327	.8824	.005[a]	.8271	.011[a]	.7515	.026[a]	-.1667	.361
Information													
Fathers x mothers of preteens:	A(N=18)	.0282	.456	.6213	.003[a]	-.1079	.335	.5599	.008[a]	.3013	.113	.2594	.150
	B(N=18)	-.3249	.095	.0391	.439	.0311	.452	.3539	.075	-.1378	.293	-.3807	.060
Fathers x mothers of teen sons:	A(N=7)	.7638	.023[a]	.1764	.353	-.1667	.361	.5294	.111	.0000	.500	.4002	.187
	B(N=7)	.5446	.104	.0000	.500	.4383	.163	-.1581	.368	1.0000	.001[a]	.0882	.426
Fathers x mothers of teen daughters:	A(N=9)	-.2455	.263	.8352	.003[a]	-.1250	.375	.7500	.010[a]	.8179	.004[a]	.8381	.003[a]
	B(N=7)	.8845	.005[a]	.4518	.155	.2994	.258	.0000	.500	.2887	.266	.9114	.003[a]

continued

Table 14--continued

Specific Resource Exchanged (SRE)		Resource Alternative (RA)											
		Love		Status		Information		Services		Goods		Money	
		r_s	p	r_s	p	r_s	p	r_s	p	r_s	p	r_s	p
Services													
Fathers x mothers of preteens:	A(N=18)	.1401	.290	.1236	.313	-.0476	.426	-.3915	.055	.1030	.343	-.1858	.204
	B(N=18)	.1358	.296	-.1918	.223	-.1430	.286	-.1320	.301	-.0241	.463	.1167	.323
Fathers x mothers of teen sons:	A(N=7)	.1886	.343	-.0732	.432	.1703	.358	.4616	.149	.2801	.272	-.1667	.361
	B(N=7)	.1764	.353	.4070	.183	.2553	.291	-.1011	.415	.7217	.034[a]	1.0000	.001[a]
Fathers x mothers of teen daughters:	A(N=9)	-.5457	.065	-.6147	.040[a]	-.4651	.104	-.4196	.131	-.1220	.378	.5728	.054
	B(N=7)	.0667	.444	.7316	.031[a]	-.0213	.482	.6262	.067	.4514	.155	-.0641	.453
Goods													
Fathers x mothers of preteens:	A(N=18)	.1698	.251	.1616	.261	.1331	.300	.4152	.044[a]	.4668	.026[a]	-.1079	.335
	B(N=18)	.2400	.169	.0346	.446	-.0685	.394	.2342	.175	.2786	.132	.3419	.083
Fathers x mothers of teen sons:	A(N=7)	.5326	.110	.6245	.067	.4384	.163	.5289	.112	.1774	.352	.9687	.001[a]
	B(N=7)	-.0407	.439	.4039	.185	.1980	.336	.2846	.269	.2505	.294	.7638	.023[a]
Fathers x mothers of teen daughters:	A(N=9)	.4486	.113	.4843	.094	.2704	.241	.3587	.172	.3032	.214	.9063	.001[a]
	B(N=7)	.5000	.127	.3638	.212	.1667	.361	.3525	.220	.1145	.404	.1111	.407
Money													
Fathers x mothers of preteens:	A(N=18)	.6397	.003[a]	.0379	.441	.3077	.108	-.1365	.295	.2425	.167	-.2163	.195
	B(N=18)	-.1299	.304	.2066	.206	.4209	.041[a]	.4099	.046[a]	.0401	.438	-.0856	.368
Fathers x mothers of teen sons:	A(N=7)	-.3667	.210	.0516	.457	.3079	.251	-.7647	.023[a]	-.3889	.195	.9085	.001[a]
	B(N=7)	.3000	.257	.1143	.404	.8293	.011[a]	.3032	.255	.1179	.401	.6460	.059
Fathers x mothers of teen daughters:	A(N=9)	.3593	.172	-.1291	.371	-.2974	.219	.4091	.138	.5455	.065	.3819	.156
	B(N=7)	.0686	.442	.4469	.158	.8141	.031[a]	.2741	.277	.8168	.013[a]	.9289	.001[a]

[a]Significant correlation at .05 level.

Table 15. Spearman's Rank Correlation Between Intra-Resource Patternings of Fathers and Teen Children

Specific Resource Exchanged (SRE)		Resource Alternative (RA)											
		Love		Status		Information		Services		Goods		Money	
		r_s	p	r_s	p	r_s	p	r_s	p	r_s	p	r_s	p
Love													
Fathers x teen sons:	A (N=7)	-.7246	.033[a]	.1983	.335	-.0566	.453	.5243	.114	.4677	.145	.2733	.277
	B (N=7)	.5401	.106	.5092	.122	.2890	.265	.0000	.500	-.0921	.407	.5092	.122
Fathers x teen daughters:	A (N=9)	.4294	.125	-.1895	.313	.3448	.182	-.3028	.215	.5494	.063	.5625	.058
	B (N=7)	-.2722	.278	.8362	.010	.2404	.302	.3478	.223	-.3966	.190	-.2510	.294
Status													
Fathers x teen sons:	A (N=7)	.5631	.095	-.1574	.369	-.2523	.293	-.2693	.280	.2518	.293	.3208	.242
	B (N=7)	.1512	.374	-.4167	.177	.4743	.142	.3402	.228	.4518	.155	.5092	.122
Fathers x teen daughters:	A (N=9)	-.4690	.102	.7372	.012[a]	-.6638	.026[a]	-.2706	.241	.2148	.290	-.1250	.375
	B (N=7)	.3208	.242	.0000	.500	.4649	.147	.0307	.474	.2739	.277	.3208	.242
Information													
Fathers x teen sons:	A (N=7)	-.2546	.291	.1667	.361	.6455	.059	.0233	.481	.0000	.500	-.6924	.043[a]
	B (N=7)	.7194	.035[a]	.4649	.147	.1461	.378	.7709	.022[a]	-.2546	.291	.4090	.184
Fathers x teen daughters:	A (N=9)	-.1250	.375	.2315	.275	.4881	.092	.8165	.004[a]	-.1021	.397	.0656	.033[a]
	B (N=7)	.3431	.226	-.2505	.294	-.7524	.026[a]	-.3118	.249	-.1490	.375	-.3271	.237
Services													
Fathers x teen sons:	A (N=7)	.3064	.252	.0454	.462	.0835	.430	-.1239	.396	.7886	.018[a]	-.2582	.289
	B (N=7)	-.1708	.358	.0430	.464	-.9701	.001[a]	.2553	.291	.0454	.462	.6389	.062
Fathers x teen daughters:	A (N=9)	-.3873	.152	.2843	.230	.5383	.068	-.1117	.388	.0000	.500	.7774	.007[a]
	B (N=7)	-.0246	.480	-.7143	.036[a]	-.3107	.249	-.1239	.396	.6924	.043[a]	-.0437	.465

continued

Table 15--continued

Specific Resource Exchanged (SRE)		Resource Alternative (RA)											
		Love		Status		Information		Services		Goods		Money	
		r_s	p	r_s	p	r_s	p	r_s	p	r_s	p	r_s	p
Goods													
Fathers x teen sons:	A (N=7)	-.1519	.373	.3246	.239	.4260	.171	.2693	.280	.5882	.083	.9126	.001[a]
	B (N=7)	-.0837	.418	-.6176	.070	-.2500	.295	-.0105	.492	.2846	.269	.0000	.500
Fathers x teen daughters:	A (N=9)	.2904	.225	.7793	.007[a]	.0635	.436	.4667	.103	.6093	.041[a]	-.1250	.375
	B (N=7)	.3944	.191	-.6482	.058	.3267	.238	-.7737	.021[a]	-.2150	.322	-.5160	.118
Money													
Fathers x teen sons:	A (N=7)	.1444	.379	-.4759	.141	.3611	.214	.5861	.084	-.3727	.207	-.0635	.436
	B (N=7)	.1972	.336	.4548	.153	.7937	.017[a]	.5574	.097	.4260	.171	.0000	.500
Fathers x teen daughters:	A (N=9)	.0921	.407	.7419	.012[a]	.4414	.118	-.1741	.328	-.4082	.138	.1237	.376
	B (N=7)	.3208	.242	.7917	.017[a]	.6892	.044[a]	.0404	.466	-.6667	.051	.7638	.023[a]

[a]Significant correlation of .05 level.

Table 16. Spearman's Rank Correlation Between Intra-Resource Patternings of Mothers and Teen Children

Specific Resource Exchanged (SRE)		Resource Alternative (RA): Love r_s	Love p	Status r_s	Status p	Information r_s	Information p	Services r_s	Services p	Goods r_s	Goods p	Money r_s	Money p
Love													
Mothers x teen sons:	A (N=7)	-.1528	.372	.8085	.014[a]	.3144	.247	-.2801	.272	-.1559	.370	-.5217	.115
	B (N=7)	.0000	.500	.1474	.377	.4565	.152	.2582	.289	-.0192	.484	-.0155	.486
Mothers x teen daughters:	A (N=9)	-.0053	.495	.0047	.496	.2078	.296	.5016	.085	.4273	.126	.1531	.348
	B (N=7)	.1886	.343	.7020	.040[a]	.4232	.173	.6955	.042[a]	-.3077	.251	.5094	.122
Status													
Mothers x teen sons:	A (N=7)	-.6405	.061	.6220	.068	-.1346	.387	-.2168	.321	.2693	.280	-.4278	.170
	B (N=7)	.4677	.145	.0000	.500	.2475	.297	-.3501	.221	-.4384	.163	-.3889	.195
Mothers x teen daughters:	A (N=9)	-.0157	.485	-.0953	.404	-.2566	.253	-.3968	.146	.2374	.270	-.2440	.264
	B (N=7)	.4564	.152	.0000	.500	-.0495	.459	.0192	.484	.0481	.460	-.2139	.323
Information													
Mothers x teen sons:	A (N=7)	-.1667	.361	.2646	.284	.6455	.059	-.5401	.106	.0000	.500	.0561	.453
	B (N=7)	.8981	.004[a]	.8319	.011[a]	.5579	.097	.0000	.500	-.2546	.291	-.1683	.360
Mothers x teen daughters:	A (N=9)	-.2455	.263	.1586	.342	-.2440	.264	.7144	.016[a]	-.1866	.316	.4658	.104
	B (N=7)	.4026	.186	-.0476	.460	-.3519	.220	-.5119	.121	.8671	.006[a]	-.9393	.001[a]
Services													
Mothers x teen sons:	A (N=7)	.4200	.175	.5294	.111	.1961	.337	-.1239	.396	.3544	.218	.6455	.059
	B (N=7)	-.2797	.292	.5659	.093	-.1715	.357	.7432	.028[a]	-.0393	.467	.6389	.062
Mothers x teen daughters:	A (N=9)	.1843	.318	.1123	.387	-.3311	.193	.0097	.491	-.4546	.110	.4092	.138
	B (N=7)	.0000	.500	.0000	.500	-.7217	.034[a]	-.2885	.266	-.5742	.089	-.0816	.431

continued

Table 16--continued

Specific Resource Exchanged (SRE)		Resource Alternative (RA)											
		Love		Status		Information		Services		Goods		Money	
		r_s	p	r_s	p	r_s	p	r_s	p	r_s	p	r_s	p
Goods													
Mothers x teen sons:	A (N=7)	.4354	.165	-.3738	.205	-.2954	.261	.4020	.186	-.1461	.378	-.3416	.227
	B (N=7)	.3944	.191	-.1923	.340	.0495	.459	-.1667	.361	.2277	.312	.0000	.500
Mothers x teen daughters:	A (N=9)	.3014	.216	-.0179	.482	-.2011	.302	-.1593	.342	.1615	.340	-.1875	.315
	B (N=7)	.8572	.007[a]	-.2963	.260	.6214	.069	.2582	.289	.3757	.204	-.3416	.227
Money													
Mothers x teen sons:	A (N=7)	-.4224	.173	.2475	.297	-.2309	.310	-.1165	.402	.0000	.500	-.0188	.488
	B (N=7)	.1972	.336	-.1024	.414	.4876	.134	.3831	.199	-.5594	.096	-.4714	.143
Mothers x teen daughters:	A (N=9)	-.3423	.184	-.3606	.171	-.5507	.063	.0000	.500	-.2315	.275	-.2835	.230
	B (N=7)	.4616	.149	.6667	.051	.2685	.281	.8911	.004[a]	-.2830	.270	.2617	.286

[a]Significant correlation at .05 level.

in eight. Sixty-eight out of 144 correlations are negative. Of this number, 39 are by Group A, while Group B, 29. When classified as to RAs expected in return, the greatest number of significant and positive correlations are on services (4), status (3), love and goods (2 each), and information and money (1 each).

Total Resource Patternings

Are family members similar in their total resource patternings (TRPs)? Do family members agree on their TRPs regardless of specific resource exchanged (SRE)? The second sub-hypothesis is:

> 2.2 The total resource patternings of fathers, mothers, teenage sons, and teenage daughters will be in the following order: love, status, services, goods, information, and money.

This sub-hypothesis is partially supported (Table 17). Only Group B mothers of teenage daughters fully supports this sub-hypothesis. Fathers, mothers, and teenagers generally ranked love, status, and money, as hypothesized.

In summary, fathers, mothers, and teenage children generally have similar intra-resource and total resource patternings. The most dominant patterning is as follows: love, status, information, services, goods, and money. Of the 16 TRPs, only Group B's fathers of teen daughters ranked status slightly higher than love as first choice (Table 17). In 15 remaining TRPs, love ranked highest.

Degree of Particularism

Degree of particularism was measured by adding the converted scores of each respondent on each of love and status in all specific

Table 17. Total Resource Patternings of Fathers, Mothers, and Teen Children

Specific Resource Exchanged (SRE)		Sum of Rank of Resource Alternative (RA)[a]					
		Love	Status	Information	Services	Goods	Money
All Fathers:	A (N=34)	388	520	702	705	808	1,033
	B (N=32)	400	495	710	762	777	996
Fathers of preteens:	A (N=18)	194	257	378	381	405	527
	B (N=18)	231	301	410	433	434	567
Fathers of teen sons:	A (N=7)	85	127	146	138	160	226
	B (N=7)	79	106	155	164	166	212
Fathers of teen daughters:	A (N=9)	109	136	178	186	243	280
	B (N=7)	90	88	145	165	177	217
All Mothers:	A (N=34)	373	556	717	747	810	1,079
	B (N=32)	419	481	731	682	760	957
Mothers of preteens:	A (N=18)	190	292	401	392	412	579
	B (N=18)	235	261	411	377	440	544
Mothers of teen sons:	A (N=7)	75	119	139	149	172	228
	B (N=7)	92	111	156	149	162	213
Mothers of teen daughters:	A (N=9)	108	145	177	206	226	272
	B (N=7)	92	109	164	156	158	200
All Teen Children:	A (N=16)	196	244	344	338	409	485
	B (N=14)	158	211	296	341	360	398
Sons:	A (N=7)	89	118	156	143	179	197
	B (N=7)	78	107	147	172	178	200
Daughters:	A (N=9)	107	126	188	195	230	288
	B (N=7)	80	104	149	169	182	198

[a]The lower the sum of an RA, the higher its preference by respondents in return for an SRE. Similarly, the higher the sum of an RA, the lower its preference by respondents.

resources exchanged (SREs). The higher the sum on love and status, the higher the degree of particularism.

Fathers in Group B more than those in Group A scored high in degree of particularism (Table 18). On the other hand, more mothers in Group A than those in Group B tended to show higher preference for the particularistic resources. In general, all fathers, more than all mothers, showed higher percentage of those who scored from medium to high. The difference between Groups A and B parents, however, is not significant. Table 18 further shows that all daughters more than all sons scored high in love and status. Furthermore, more teenagers in Group A, compared to Group B, scored low in degree of particularism.

Intrafamily Level Patternings and Degrees of Concordance

The third question that this study attempts to answer is: to what degree do fathers, mothers, and teenage children, if any, agree on their resource exchange patternings?

Intra-Resource Patternings

The third hypothesis attempts to determine the degrees of concordance (DOCs) with which different family subgroups ranked each resource alternative (RA). Degree of concordance was defined in terms of the "average rank correlation" (r_s) of agreement among subgroups of families: very high (.89 to 1.00); high (.76 to .88); moderately high (.63 to.75); moderate (.50 to.62); low (.25 to .49); and very low (less than .25).

Table 18. Degree of Particularism of Individual Respondents

Score	Group A Fathers N	%	Group A Mothers N	%	Group B Fathers N	%	Group B Mothers N	%	Group A Sons N	%	Group A Daughters N	%	Group B Sons N	%	Group B Daughters N	%
a. Love																
Low	12	35.3	10	29.4	8	25.0	13	40.7	2	28.6	3	33.3	1	14.3	2	28.6
Medium	10	29.4	12	35.3	17	53.1	14	43.8	4	57.1	3	33.4	4	57.1	4	57.1
High	12	35.3	12	35.3	7	21.9	5	15.5	1	14.3	3	33.3	2	28.6	1	14.3
Total	34	100.0	34	100.0	32	100.0	32	100.0	7	100.0	9	100.0	7	100.0	7	100.0
b. Status																
Low	13	38.3	16	47.0	8	25.0	9	28.1	3	42.9	2	22.2	2	28.6	2	28.6
Medium	13	38.3	9	26.5	11	34.3	14	43.8	4	57.1	2	22.2	4	57.1	2	28.6
High	8	23.4	9	26.5	13	40.7	9	28.1	0	0	5	55.6	1	14.3	3	42.8
Total	34	100.0	34	100.0	32	100.0	32	100.0	7	100.0	9	100.0	7	100.0	7	100.0
Summary[a]																
Low	6	17.6	11	32.3	7	21.8	11	34.4	3	42.8	2	22.2	1	14.3	1	14.2
Medium	17	50.0	11	32.3	11	34.4	12	37.5	2	28.6	3	33.3	5	71.4	3	42.9
High	11	32.4	12	35.4	14	43.8	9	28.1	2	28.6	4	44.5	1	14.3	3	42.9
Total	34	100.0	34	100.0	32	100.0	32	100.0	7	100.0	9	100.0	7	100.0	7	100.0

[a]T-test: Mean score for Fathers A = 56.5588; Fathers B = 56.7188. Difference not significant (.913) at .05.

Mean score for Mothers A = 56.5294; Mothers B = 55.8750. Difference not significant (.679) at .05.

Hypothesis 3. Family members of different family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life, will exhibit similar degrees of concordance on their resource patternings.

Kendall's coefficient of concordance (W) (Hays, 1973) was used to analyze the DOCs on the patternings of families belonging to different subgroups.[1] The first sub-hypothesis is:

3.1 The intra-resource patternings of families will be from moderate to perfect degrees of concordance for each specific resource exchanged.

This sub-hypothesis is partially supported,[2] among families belonging to different family developmental stages (Table 19). The DOCs ranged from very low (.22) to perfect (1.00). The pattern of DOCs for both groups in all specific resources exchanged (SREs) decreased with advanced family developmental stage.

The sub-hypothesis of moderate to perfect DOCs is also partially supported among families of different family structural complexity. Table 20 shows that DOCs ranged from low (.39) to perfect (1.00) in agreement in the ranking of the six resource alternatives. Although highest DOCs are found in the low complexity families, the pattern for information, services, money, and goods (Group B only) decreased with

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[1] For detailed listings of intra-resource patternings (IRPs) and DOCs for each family subgroup (parents of preteens, parents and teen sons, and parents and teen daughters), see Appendix A.

[2] A hypothesis or sub-hypothesis is partially supported if not all of the hypothesized DOCs hold true.

Table 19. Summary of Concordance of Family Intra-Resource Patternings and Family Developmental Stage

Specific Resource Exchanged (SRE)	Group	Family Developmental Stage					
		Stage I A (N=11) B (N=6)		Stage II A (N=11) B (N=15)		Stage III A (N=12) B (N=11)	
		W	r_s	W	r_s	W	r_s
Love	A	1.00	1.00	.74	.71	.49	.44
	B	1.00	1.00	.74	.72	.46	.41
Status	A	.87	.86	.86	.85	.34	.28
	B	1.00	1.00	.90	.89	.54	.49
Information	A	.97	.97	.81	.79	.61	.57
	B	1.00	1.00	1.00	1.00	.52	.47
Services	A	1.00	1.00	.69	.66	.67	.64
	B	1.00	1.00	.88	.87	.29	.22
Goods	A	1.00	1.00	.71	.68	.46	.41
	B	1.00	1.00	.68	.66	.41	.35
Money	A	1.00	1.00	.71	.69	.56	.52
	B	.92	.90	.71	.69	.67	.64

Table 20. Summary of Concordance of Family Intra-Resource Patternings and Family Structural Complexity

Specific Resource Exchanged (SRE)	Group	Family Structural Complexity					
		Low		Medium		High	
		A (N=13) B (N=10)		A (N=18) B (N=16)		A (N=3) B (N=6)	
		W	r_s	W	r_s	W	r_s
Love	A	.88	.87	.65	.63	.77	.66
	B	.84	.82	.61	.58	.75	.70
Status	A	.82	.81	.57	.54	.77	.66
	B	.90	.89	.73	.71	.76	.71
Information	A	1.00	1.00	.67	.65	.61	.42
	B	1.00	1.00	.91	.90	.51	.41
Services	A	1.00	1.00	.66	.64	.66	.49
	B	.88	.87	.68	.66	.53	.44
Goods	A	.95	.95	.55	.52	.81	.72
	B	.81	.79	.57	.54	.49	.39
Money	A	.86	.85	.76	.75	.82	.73
	B	.94	.93	.67	.65	.55	.46

increased family structural complexity. Lowest DOCs are in the medium complexity group when love, status, and goods (Group A only) are the SREs.

As for different levels of family socioeconomic status, the sub-hypothesis of moderate to perfect DOCs is partially supported. Table 21 shows DOCs ranging from low (.41) to perfect (1.00). There appears to be no definite pattern of DOCs for Group A. Services and goods increased in DOCs with increased family socioeconomic status, for Group A. On the other hand, Group B shows decreased DOCs with increased family socioeconomic status when love, status, goods, and money are the SREs.

The above sub-hypothesis is only partially supported among families of different degrees of satisfaction (DOSs) with parent-child relationship. The DOCs ranged from low (.34) to perfect (1.00) (Table 22). Groups A and B show increased DOCs with increased DOSs when information, services, and money were the specific resources exchanged (SREs). Group A exhibit decreased DOCs, while Group B, increased DOCs when status and goods were the SREs. Further, Group B showed increased DOC when love is exchanged.

The sub-hypothesis of moderate to perfect DOCs for families of different DOSs with family life is partially supported. Table 23 shows DOCs which ranged from low (.34) to perfect (1.00), in all SREs. The pattern for love is increased DOCs for both groups. Increased DOCs is also observed in Group B for status and information with increased DOSs with family life. Generally, the medium DOS group in Group A show the lowest DOCs.

Table 21. Summary of Concordance of Family Intra-Resource Patternings and Family Socioeconomic Status

Specific Resource Exchanged (SRE)	Group	Family Socioeconomic Status					
		Low		Medium		High	
		A (N=9) B (N=7)		A (N=16) B (N=10)		A (N=9) B (N=15)	
		W	r_s	W	r_s	W	r_s
Love	A	.51	.45	.85	.84	.81	.79
	B	1.00	1.00	.72	.69	.56	.53
Status	A	.72	.69	.62	.59	.81	.79
	B	.97	.97	.75	.72	.73	.71
Information	A	.86	.84	.82	.81	.73	.70
	B	1.00	1.00	.84	.82	.88	.87
Services	A	.77	.74	.85	.84	.90	.89
	B	1.00	1.00	.47	.41	.78	.76
Goods	A	.64	.60	.70	.68	.85	.83
	B	.90	.88	.57	.52	.54	.51
Money	A	.59	.54	.89	.88	.77	.74
	B	1.00	1.00	.74	.71	.59	.56

Table 22. Summary of Concordance of Family Intra-Resource Patternings and Degree of Satisfaction with Parent-Child Relationship

Specific Resource Exchanged (SRE)	Group	Degree of Satisfaction: Low A (N=2) B (N=1) W	Low r_s	Medium A (N=7) B (N=9) W	Medium r_s	High A (N=25) B (N=22) W	High r_s
Love	A	1.00	1.00[a]	.76	.72	.73	.72
	B	.77	.77[a]	.53	.47	.81	.80
Status	A	1.00	1.00[a]	.80	.77	.62	.60
	B	.71	.71[a]	.54	.48	.90	.90
Information	A	.51	.51[a]	.79	.76	.81	.80
	B	.77	.77[a]	.87	.85	1.00	1.00
Services	A	1.00	1.00[a]	.72	.67	.87	.86
	B	1.00	1.00[a]	.59	.54	.74	.73
Goods	A	1.00	1.00[a]	.69	.64	.63	.61
	B	.77	.77[a]	.41	.34	.72	.71
Money	A	1.00	1.00[a]	.66	.60	.80	.79
	B	.66	.66[a]	.66	.62	.78	.77

[a]Average rank correlation could not be determined due to sample size.

Table 23. Summary of Concordance of Family Intra-Resource Patternings and Degree of Satisfaction with Family Life

Specific Resource Exchanged (SRE)	Group	Degree of Satisfaction					
		Low		Medium		High	
		A (N=3) B (N=5)		A (N=8) B (N=6)		A (N=23) B (N=21)	
		W	r_s	W	r_s	W	r_s
Love	A	.59	.39	.60	.54	.81	.80
	B	.59	.49	.59	.51	.86	.85
Status	A	.90	.85	.63	.58	.67	.66
	B	.71	.64	.80	.76	.81	.80
Information	A	1.00	1.00	.68	.63	.78	.77
	B	1.00	1.00	1.00	1.00	.91	.91
Services	A	.82	.73	.66	.61	.93	.93
	B	.96	.95	.77	.72	.64	.62
Goods	A	.75	.63	.42	.34	.83	.82
	B	.63	.54	.73	.68	.61	.59
Money	A	1.00	1.00	.60	.54	.81	.80
	B	.78	.73	.80	.76	.71	.70

This sub-hypothesis is partially supported among families of different DOSs with quality of life. The DOCs for all SREs ranged from low (.48) to perfect (1.00) (Table 24). There appears to be no definite pattern of DOCs for both groups. Generally, in most SREs, the highest degrees of concordance are in the highest DOSs group, while the lowest DOCs, in the medium DOSs group.

In summary, the sub-hypothesis of moderate to perfect degrees of concordance among family subgroups is only partially supported by their intrafamily intra-resource patternings. Table 25 is a summary of the DOCs for each specific resource exchanged, regardless of family characteristic. Group A families have the following DOCs for each specific resource exchanged, arranged from highest to lowest: services (.84), money and information (each with .76), love (.72), goods (.70), and status (.65). On the other hand, Group B families have the following hierarchy of DOCs based on the SREs: information (.96), status (.77), money (.71), services (.70), love (.67), and goods (.61).

Total Resource Patternings

3.2 The total resource patternings of families will be from moderate to perfect degrees of concordance on all resources exchanged.

This sub-hypothesis is supported. Table 25 also shows that the DOC for Group B families was moderate (.60), and for Group A, slightly higher (.63).

Table 24. Summary of Concordance of Family Intra-Resource Patternings and Degree of Satisfaction with Quality of Life

Specific Resource Exchanged (SRE)	Group	Degree of Satisfaction					
		Low		Medium		High	
		A (N=5) B (N=8)		A (N=9) B (N=5)		A (N=20) B (N=19)	
		W	r_s	W	r_s	W	r_s
Love	A	.69	.61	.60	.55	.84	.83
	B	.75	.71	.61	.51	.81	.80
Status	A	.75	.69	.72	.69	.69	.67
	B	.71	.67	.64	.55	.88	.87
Information	A	.84	.80	.68	.64	.84	.83
	B	1.00	1.00	1.00	1.00	.86	.85
Services	A	.65	.56	.78	.75	.92	.92
	B	.76	.73	.64	.55	.73	.72
Goods	A	.73	.66	.60	.55	.82	.81
	B	.65	.60	.78	.73	.62	.60
Money	A	.58	.48	.76	.73	.84	.83
	B	.79	.76	.84	.80	.70	.68

Table 25. Summary of Intrafamily Intra-Resource Patternings for Each Specific Resource Exchanged, Total Resource Patternings and Degrees of Concordance

Specific Resource Exchanged (SRE)		W	r_s
Intra-Resource Patterning (IRP)			
Love:	A (N=34)	.73	.72
	B (N=32)	.68	.67
Status:	A (N=34)	.66	.65
	B (N=32)	.78	.77
Information:	A (N=34)	.77	.76
	B (N=32)	.96	.96
Services:	A (N=34)	.84	.84
	B (N=32)	.71	.70
Goods:	A (N=34)	.71	.70
	B (N=32)	.62	.61
Money:	A (N=34)	.77	.76
	B (N=32)	.72	.71
Total Resource Patterning (TRP)			
Group A (N=34)		.64	.63
Group B (N=32)		.61	.60

Relationships of Independent and Dependent Variables

Relationships of Family Developmental Stage, Family Structural Complexity, Family Socio-economic Status, Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life, to Degree of Particularism

The fourth question that this study attempts to answer is: what is the relationship of the families' developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, to degree of particularism?

Hypothesis 4. There will be significant relationships between family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, and degree of particularism.

The specific sub-hypotheses are:

4.1 The earlier the family developmental stage, the higher will be the degree of particularism.

This sub-hypothesis is not supported.[1] Table 26 shows that only Group A supports it, although not at a significant level. Advanced family developmental stage for Group B show increased preference for the particularistic resources. However, the relationship is not significant.

4.2 The lower the family structural complexity, the higher will be the degree of particularism.

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[1]Detailed analysis of relationships between variables for each family subgroup (parents of preteens, parents and teen sons, and parents and teen daughters) appears in Appendix C.

This sub-hypothesis is not supported. Table 26 shows that although Groups A and B support it, none of the relationships are significant.

4.3 The lower the family socioeconomic status, the higher will be the degree of particularism.

This sub-hypothesis is not supported. Only Group B supports the sub-hypothesis, but this is not significant (Table 26). Group A shows increased preference for love and status with increased family socio-economic status, but not at a significant level.

4.4 The higher the degree of particularism, the higher will be the degree of satisfaction with parent-child relationship.

This sub-hypothesis is not supported. Group A families show a negative relationship between the variables, whereas Group B exhibits increased degree of satisfaction with parent-child relationship with increased degree of particularism (Table 26). However, none reached the significant level.

4.5 The higher the degree of particularism, the higher will be the degree of satisfaction with family life.

This sub-hypothesis is not supported. Only Group B supports this sub-hypothesis, while Group A shows a negative relationship between the two variables (Table 26). However, none are significant.

4.6 The higher the degree of particularism, the higher will be the degree of satisfaction with quality of life.

This sub-hypothesis is not supported. Table 26 shows that satisfaction with quality of life among Group A families decreased significantly with increased degree of particularism. Group B, on the other

Table 26. Relationship of Family Developmental Stage, Family Structural Complexity, Family Socioeconomic Status, Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life, to Degree of Particularism

Specific Variable	Group A (N=34)		Group B (N=32)	
	r	p	r	p
Family Developmental Stage	-.0156	.465	.0091	.480
Family Structural Complexity	-.2026	.125	-.0559	.381
Family Socioeconomic Status	.1888	.142	-.1271	.244
Degree of Satisfaction with:				
Parent-Child Relationship	-.0874	.311	.1142	.267
Family Life	-.0369	.418	.0962	.300
Quality of Life	-.3031	.041[a]	.1607	.190

[a]Significant relationship at .05 level.

hand, reveals increased degree of satisfaction with quality of life as degree of particularism increased. However, the relationship is not significant.

In summary, none of the sub-hypotheses was supported. The overall hypothesis of significant relationships between family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, and degree of particularism, was not supported.

Relationship of Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status, to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life

The fifth question that the study attempts to answer is: what is the relationship of family developmental stage, family structural complexity, and family socioeconomic status, to degree of satisfaction with parent-child relationship, family life, and quality of life?

Hypothesis 5. There will be significant relationships between family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life.

The following are the sub-hypotheses:

5.1 The later the family developmental stage, the higher will be the degree of satisfaction with parent-child relationship, family life, and quality of life.

This sub-hypothesis is not supported.[1] Table 27 shows that both groups significantly have increased degrees of satisfaction (DOSs) with

[1] Detailed analysis of the relationships between variables for each family subgroup (parents of preteens, parents and teen sons, and parents and teen daughters) appears in Appendix C.

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family life with increased family developmental stage. Similarly, both groups significantly exhibit increased DOSs with parent-child relationship. As family developmental stage increased, DOSs with quality of life decreased for both groups, with Group A reaching the level of significance.

5.2 The lower the family structural complexity, the higher will be the degree of satisfaction with parent-child relationship, family life, and quality of life.

This sub-hypothesis is not supported. Table 27 shows that family structural complexity in both groups appears to be positively and significantly related to DOSs with parent-child relationship and family life. The DOS with quality of life for both groups, however, decreased with increased family structural complexity, the relationship between the two variables for Group A being significant.

5.3 The lower the family socioeconomic status, the higher will be the degree of satisfaction with parent-child relationship, family life, and quality of life.

This sub-hypothesis is not supported. Both groups show at significant levels that the higher the family socioeconomic status, the higher the DOS with family life (Table 27). On the other hand, Group A reveals decreased DOS with quality of life at a significant level, with increased family socioeconomic status. Satisfaction with parent-child relationship for both groups, and quality of life (Group B only) increased with increased family socioeconomic status. However, none of these is significant.

In summary, the sub-hypotheses were not supported. Hence, the overall hypothesis of significant relationships between family

Table 27. Relationship of Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status, to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life

Specific Variable	Group	Degree of Satisfaction					
		Parent-Child Relationship		Family Life		Quality of Life	
		r	p	r	p	r	p
Family Developmental Stage	A (N=34)	.2554	.072	.6963	.001[a]	-.6689	.001[a]
	B (N=32)	.0875	.317	.6057	.001[a]	-.2395	.093
Family Structural Complexity	A (N=34)	.3955	.010[a]	.5465	.001[a]	-.7021	.001[a]
	B (N=32)	.4703	.003[a]	.4969	.002[a]	-.1453	.214
Family Socioeconomic Status	A (N=34)	.2357	.090	.5440	.001[a]	-.4492	.004[a]
	B (N=32)	.1993	.137	.5255	.001[a]	.0438	.406

[a]Significant relationship at .05 level.

developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life, was not supported.

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CHAPTER VII

DISCUSSION OF FINDINGS

The discussion of findings focuses around three themes, namely: (1) differences between data obtained from Instruments A and B; (2) relationship of the findings to the theory of resource exchange; and (3) relationship of the findings to Mexican American families.

Differences Between Data Obtained from Instruments A and B

This section focuses on Instruments A and B used by the 16 respondents (see pp. 60-64). Hypothesis 1, postulating that there would be a significant difference in the resource exchange patternings with respect to data gathered by Instruments A and B, was supported. It should be recalled that the resource alternatives (RAs) in Instrument A were general in nature, whereas those of Instrument B were more situation-specific. The intra-resource patternings (IRPs) for each of Groups A and B differed significantly for each specific resource exchanged (SRE). While love and services ranked higher in Instrument A than in B, status and information ranked higher in Instrument B than in A. Goods and money ranked fifth and sixth, respectively, in both instruments.

Differences in data obtained by the two instruments may be due to the very nature of the different RAs; i.e., Instrument A, with its wider range of generality, and Instrument B's narrower range of specificity.

In short, Instrument A may be more appropriate for measuring general behavior and Instrument B, specific behavior. Hence, the significant differences between data yielded by the two instruments.

Another possible explanation for the differences is that Instrument B might be a more sensitive instrument in terms of measuring status and information. On the other hand, Instrument A may have more easily tapped love and services. Goods and money, the study suggests, are stable in their rank in the groups, i.e., fifth and sixth, respectively, whether or not the behavior being measured was general or specific.

There is a third possible explanation for the difference. While Instrument A was a modified version of the Foa and Foa (1974) instrument and is, perhaps, more culture-free, Instrument B, which evolved from the panel and several pretests of Mexican American respondents, may reveal a cultural resource exchange patterning. Instrument B, in short, may be more culture-specific. Hence, results yielded by Instrument B could be more descriptive of the Mexican American family.

If these conjectures are true, then Foa and Foa's Instrument A is, to some extent, culture-bound. It may be more applicable to the Anglo Americans. Hence, using the Foa instrument on other minorities and culture groups may not yield true resource exchange patternings. The very encompassing and general characteristic of the RAs in the Foa instrument, the present study indicates, may not measure the many ramifications of social communications in other cultural groups. Instrument B appears to have ferreted out what might be close to the Mexican American resource exchange preferences at a point in time and space.

Another finding worth looking into are the very highly significant (.001) differences between Instruments A and B in terms of status, services, goods, and money. It is possible that the situation-specific characteristic of the different RAs in Instrument B appealed more to the respondents compared to the general nature of Instrument A. The findings suggest that love and information (resource classes in the two instruments with significant and highly significant differences at both .05 and .01, respectively) have RAs that are more similar than different. The rankings made on them therefore tended to be similar.

One could conclude that the differences may be due to the instruments themselves, and may not be true differences found in the population. However, when findings are viewed in the light of the different pretests (see Appendix D) and those of the final responses for the present study (see pp. 95-122 and Appendix A), Instruments A and B appear to have tapped resource exchange patternings in the samples that differ.

Relationship of the Findings to the Theory of Resource Exchange

This section discusses the findings from the 66 families reported on the intra-resource patternings (IRPs) on the individual level (see pp. 95-109) and intrafamily level (see pp. 111-122 and Appendix A) patternings, in relation to the theory of resource exchange.

The total resource patternings (TRPs) for each group in the present study are generally supported by Foa and Foa's theory of resource exchange. Whereas the Foas postulated the following to be the rank-order of resources according to degree of particularism: love, status,

services, information, goods, and money, the present study showed that Mexican American families ranked information slightly ahead of services. It therefore seems that as far as the Mexican American families are concerned, information is considered slightly more particularistic than services.

This study also disclosed that love ranked first in most IRPs. In only two instances, in Group B when love and information were the specific resources exchanged (SREs), status ranked ahead of love as the most preferred RA. This suggests that love and status dominate resource exchange preferences regardless of SRE and type of behavior when the situation involves parents and children. This has important implications for the particularistic function of the home, and reinforces Foa and Foa's (1974) contention that "in the family, love and status are the crucial resources" (p. 151). Figure 4 summarizes the intrafamily level resource patternings (see Appendix A) and compares the IRPs of Groups A and B. It shows the dominance of love as an RA in most of the SREs. Foa and Foa's rank-order of resources: love, status, services, information, goods, and money, tallies with only one IRP: Group A's services as the SRE.

The findings appear to indicate that in these families, all interpersonal resource exchanges evoke particularistic type of expectations. Love and status ranked first irrespective of SRE. It could be that interaction between parents and children may be favorable for the exchange of particularistic resources, i.e., that the family specializes in particularistic resources. If this is the case, the findings on the Mexican American family do not entirely support Foa and Foa's contention

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Specific Resource Exchanged (SRE)	Rank of Resource Alternative (RA)	Intrafamily Intra-Resource Patternings		
		Group A	Group B	Remarks
Love	First	Love	Status	Totally different
	Second	Status	Love	
	Third	Information	Goods	
	Fourth	Goods	Information-Services	
	Fifth	Services	Money	
	Sixth	Money		
Status	First	Love	Love	
	Second	Status	Status	
	Third	Information	Information	Same
	Fourth	Services	Services	
	Fifth	Goods	Goods	
	Sixth	Money	Money	
Services	First	Love	Love	
	Second	Status	Status	
	Third	Services	Services	Almost same
	Fourth	Information	Goods	
	Fifth	Goods	Information	
	Sixth	Money	Money	
Information	First	Love	Status	
	Second	Services	Love	Totally different
	Third	Status	Money	
	Fourth	Money	Services	
	Fifth	Goods	Information	
	Sixth	Information	Goods	
Goods	First	Love	Love	
	Second	Information	Information	
	Third	Status	Status	Same
	Fourth	Services	Services	
	Fifth	Goods	Goods	
	Sixth	Money	Money	
Money	First	Love	Love	
	Second	Status	Status	
	Third	Information	Information	Same
	Fourth	Services	Services	
	Fifth	Goods	Goods	
	Sixth	Money	Money	

Figure 4. Summary and Comparison of Intrafamily Intra-Resource Patternings.

that "the family is probably the institution where the widest range of exchange is found" (p. 151). Preference for resource alternatives in intrafamily level appears to be limited to the particularistic resources.

Further, the present study does not support the Foas' contention that the more particularistic a resource, the greater the probability it will be exchanged with a particularistic resource (Foa and Foa, 1974, p. 164). Mexican American families still preferred the particularistic to universal resources even as information, services, goods, and money were exchanged.

Perhaps the very nature of the setting and the relationships between exchange partners make the universal-concrete resources somewhat irrelevant in the family setting. In short, in parent-child interaction, love and status appear to be built into the situation and therefore could limit the exchange of resources only to the particularistic ones. In this context, this study is supported by Foas' stance regarding resource specialization of institutions, i.e., the family is the seat of particularistic resources.

The findings of the present study also support the Foas' contention of a high degree of concordance among family members for the particularistic resources.

The following comments made by fathers and mothers, teenage children, and interviewers appear to support the contention that the family specializes in particularistic resources.

Fathers and Mothers

> It's difficult making a choice. Firstly, I don't expect anything from my children. I just want to give them the best of what we

can afford. I really don't expect anything in return. But with these questions, they (the questions) make me think seriously of how I'm raising my children. Perhaps there's a need for me to look back.

Bribery. No choice!

Buying love?

Let's have a third alternative. (On the paired-comparisons technique.)

My expectations of my children are the following: that they love me; do well in their studies; and behave well. Expect "much", yes, but for their own sake.

I don't think children have to return something in return. [sic]

Questions are not appropriate to my family situation (son and daughter, aged 10 and 12, respectively). I am not and I do not expect to be paid for being a mother.

I would rather receive love and respect than money or gossip.

Not as payment for situation, but because that's what he should do.

Expectations have bad connotations. For everything you do, you expect something in return.

I have negative reactions (toward the instrument) because it appears that for all things you do, you expect something in return.

Not in payment for the situation but because that's what my son should do, e.g., put away his things in order.

I expect him to do things because he has to do them, and not because it's a payment for some favor I did.

I don't expect anything in return. I just want him to enjoy himself, for instance, in the ballgame.

Difficult to choose when you're making a choice based on situation. I expect him to give me care when I'm sick--not because he says he respects or gives me esteem.

We don't, as parents, expect things in return.

Money? I don't expect my child to give me money. There's too much reference on money.

All these eventually boil down to love.

Self-esteem? Too much reference to it.

Are you trying to find out if I am liked by my family or how I think my family gets along? These questions made me stop to think about these situations, instead of doing these to my children without evaluating.

I don't understand the purpose of all of these. Are you trying to find out how good a parent I am?

If between husband and wife exchange, I'll find it easier and more realistic.

None of the possibilities fit.

I don't like the possibilities.

Your examples are poorly done. I can't begin to rank when I wouldn't do them at all.

Poor examples.

I just want to take care of him.

On all situations: Don't care to answer.

Respondent wrote "no" to all items except on love and status.

Don't expect anything; expect a 'thank you'.

On goods: Respondent wrote "no". All others, "Don't know".

On money: Pays the money back. Period!

On services: I don't expect any in return.

Respondent just ranked respect as 1 in all SREs.

On love: That my child gives me love in return. All others: Just love and respect in return.

Teenagers

I don't feel I should expect something from my parents for things I do for them. I could never pay off my debt to them for giving me life.

On money order in return for services: Very nice.

On a check in return for love: This might work.

Interviewers

They felt they can't put dollar value for love.

Respondents feel that love and respect are most important, more important than money and services.

My respondent had a tiny baby so she had no expectations.

Not applicable to infants especially with younger families.

I had to do extra coaxing to get each situation numbered.

I don't think respondents can relate to these situations. They're just turned-off.

The younger the ages of children in a family, the more turned-off families are.

One of my respondents said they had a little family discussion on the different items that night.

Respondents felt this was the most interesting part of the whole data gathering.

Relationship of the Findings to Mexican American Families

The study sample was comprised of 66 non-migrant Mexican American families. As groups of individuals and families they indicated preference for the particularistic resources regardless of SRE. They placed higher emphasis on status and information in Instrument B compared to Instrument A (see pp. 60-64; 95-109; and Appendix A).

The intrafamily intra-resource patternings (see Appendix A) showed that status, among the B families, ranked first regardless of family developmental stage when love is exchanged. Group A showed increased preference for status as family developmental stage advanced when money

was the SRE. Further, Group A families and those in Group B, were found to exhibit increased preference for status when services and goods, respectively, were the SREs, as family socioeconomic status increased.

With regard to information, the preference increased with increased family developmental stage when love, services (Group A only), and goods (Group B only) were exchanged (see Appendix A). It also increased in rank in both groups with increased family structural complexity and family socioeconomic status with love and status as the SREs.

"Status", the Foas (1974) assert, "has stronger interpersonal connotations than love. Some degree of acceptance is necessary for the interpersonal relationship to continue" (p. 75). Status, expressed in attitudinal and behavioral aspects appeared to be crucial to these families. Self-concept and self-worth, by and large, depend on one's status in the group to which one belongs or professes to belong. It would also appear that satisfaction with quality of life among Mexican American families could be closely linked to their status: their position in the community at large. Because of the high value placed on status (which has its roots in childhood socialization and the Mexican American's "field sensitive" cognitive style (Ramirez, 1973), they may be sensitive to the human behavioral environment. Mexican Americans are speculated to be affected by environmental cues and stimuli--those that convey, among others, acceptance, rejection, respect, racial discrimination, status deprivation, withholding information, recognition, encouragement, being consulted for one's opinions, being listened to, given opportunities, promotions, and the human behavioral environment helping

them "make things happen". These environmental cues could become more pronounced as Mexican American children grow older and interact with the larger human behavioral environment.

Another resource class which appeared important for Mexican American families is information. This could reflect, among others, a desire to know more about and be more fully integrated in the outside environment. It could also imply that information, among the families studied, may be viewed as a medium for greater access to more resources. Hence, a vehicle for upward social and economic mobility. As such, it could mean a striving towards being integrated with the dominant culture.

Information, the second resource preferred more highly by Group B than Group A, is closely linked to status. Resources can be obtained only in interpersonal situations, and interpersonal interaction is highly contingent on verbal and/or symbolic communication. A deficiency in ability to communicate makes it difficult for the Mexican American to relate satisfactorily to the members of the dominant culture. Information is as crucial to interpersonal interaction as status. Status is basic before one could interact with the dominant culture, and one's status is enhanced by the ability to communicate. On the other hand, ability to interact and communicate is primary before one gains acceptance and recognition, let alone, access to other resources offered by the economic resource-rich environment. To admit that either one, status or information, is much more important than the other, is to reject their mutual interdependence, their roles in interpersonal relationships, human development, and consequently, to satisfaction with

quality of life. Both status and ability to communicate therefore appear to be critical for the Mexican American quality of life and well-being.

Generally, there appears to be a negative relationship between degree of particularism (preference for love and status) and satisfaction with parent-child relationship, family life, and quality of life (see Tables 26 and C-1). Among the respondents (Group A in particular), satisfaction with all three aspects of life seems to be related to preference for the more universal resources such as goods and money. Further, the results of the negative relationship between satisfaction with quality of life and family socioeconomic status (see Tables 27 and C-2), suggest preference for the universal-concrete resources. Finally, the findings on love and status being the most preferred resources regardless of specific resource exchanged (SRE) and characteristics of families (see Appendix A), and the results of the generally negative relationship of degree of particularism and satisfaction with parent-child relationship, family life, and quality of life, at first, appear to contradict each other. However, a closer examination of the many implications of these seemingly contradictory findings could be the key to the understanding of the Mexican American family and their satisfaction with quality of life. The findings could imply, among others, a need for both the particularistic and universal resources which the Foas (1973) have argued to be "the components of quality of life" (p. 21).

CHAPTER VIII

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR RESEARCH

Summary and Conclusions

This study examined the intrafamily resource exchange patternings of 66 (162 individual respondents) non-migrant Mexican American families (father and mother and a child, if a teenager, also responded) in Saginaw, a metropolitan area in Michigan, as revealed in their parent-child interaction. The objectives of the study were: (1) to determine if resource exchange patternings will differ if the instrument used to gather data is general or situation-specific in nature; (2) to describe the resource exchange patternings of family subgroups, i.e., fathers of preteens, mothers of preteens, fathers of teen sons, mothers of teen sons, fathers of teen daughters, mothers of teen daughters, teen sons, and teen daughters; (3) to determine the degrees of concordance on resource exchange patternings of specific family subgroups; (4) to determine the relationship of family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, to degree of particularism; and (5) to determine the relationship of family developmental stage, family structural complexity, and family socioeconomic status, to degree of satisfaction with parent-child relationship, family life, and quality of life.

The present study used the survey method, with interview and self-report techniques of data gathering. Part I of the interview schedule was on family background characteristics of respondents. Part II, the self-report resource exchange instrument proper, was of two types: first, Instrument A, which was Foa and Foa's (1974) Social Interaction for Exchanges of Giving, adapted for this study to parent-child interaction; second, Instrument B, an adaptation of the Foa and Foa instrument, was developed by the researcher for the present study.

Six resource classes (love, status, services, information, goods, and money) postulated by the Foas were explored in the Mexican American parent-child interaction. For Instrument B, a panel of Mexican Americans and Anglo American women was created. Each member of the panel was given a checklist of statements, each describing a resource alternative (RA). Panelists were asked to choose which resource an RA best described. The instrument which evolved from the panel was pretested five times. The first two pretest instruments consisted of 60 RAs, 10 for each of the resource classes. Each RA inquired about the degree to which parents did for their children each behavior described. The third pretest instrument consisted of 42 out of the original 60 RAs. The fourth pretest instrument, with 30 RAs, followed the paired-comparisons format developed by the Foas. This became the final instrument used in the beginning of the fieldwork.

A major revision in the format of the two instruments was made owing to a number of problems encountered in the field. A forced-choice ranking technique was adopted consisting of 36 RAs. This version was

pretested among Mexican American mothers and teenagers before it was used in gathering the data reported in this dissertation.

A basic question which the study attempted to answer was if there were significant differences between the two types of instruments in the present study. Sixteen Mexican Americans, 12 adults and four teenagers, living in Gratiot County, a non-metropolitan area in Michigan, were each given Instruments A and B. Respondents were asked to rank each RA in the two instruments. Kappa (K) statistic showed significant differences in the rankings in both instruments of all six resource alternatives. While the rankings made on goods and money tended to be the same for both instruments, love and services ranked higher in Instrument A or more often than in B. On the other hand, status and information tended to be ranked higher in Instrument B than in A. Two levels of analysis were used. The first is an individual level patternings; and second, on intrafamily level patternings and degree of concordance. Rankings made by respondents on the different RAs on each SRE, were analyzed to determine their intra- and total resource patternings. Significance of differences on the rankings of RAs by subgroups were determined using Spearman's rank correlation (r_s). Kendall's coefficient of concordance (W) was used to determine the degree of concordance among family members. Furthermore, the relationships of the different variables included in this study (family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, and degree of particularism) were determined using Pearson's r.

The findings and conclusions in relation to the different hypotheses of the study include:

Hypothesis 1. There will be significant differences in resource exchange patternings with respect to data gathered by instruments that are general or situation-specific.

This hypothesis was supported. Instrument A, which was general in nature, and Instrument B, situation-specific, differed significantly in intra-resource and total resource patternings.

Hypothesis 2. Fathers, mothers, teenage sons, and teenage daughters will not differ significantly in their resource patternings.

This hypothesis was partially supported. Fathers, mothers, teenage sons, and teenage daughters are generally agreed on their intra-resource patternings. Love was generally ranked first, status second, with goods and money as fifth and sixth, respectively. Differences in ranking were found between information and services. Group B, using a more situation-specific instrument more than Group A, revealed more number of positive and significant correlations in the ranking of each RA for each SRE. Generally, the total resource patterning for all subgroups was as follows: love, status, information, services, goods, and money.

Hypothesis 3. Family members of different family developmental stage, family structural complexity, family socio-economic status, and degree of satisfaction with parent-child relationship, family life, and quality of life, will exhibit similar degrees of concordance on their resource patternings.

This hypothesis was partially supported. Degree of concordance (DOC) for most subgroup's intra-resource patterning ranged from moderate (.50) to perfect (1.00). In both groups, the DOCs generally decreased

with increased family developmental stage in all SREs, and increased family structural complexity when information and services were the SREs. The DOCs generally decreased with increased family socioeconomic status when love, status, goods, and money were the SREs for Group B. For Group A, DOCs decreased with increased family socioeconomic status when information was exchanged, and increased DOCs for services and goods.

Group A showed decreased DOCs with increased degree of satisfaction (DOS) with parent-child relationship when love, status, and goods were exchanged; but increased DOC when information was the SRE. Group B, on the other hand, generally showed increased DOCs with increased DOS for information and money. The DOCs for Group A increased when love was exchanged with increased DOS with family life. DOCs were highest in the low DOSs level when the specific resources exchanged were status, information, and money, and in the high DOS group for services and goods. Group B's DOCs increased with increased DOS with family life when love and status were the SREs, but decreased for information and services. Group A showed increased DOCs with increased DOSs with quality of life when services and money were exchanged. The DOCs were highest in the high DOSs group for love, information, and goods. Group B's DOCs were highest in the highest DOSs with quality of life when love and status were exchanged. Highest DOCs were observed in the lowest DOSs groups when information and services were exchanged, and highest in the medium DOSs with goods and services.

Hypothesis 4. There will be significant relationships between family developmental stage, family structural complexity, family socioeconomic status, degree of satisfaction with parent-child relationship, family life, and quality of life, and degree of particularism.

This hypothesis was not supported. Group A generally showed decreased but not significant levels of degree of particularism with increased family developmental stage, family structural complexity, degree of satisfaction with parent-child relationship, family life, and quality of life (quality of life decreased at a significant level). Group B, on the other hand, generally exhibited increased degree of particularism with increased family developmental stage, and degree of satisfaction with parent-child relationship, family life, and quality of life. However, none of these were significant.

Hypothesis 5. There will be significant relationships between family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life.

This hypothesis was not supported. Groups A and B generally tended to show increased DOSs with parent-child relationship with increased family developmental stage, family structural complexity (both groups at significant levels) and family socioeconomic status. Increased satisfaction with family life is positively and significantly related to increased family developmental stage, family structural complexity, and family socioeconomic status for both groups. Degree of satisfaction with quality of life for Group A decreased significantly with increased family developmental stage, family structural complexity, and family socioeconomic status. Although Group B showed decreased DOS

with quality of life with increased family developmental stage and family structural complexity, the DOS with quality of life tended to increase with increased family socioeconomic status. However, none of these were significant.

Implications for Research

An approach to the study of resource exchange patternings, particularly between parents and children, requires that various interfaces between these subsystems be reflected in the processing of data. The present study attempted to capture the interfaces between parents and children by combining related variables which have been traditionally treated singly. As with resources, socioeconomic and demographic characteristics of respondents operate simultaneously. To treat these characteristics individually would be to reject the reality that several variables operate simultaneously to influence an individual's resource exchange patternings. Hence, the greater the number of related variables that can be identified and placed under the term "interface" between subsystems and given a label, e.g., family structural complexity, the greater may be the likelihood of accuracy with which subsystems may be described.

Another area worth looking into is the problem of individual and family variables. Under what conditions is a variable more accurately the property of an individual or of a group such as the family? The present study treated variables such as individual health status and paid employment status, variables that seemingly belong to an individual

as "family" variables. Some cultures stress individualism. Others put greater emphasis on the family, i.e., the family unit being much more important than the individual (Grebler, 1970). In the latter case, the interface between the family and the individual would appear greater. In the light of this reasoning, individual characteristics may need to be viewed, to some extent, as being culture-bound.

The present study also considered the average rank of RAs and average scores obtained for degree of particularism and degree of satisfaction (DOS) with parent-child relationship, family life, and quality of life, as the "family rank". True "family rank" and "family score" cannot be obtained with the data on hand. All that was obtained was an average rank or score of family members' opinions, here treated as "family data". Although this is acceptable, to obtain true family rank and score, the family should be asked as a unit to rank the six RAs in the six SREs. Another possibility would be to ask family members to rank the RAs separately and then as a unit to reconcile the differences.

Researchers of resource exchange may need to take a closer look at the patterns or variations of resource exchange preferences, i.e., both "dominant" and "variant" resource classes occur simultaneously in any exchange behavior. Rarely, if ever, is a resource class exchanged singly. Resources, either given or taken away, in reality, operate in concert. The very qualities of simultaneousness of resources, and the varying degrees of awareness with which resources are given or taken away make research on resource exchange an area with numerous open possibilities. For instance, for purposes of research, how does one ferret out the dominant from the variant resources with minimum

deviation from "reality"? Further, is the study of resource exchange preferences, which is hypothetical, a better way of coming closer to "reality" more than the study of resource exchange based on actual behavior?

It will be important to determine if the rank-order preferences made by the families on the six resource classes differ significantly. For example, do all families significantly prefer love over status, status over information, information over services, services over goods, and goods over money? Data for the present study were not analyzed as outlined above. Perhaps a system can be devised for determining the significance of preference of each resource class over the others in order to obtain a more reliable picture of resource exchange preferences. All that the present study did was to establish a hierarchy of preferences. The level of significance of the "dominance" of love, for instance, over all the rest of the resources was not ascertained.

Another area worth studying is the degree of disagreement among family members in their resource exchange patternings. The chi-square test should be used for a hypothesis of no actual agreement among members. The present study hypothesized from moderate (.50) to perfect (1.00) degrees of concordance and therefore merely used Kendall's W (1973) and the average rank correlation (r_s). Levels of significance on degrees of disagreements can be determined by using the chi-square statistic.

A basic question which the present study has not tapped is: will a pattern of preferences result if family members have no choices among the different resource alternatives, or choose just one or two

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alternatives? This question attempts to test for the presence of patternings. It tries to find out whether families make a hierarchy in the choices of resource alternatives presented for each specific resource exchanged. By using the forced-choice ranking technique, the present study has assumed that family members have a hierarchy of resource alternatives. Indeed, pretest results (see Appendix D) and comments and suggestions from interviewers and respondents (see pp. 135-138) suggest the need for a closer look at intrafamily resource exchange.

More studies on resource exchange among Mexican American families need to be undertaken before one can declare with greater validity that indeed the two instruments used in this study differ significantly, i.e., Instrument A may be more sensitive to the Anglo American culture, and Instrument B, to the Mexican American culture. How may the data yielded by Instrument B be truly more descriptive of the Mexican American parent-child interaction and how more geared to the Anglo American was Instrument A, are questions that can be answered only by replicating the present study using as respondents Anglo American families. Only then can the findings of the present study be made more useful and meaningful in the light of the Mexican American situation, when viewed in the context of what is happening in parent-child socialization in the dominant culture.

A more sophisticated instrument may need to be developed in order to explore more fully the resource exchange patternings of a group of people. Items in the measuring instrument could include more aspects of parent-child interaction. It should be remembered, however, that

situations used should be realistic and within the experiences of the prospective respondents.

Perhaps another approach to the study of resource exchange patternings needs to be followed. Although an unobtrusive technique may be used, this provides a very limited range of behavior aspects to be measured. Perhaps a card-sorting technique of preferred resource alternatives would prove useful. Further, an observation technique of social interaction may yield meaningful data. A specific type of behavior, occurring in time and space, such as interaction during meal-time, using the observation technique, may yet yield valuable data on whom in the family invests (or takes away) a specific resource in (or from) a specific family member.

Families in different stages of the family life cycle need to be studied in order to determine the "dominant" resource exchange patternings of individual family members and the family as a group at different points in time and space. This cross-section approach could be used in lieu of a longitudinal study of families. Further, a time-series study of a panel of families may be followed over a period of time. In this way, a better understanding of the human development role of the theory of resource exchange can be attained.

This study has raised more questions than it has answered. Nevertheless, it has provided some new insights for a better understanding of the Mexican American family, and of the applicability of the resource exchange theory in the Mexican American context.

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APPENDICES

APPENDIX A

Detailed Findings of Intrafamily Intra-Resource Patternings (IRPs) and Degrees of Concordance (DOCs) for Each Family Subgroup

Summary of Intrafamily Intra-Resource Patternings of Resource Alternatives (RAs) for Each Specific Resource Exchanged (SRE)

A summary of the intrafamily intra-resource patternings (IRPs) for Groups A and B based on the results on the different family developmental stage, family structural complexity, family socioeconomic status, and degree of satisfaction with parent-child relationship, family life, and quality of life follows (Tables A-1-A-12).

Love--Love ranked first in Group A except in two instances when love and status were equally ranked highest. On the other hand, status was most preferred among the B families in 11 out of 18 IRPs. Status also ranked either equally or slightly behind love as first choice in five IRPs. Both groups ranked money as sixth.

Status--Group A ranked love as first in all IRPs, while status was second in most patternings. Group B, on the other hand, equally (seven each) ranked love and status as first-choice, and in four IRPs, love only slightly ranked ahead of status. Money ranked sixth in all IRPs in both groups.

Information--Group A families ranked information as sixth in all IRPs in exchange for information, while status ranked first in all IRPs in return for information among the B families. Love or money ranked second in almost equal numbers of IRPs. Group B also ranked information and goods as third and sixth, respectively, in most IRPs.

Services--Love ranked first in 12 out of 18 IRPs in Group A. Love and status were both first in five, and status as highest, once. Goods and money were fifth and sixth, respectively. Group B families, on the

other hand, ranked love as first and status second in all IRPs. Information ranked fifth, and money, sixth, in most IRPs.

Goods--Love ranked first in all 18 IRPs among the A families; information was second in 16. Goods ranked fifth in 13, and money, sixth, in all IRPs. Among the B families, love ranked highest in all IRPs while information ranked second in 13 out of 18 IRPs. Status was a second choice in four IRPs. Goods and money in all IRPs ranked fifth and sixth, respectively.

Money--Group A families ranked the following as first: love in 14 out of 18 IRPs; status, in three; and in one, information. Group B families, on the other hand, ranked love highest in all IRPs. Status and information were second or third in most patternings. Generally, goods and money ranked fifth and sixth, respectively, in both groups.

In general, Groups A and B families showed similar intra-resource family patternings when subgrouped according to specific characteristics. Group A generally ranked as first, love in return for love, status, information, services, goods, and money. Status generally ranked second. Group B families, on the other hand, generally ranked love as first in return for services, goods, and money. Status was first when love and information were the SREs. When status was exchanged, Group B almost equally ranked love and status. Groups A and B, however, generally ranked goods and money as fifth and sixth, respectively.

Summary

Group A families ranked love as first in all six IRPs; status, second in four (Table A-13). Goods ranked fifth in four out of six IRPs,

and money, sixth in all IRPs. Group B families, on the other hand, had love as first in four out of six IRPs (status, services, goods, and money as SREs). Status ranked first when love and information were the SREs. Money ranked sixth in five IRPs, and in one SRE (on information), goods ranked sixth. When all resources were exchanged, both Groups A and B showed the same total resource patterning (TRP): love, status, information, services, goods, and money (Table A-14).

Table A-1. Concordance of Intra-Resource Patternings for Groups A and B According to Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status when Love is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			63	86	124	150	133	181	.73	.72
Total Group B (N=32)			84	77	130	130	98	177	.68	.67
Family Developmental Stage										
Group A:	Stage I	(N=11)	18	28	46	50	44	58	1.00	1.00
	Stage II	(N=11)	23	28	37	48	42	61	.74	.71
	Stage III	(N=12)	22	30	41	52	47	62	.49	.44
Group B:	Stage I	(N=6)	16	14	27	27	17	34	1.00	1.00
	Stage II	(N=15)	43	42	59	57	47	83	.74	.72
	Stage III	(N=11)	25	21	44	46	34	60	.46	.41
Family Structural Complexity										
Group A:	Low	(N=13)	23	34	52	55	52	70	.88	.87
	Medium	(N=18)	34	46	60	84	70	93	.65	.63
	High	(N=3)	6	6	12	11	11	18	.77	.66
Group B:	Low	(N=10)	26	27	45	39	29	55	.84	.82
	Medium	(N=16)	43	39	63	66	48	87	.61	.58
	High	(N=6)	15	11	22	25	21	35	.75	.70
Family Socioeconomic Status										
Group A:	Low	(N=9)	18	21	35	34	35	48	.51	.45
	Medium	(N=16)	29	40	54	79	63	84	.85	.84
	High	(N=9)	16	25	35	37	35	49	.81	.79
Group B:	Low	(N=7)	20	15	35	25	19	41	1.00	1.00
	Medium	(N=10)	25	25	40	41	34	54	.72	.69
	High	(N=15)	39	37	55	64	45	82	.56	.53

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-2. Concordance of Intra-Resource Patternings for Groups A and B According to Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status when Status is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			79	101	119	120	133	189	.66	.65
Total Group B (N=32)			66	70	117	123	141	177	.78	.77
Family Developmental Stage										
Group A:	Stage I	(N=11)	27	38	39	40	43	60	.87	.86
	Stage II	(N=11)	25	28	41	42	45	62	.86	.85
	Stage III	(N=12)	27	35	39	38	45	67	.34	.28
Group B:	Stage I	(N=6)	11	12	24	26	26	33	1.00	1.00
	Stage II	(N=15)	32	38	53	55	70	83	.90	.89
	Stage III	(N=11)	23	20	40	42	45	61	.54	.49
Family Structural Complexity										
Group A:	Low	(N=13)	31	39	43	49	50	75	.82	.81
	Medium	(N=18)	40	51	68	62	69	98	.57	.54
	High	(N=3)	8	11	8	9	14	16	.77	.66
Group B:	Low	(N=10)	21	23	38	38	44	56	.90	.89
	Medium	(N=16)	36	34	57	60	71	88	.73	.71
	High	(N=6)	9	13	22	25	26	33	.76	.71
Family Socioeconomic Status										
Group A:	Low	(N=9)	22	25	25	31	37	54	.72	.69
	Medium	(N=16)	40	45	63	55	57	88	.62	.59
	High	(N=9)	17	31	31	34	39	47	.81	.79
Group B:	Low	(N=7)	13	16	27	26	34	38	.97	.97
	Medium	(N=10)	20	21	36	39	42	57	.75	.72
	High	(N=15)	33	33	54	58	65	82	.73	.71

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-3. Concordance of Intra-Resource Patternings for Groups A and B According to Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status when Information is Exchanged.

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			53	107	193	105	141	135	.77	.76
Total Group B (N=32)			87	63	158	132	175	89	.96	.96
Family Developmental Stage										
Group A:	Stage I	(N=11)	21	30	65	34	45	47	.97	.97
	Stage II	(N=11)	18	37	61	36	47	41	.81	.79
	Stage III	(N=12)	14	40	67	35	49	47	.61	.57
Group B:	Stage I	(N=6)	16	12	34	25	34	16	1.00	1.00
	Stage II	(N=15)	45	29	75	63	82	41	1.00	1.00
	Stage III	(N=11)	26	22	49	44	59	32	.52	.47
Family Structural Complexity										
Group A:	Low	(N=13)	22	38	77	39	56	54	1.00	1.00
	Medium	(N=18)	25	61	98	56	72	73	.67	.65
	High	(N=3)	6	8	18	10	13	8	.61	.42
Group B:	Low	(N=10)	26	21	54	39	58	29	1.00	1.00
	Medium	(N=16)	46	30	77	71	85	41	.91	.90
	High	(N=6)	15	12	27	22	32	19	.51	.41
Family Socioeconomic Status										
Group A:	Low	(N=9)	15	31	53	24	38	34	.86	.84
	Medium	(N=16)	23	52	88	46	67	70	.82	.81
	High	(N=9)	15	24	52	35	36	31	.73	.70
Group B:	Low	(N=7)	15	14	38	29	40	22	1.00	1.00
	Medium	(N=10)	31	19	49	42	52	25	.84	.82
	High	(N=15)	41	30	71	61	83	42	.88	.87

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-4. Concordance of Intra-Resource Patternings for Groups A and B According to Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status when Services are Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			60	70	129	128	152	193	.84	.84
Total Group B (N=32)			65	84	135	118	125	170	.71	.70
Family Developmental Stage										
Group A:	Stage I	(N=11)	17	22	49	42	51	63	1.00	1.00
	Stage II	(N=11)	24	24	41	39	49	60	.69	.66
	Stage III	(N=12)	19	24	39	47	52	70	.67	.64
Group B:	Stage I	(N=6)	9	15	26	23	25	35	1.00	1.00
	Stage II	(N=15)	34	43	65	52	58	82	.88	.87
	Stage III	(N=11)	22	26	44	43	42	53	.29	.22
Family Structural Complexity										
Group A:	Low	(N=13)	23	26	55	52	60	73	1.00	1.00
	Medium	(N=18)	31	38	62	67	80	102	.66	.64
	High	(N=3)	6	6	12	9	12	18	.66	.49
Group B:	Low	(N=10)	18	28	44	36	39	55	.88	.87
	Medium	(N=16)	35	42	67	59	62	84	.68	.66
	High	(N=6)	12	14	24	23	24	31	.53	.44
Family Socioeconomic Status										
Group A:	Low	(N=9)	18	18	32	35	38	52	.77	.74
	Medium	(N=16)	25	35	63	61	72	89	.85	.84
	High	(N=9)	17	17	34	32	42	52	.90	.89
Group B:	Low	(N=7)	16	21	35	28	23	35	1.00	1.00
	Medium	(N=10)	18	25	38	36	41	53	.47	.41
	High	(N=15)	31	38	62	54	61	82	.78	.76

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-5. Concordance of Intra-Resource Patternings for Groups A and B According to Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status when Goods are Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			73	113	93	132	135	192	.71	.70
Total Group B (N=32)			60	110	94	116	132	176	.62	.61
Family Developmental Stage										
Group A:	Stage I	(N=11)	25	39	29	46	44	63	1.00	1.00
	Stage II	(N=11)	24	37	32	42	44	61	.71	.68
	Stage III	(N=12)	24	37	32	44	47	68	.46	.41
Group B:	Stage I	(N=6)	13	17	22	23	23	36	1.00	1.00
	Stage II	(N=15)	32	51	43	52	67	81	.68	.66
	Stage III	(N=11)	15	42	29	41	42	59	.41	.35
Family Structural Complexity										
Group A:	Low	(N=13)	28	44	37	52	53	75	.95	.95
	Medium	(N=18)	38	60	47	72	67	100	.55	.52
	High	(N=3)	7	9	9	8	15	17	.81	.72
Group B:	Low	(N=10)	21	33	33	36	40	57	.81	.79
	Medium	(N=16)	29	54	45	58	67	88	.57	.54
	High	(N=6)	10	23	16	22	25	31	.49	.39
Family Socioeconomic Status										
Group A:	Low	(N=9)	21	31	23	30	35	53	.64	.60
	Medium	(N=16)	35	54	44	67	59	89	.70	.68
	High	(N=9)	17	28	26	35	41	50	.85	.83
Group B:	Low	(N=7)	13	27	21	26	29	39	.90	.88
	Medium	(N=10)	20	33	28	36	39	57	.57	.52
	High	(N=15)	27	50	45	54	64	80	.54	.51

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-6. Concordance of Intra-Resource Patternings for Groups A and B According to Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status when Money is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			75	88	91	137	156	189	.77	.76
Total Group B (N=32)			60	97	99	122	132	182	.72	.71
Family Developmental Stage										
Group A:	Stage I	(N=11)	25	32	30	43	53	63	1.00	1.00
	Stage II	(N=11)	27	29	29	46	49	59	.72	.69
	Stage III	(N=12)	23	27	32	48	54	67	.56	.52
Group B:	Stage I	(N=6)	14	18	18	25	23	35	.92	.90
	Stage II	(N=15)	29	47	48	57	62	83	.71	.69
	Stage III	(N=11)	17	32	33	40	47	64	.67	.64
Family Structural Complexity										
Group A:	Low	(N=13)	30	37	41	50	55	74	.86	.85
	Medium	(N=18)	41	43	41	78	86	97	.76	.75
	High	(N=3)	4	8	9	9	15	18	.82	.73
Group B:	Low	(N=10)	19	32	29	38	43	59	.94	.93
	Medium	(N=16)	30	47	54	61	63	90	.67	.65
	High	(N=6)	11	18	16	23	26	33	.55	.46
Family Socioeconomic Status										
Group A:	Low	(N=9)	20	25	24	35	37	51	.59	.54
	Medium	(N=16)	35	39	39	67	76	91	.89	.88
	High	(N=9)	20	24	28	35	43	47	.77	.74
Group B:	Low	(N=7)	11	24	22	26	31	41	1.00	1.00
	Medium	(N=10)	18	33	30	39	38	58	.74	.71
	High	(N=15)	31	40	47	57	63	83	.59	.56

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-7. Concordance of Intra-Resource Patternings for Groups A and B According to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life when Love is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			63	86	124	150	133	181	.73	.72
Total Group B (N=32)			84	77	130	130	98	177	.68	.67
Satisfaction with Parent-Child Relationship										
Group A:	Low	(N=2)	4	4	11	7	7	11	1.00	1.00
	Medium	(N=7)	15	16	25	29	25	41	.76	.72
	High	(N=25)	44	66	88	114	101	129	.73	.72
Group B:	Low	(N=1)	2	3	3	6	2	5	.77	.77[b]
	Medium	(N=9)	28	25	31	34	26	50	.53	.47
	High	(N=22)	54	49	96	90	70	122	.81	.80
Satisfaction with Family Life										
Group A:	Low	(N=3)	5	8	11	12	12	16	.59	.39
	Medium	(N=8)	15	17	27	32	33	45	.60	.54
	High	(N=23)	43	61	86	106	88	120	.81	.80
Group B:	Low	(N=5)	14	14	17	22	16	26	.59	.49
	Medium	(N=6)	18	24	19	21	15	33	.59	.51
	High	(N=21)	52	39	94	87	67	118	.86	.85
Satisfaction with Quality of Life										
Group A:	Low	(N=5)	9	12	20	17	18	30	.69	.61
	Medium	(N=9)	18	21	32	36	35	50	.60	.55
	High	(N=20)	36	53	72	97	80	101	.84	.83
Group B:	Low	(N=8)	25	29	28	31	20	44	.75	.71
	Medium	(N=5)	14	15	17	21	13	28	.61	.51
	High	(N=19)	45	33	85	78	65	105	.81	.80

[a]The lower the sum of an RA, the higher its preference by respondents.
[b]Average rank correlation could not be determined due to sample size.

Table A-8. Concordance of Intra-Resource Patternings for Groups A and B According to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life when Status is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			79	101	119	120	133	189	.66	.65
Total Group B (N=32)			66	70	117	123	141	177	.78	.77
Satisfaction with Parent-Child Relationship										
Group A:	Low	(N=2)	4	5	6	8	9	12	1.00	1.00
	Medium	(N=7)	17	20	21	26	31	39	.80	.77
	High	(N=25)	58	76	92	86	93	138	.62	.60
Group B:	Low	(N=1)	3	2	4	4	4	5	.71	.71[b]
	Medium	(N=9)	22	16	33	34	39	47	.54	.48
	High	(N=22)	41	52	80	85	98	125	.90	.90
Satisfaction with Family Life										
Group A:	Low	(N=3)	7	8	13	11	12	16	.90	.85
	Medium	(N=8)	18	23	23	29	34	45	.63	.58
	High	(N=23)	54	70	83	80	87	128	.67	.66
Group B:	Low	(N=5)	11	12	18	20	22	26	.71	.64
	Medium	(N=6)	15	13	19	20	29	34	.80	.76
	High	(N=21)	40	45	80	83	90	117	.81	.80
Satisfaction with Quality of Life										
Group A:	Low	(N=5)	11	12	13	19	23	29	.75	.69
	Medium	(N=9)	20	32	27	30	39	49	.72	.69
	High	(N=20)	48	57	79	71	71	111	.69	.67
Group B:	Low	(N=8)	21	19	28	28	37	42	.71	.67
	Medium	(N=5)	11	10	17	18	21	29	.64	.55
	High	(N=19)	34	41	72	77	83	106	.88	.87

[a]The lower the sum of an RA, the higher its preference by respondents.
[b]Average rank correlation could not be determined due to sample size.

Table A-9. Concordance of Intra-Resource Patternings for Groups A and B According to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life when Information is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			53	107	193	105	141	135	.77	.76
Total Group B (N=32)			87	63	158	132	175	89	.96	.96
Satisfaction with Parent-Child Relationship										
Group A:	Low	(N=2)	4	7	12	6	7	6	.51	.51
	Medium	(N=7)	11	19	40	21	32	27	.79	.76
	High	(N=25)	38	81	141	78	102	102	.81	.80
Group B:	Low	(N=1)	2	2	5	5	5	2	.77	.77[b]
	Medium	(N=9)	22	19	46	36	48	25	.87	.85
	High	(N=22)	63	42	107	91	122	62	1.00	1.00
Satisfaction with Family Life										
Group A:	Low	(N=3)	6	7	18	8	15	12	1.00	1.00
	Medium	(N=8)	11	23	46	24	35	30	.68	.63
	High	(N=23)	36	77	129	73	91	93	.78	.77
Group B:	Low	(N=5)	15	11	22	25	26	12	1.00	1.00
	Medium	(N=6)	16	11	33	23	34	16	1.00	1.00
	High	(N=21)	56	41	103	84	115	61	.91	.91
Satisfaction with Quality of Life										
Group A:	Low	(N=5)	9	13	30	16	24	15	.84	.80
	Medium	(N=9)	12	26	52	27	38	35	.68	.64
	High	(N=20)	32	68	111	62	79	85	.84	.83
Group B:	Low	(N=8)	20	16	44	36	42	20	1.00	1.00
	Medium	(N=5)	10	12	26	18	30	14	1.00	1.00
	High	(N=19)	57	35	88	78	103	55	.86	.85

[a]The lower the sum of an RA, the higher its preference by respondents.
[b]Average rank correlation could not be determined due to sample size.

Table A-10. Concordance of Intra-Resource Patternings for Groups A and B According to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life when Services are Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			60	70	129	128	152	193	.84	.84
Total Group B (N=32)			65	84	135	118	125	170	.71	.70
Satisfaction with Parent-Child Relationship										
Group A:	Low	(N=2)	5	3	9	4	10	12	1.00	1.00
	Medium	(N=7)	14	15	25	26	30	40	.72	.67
	High	(N=25)	41	52	95	98	112	141	.87	.86
Group B:	Low	(N=1)	1	2	5	4	4	6	1.00	1.00[b]
	Medium	(N=9)	20	27	38	31	35	45	.59	.54
	High	(N=22)	44	55	92	83	86	119	.74	.73
Satisfaction with Family Life										
Group A:	Low	(N=3)	6	6	11	7	15	18	.82	.73
	Medium	(N=8)	13	18	28	31	33	46	.66	.61
	High	(N=23)	41	46	90	90	104	129	.93	.93
Group B:	Low	(N=5)	11	11	21	19	22	27	.96	.95
	Medium	(N=6)	12	17	27	21	21	33	.77	.72
	High	(N=21)	42	56	87	78	82	110	.64	.62
Satisfaction with Quality of Life										
Group A:	Low	(N=5)	9	9	19	16	21	30	.65	.56
	Medium	(N=9)	17	19	32	34	39	52	.78	.75
	High	(N=20)	34	42	78	78	92	111	.92	.92
Group B:	Low	(N=8)	18	24	36	29	29	41	.76	.73
	Medium	(N=5)	9	13	23	20	19	24	.64	.55
	High	(N=19)	38	47	76	69	77	105	.73	.72

[a]The lower the sum of an RA, the higher its preference by respondents.
[b]Average rank correlation could not be determined due to sample size.

Table A-11. Concordance of Intra-Resource Patternings for Groups A and B According to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life when Goods are Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			73	113	93	132	135	192	.71	.70
Total Group B (N=32)			60	110	94	116	132	176	.62	.61
Satisfaction with Parent-Child Relationship										
Group A:	Low	(N=2)	5	13	5	7	9	11	1.00	1.00
	Medium	(N=7)	14	23	22	24	31	38	.69	.64
	High	(N=25)	54	77	66	101	95	143	.63	.61
Group B:	Low	(N=1)	1	2	4	4	5	5	.77	.77[b]
	Medium	(N=9)	18	30	27	32	34	49	.41	.34
	High	(N=22)	41	78	63	80	93	122	.72	.71
Satisfaction with Family Life										
Group A:	Low	(N=3)	6	13	8	10	11	17	.75	.63
	Medium	(N=8)	16	23	24	28	33	44	.42	.34
	High	(N=23)	51	77	61	94	91	131	.83	.82
Group B:	Low	(N=5)	7	17	16	19	22	26	.63	.54
	Medium	(N=6)	11	18	17	19	28	35	.73	.68
	High	(N=21)	42	75	61	78	82	115	.61	.59
Satisfaction with Quality of Life										
Group A:	Low	(N=5)	11	12	16	15	25	28	.73	.66
	Medium	(N=9)	16	29	28	32	36	51	.60	.55
	High	(N=20)	46	72	49	85	74	113	.82	.81
Group B:	Low	(N=8)	17	23	27	26	38	42	.65	.60
	Medium	(N=5)	6	17	17	19	19	29	.78	.73
	High	(N=19)	37	70	50	71	75	105	.62	.60

[a]The lower the sum of an RA, the higher its preference by respondents.
[b]Average rank correlation could not be determined due to sample size.

Table A-12. Concordance of Intra-Resource Patternings for Groups A and B According to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life when Money is Exchanged

Family Variable			Sum of Rank of Resource Alternative (RA)[a]							
			Love	Status	Information	Services	Goods	Money	W	r_s
Total Group A (N=34)			75	88	91	137	156	189	.77	.76
Total Group B (N=32)			60	97	99	122	132	182	.72	.71
Satisfaction with Parent-Child Relationship										
Group A:	Low	(N=2)	3	6	4	8	11	11	1.00	1.00
	Medium	(N=7)	17	14	18	30	33	37	.66	.60
	High	(N=25)	55	68	69	99	112	141	.80	.79
Group B:	Low	(N=1)	1	3	4	3	5	5	.66	.66[b]
	Medium	(N=9)	19	24	30	36	34	51	.66	.62
	High	(N=22)	40	70	65	83	93	126	.78	.77
Satisfaction with Family Life										
Group A:	Low	(N=3)	5	9	6	12	15	18	1.00	1.00
	Medium	(N=8)	19	14	21	34	37	43	.60	.54
	High	(N=23)	51	65	64	91	104	128	.81	.80
Group B:	Low	(N=5)	9	16	18	21	20	26	.78	.73
	Medium	(N=6)	12	18	20	24	22	35	.80	.76
	High	(N=21)	39	63	61	77	90	121	.71	.70
Satisfaction with Quality of Life										
Group A:	Low	(N=5)	8	12	15	17	23	29	.58	.48
	Medium	(N=9)	22	20	24	35	43	50	.76	.73
	High	(N=20)	45	56	52	85	90	110	.84	.83
Group B:	Low	(N=8)	17	22	28	35	31	43	.79	.76
	Medium	(N=5)	10	13	14	20	21	30	.84	.80
	High	(N=19)	33	62	57	67	80	109	.70	.68

[a]The lower the sum of an RA, the higher its preference by respondents.
[b]Average rank correlation could not be determined due to sample size.

Table A-13. Concordance of Intra-Resource Patternings for Groups A and B for Each Specific Resource Exchanged (SRE)

Specific Resource Exchanged (SRE)		Sum of Rank of Resource Alternative (RA)[a]							
		Love	Status	Information	Services	Goods	Money	W	r_s
Love:	A (N=34)	63	86	124	150	133	181	.73	.72
	B (N=32)	84	77	130	130	98	177	.68	.67
Status:	A (N=34)	79	101	119	120	133	189	.66	.65
	B (N=32)	66	70	117	123	141	177	.78	.77
Information	A (N=34)	53	107	193	105	141	135	.77	.76
	B (N=32)	87	63	158	132	175	89	.96	.96
Services	A (N=34)	60	70	129	128	152	193	.84	.84
	B (N=32)	65	84	135	118	125	170	.71	.70
Goods:	A (N=34)	73	133	93	132	135	192	.71	.70
	B (N=32)	60	110	94	116	132	176	.62	.61
Money:	A (N=34)	75	88	91	137	156	189	.77	.76
	B (N=32)	60	97	99	122	132	182	.72	.71

[a]The lower the sum of an RA, the higher its preference by respondents.

Table A-14. Concordance of Total Resource Patternings for Groups A and B for All Resources Exchanged

Group	Sum of Rank of Resource Alternative (RA)[a]							
	Love	Status	Information	Services	Goods	Money	W	r_s
A (N=34)	403	565	749	772	850	1,079	.64	.63
B (N=32)	422	501	733	741	803	971	.61	.60

[a]The lower the sum of an RA, the higher its preference by respondents.

APPENDIX B

Family Particularistic Typology

Family Particularistic Typology

As a descriptive summary, the family typology attempts to characterize each member of the family in relation to other family members and describe families as a whole with regard to their degree of particularism.

Table B-1 shows that among Group A fathers and mothers of preteens, fathers who scored medium and mothers, high, accounted for the highest percentage. Group B families, on the other hand, have the highest percentage where both fathers and mothers scored high. Group A parents of teens also have highest percentage where both parents have high degrees of particularism. Parents and teens combined in Group A exhibit the highest percentage of those with low scores. Group B, on the other hand, has the highest percentage where both parents scored medium.

Slightly more of Group A parents of preteens (77.8%), than parents in Group B (72.2%), scored from medium to high degree of particularism. However, the B parents of teens scored higher (71.4%) than their A counterparts (62.5%). The data on parents and teens combined showed that while 50 percent in Group A scored low, nearly 80 percent (78.6%) of B parents and teens scored from medium to high in degree of particularism.

Table B-1. Family Particularistic Typology Based on Degree of Particularism Obtained by Specific Family Members

Family Members	Fathers and Mothers of Preteens				Fathers and Mothers of Teens				Parents + Teens Combined[a]			
	A		B		A		B		A		B	
	N	%	N	%	N	%	N	%	N	%	N	%
Individual Family Members												
Both low[b]	1	5.6	1	5.6	3	18.7	2	14.3	5	31.4	1	1.7
Father low, mother medium	1	5.6	4	22.1	2	12.4	0	0	-	-	-	-
Parents low, teen medium	-	-	-	-	-	-	-	-	0	0	3	21.4
Father low, mother high	1	5.6	1	5.6	1	6.3	0	0	-	-	-	-
Parents low, teen high	-	-	-	-	-	-	-	-	1	6.3	0	0
Father medium, mother low	3	16.6	2	11.1	1	6.3	3	21.4	-	-	-	-
Parents medium, teen low	-	-	-	-	-	-	-	-	2	12.4	0	0
Both medium[b]	1	5.6	1	5.6	3	18.7	2	14.3	3	18.8	4	28.7
Father medium, mother high	5	27.7	1	5.6	1	6.3	2	14.3	-	-	-	-
Parents medium, teen high	-	-	-	-	-	-	-	-	1	6.3	2	14.3
Father high, mother low	2	11.1	2	11.1	1	6.3	2	14.3	-	-	-	-
Parents high, teen low	-	-	-	-	-	-	-	-	0	0	1	7.1
Father high, mother medium	3	16.6	1	5.6	0	0	2	14.3	-	-	-	-
Parents high, teen medium	-	-	-	-	-	-	-	-	2	12.4	1	7.1
Both high[b]	1	5.6	5	27.7	4	25.0	1	7.1	2	12.4	2	14.3
Total	18	100.0	18	100.0	16	100.0	14	100.0	16	100.0	14	100.0
Average Family Particularistic Scores												
Low	4	22.2	5	27.8	6	37.5	4	28.6	8	50.0	3	21.4
Medium	10	55.6	8	44.4	6	37.5	7	50.0	4	25.0	8	57.2
High	4	22.2	5	27.8	4	25.0	3	21.4	4	25.0	3	21.4
Total	18	100.0	18	100.0	16	100.0	14	100.0	16	100.0	14	100.0

[a]Average score was obtained for father and mother.

[b]This category refers to both fathers and mothers of preteens; fathers and mothers of teens; and parents and teens combined.

APPENDIX C

Detailed Findings of Relationships of Independent and Dependent Variables

Table C-1. Relationships of Specific Subgroups' Family Developmental Stage, Family Structural Complexity, Family Socioeconomic Status, Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life, to Degree of Particularism

Specific Variable	Group	Specific Family Subgroup: Parents of Preteens A (N=18) B (N=18) r	p	Parents + Teen Sons A (N=7) B (N=7) r	p	Parents + Teen Daughters A (N=9) B (N=7) r	p
Family Developmental Stage	A	.2618	.147	.0986	.417	.3257	.196
	B	-.1594	.264	.5050	.124	-.3282	.236
Family Structural Complexity	A	.0191	.470	.4153	.177	-.6732	.023[a]
	B	-.2366	.172	.1497	.374	.4237	.172
Family Socioeconomic Status	A	.3233	.095	.0201	.483	.0051	.495
	B	-.1941	.220	-.3285	.236	.6476	.058
Degree of Satisfaction with:							
Parent-Child Relationship	A	-.4280	.038[a]	.1116	.406	.1387	.361
	B	.3040	.110	.1176	.401	-.2878	.266
Family Life	A	-.0473	.426	.1608	.365	-.1387	.361
	B	.2090	.203	-.1687	.359	-.2878	.266
Quality of Life	A	-.3691	.066	-.0887	.425	-.4701	.101
	B	.1579	.266	.5149	.118	-.2878	.266

[a]Significant relationship at .05 level.

Table C-2. Relationships of Specific Subgroups' Family Developmental Stage, Family Structural Complexity, and Family Socioeconomic Status, to Degree of Satisfaction with Parent-Child Relationship, Family Life, and Quality of Life

Specific Variable	Group	Degree of Satisfaction: Parent-Child Relationship r	p	Family Life r	p	Quality of Life r	p
Family Developmental Stage							
Parents of preteens:	A (N=18)	.3307	.090	.0635	.401	.3242	.095
	B (N=18)	.0560	.413	.3622	.070	-.0396	.438
Parents + teen sons:	A (N=7)	.6154	.071	.8072	.014[a]	.0996	.416
	B (N=7)	-.7587	.024[a]	.3819	.199	-.2958	.260
Parents + teen daughters:	A (N=9)	-.1581	.342	.5547	.061	.1581	.342
	B (N=7)	-.5477	.102	-.4825	.087	-.6455	.059
Family Structural Complexity							
Parents of preteens:	A (N=18)	.6160	.003[a]	-.3598	.071	.0905	.361
	B (N=18)	.5731	.006[a]	.1790	.239	.1135	.327
Parents + teen sons:	A (N=7)	.0620	.447	-.2983	.258	-.6225	.068
	B (N=7)	.9492	.001[a]	-.3611	.213	.3443	.225
Parents + teen daughters:	A (N=9)	.3953	.146	-.2427	.265	-.0395	.460
	B (N=7)	.5477	.102	-.0849	.397	-.2582	.288
Family Socioeconomic Status							
Parents of preteens:	A (N=18)	.2206	.190	-.0958	.353	.7055	.001[a]
	B (N=18)	-.2836	.127	-.3354	.087	.6418	.002[a]
Parents + teen sons:	A (N=7)	.4079	.182	.2854	.267	.8982	.003[a]
	B (N=7)	.3311	.234	.4167	.176	.6455	.059
Parents + teen daughters:	A (N=9)	-.3250	.197	-.3727	.162	.7750	.007[a]
	B (N=7)	-.5401	.105	-.4615	.132	0	.500

[a]Significant relationship at .05 level.

APPENDIX D

Panel and Pretest Results

Table D-1. Results from the Panelists (N=6)

Item Number	Resource Class[b]								Age Group Appropriate[b]			
	Love	Status	Information	Services	Goods	Money	2 or More Classes	DK[c]	Below 6	6-12	Both	DK[c]
1.[a]	1	-	6	2	-	-	3	-	4	-	2	-
2.[a]	-	-	-	2	6	-	2	-	1	1	3	-
3.	6	-	-	-	-	-	-	-	1	-	5	-
4.	6	1	-	-	-	-	1	-	1	-	3	1
5.[a]	1	-	-	-	-	5	1	-	-	3	2	1
6.[a]	-	1	-	6	-	-	1	-	4	-	2	-
7.[a]	1	2	4	3	-	-	4	-	2	1	3	1
8.[a]	6	-	-	4	-	-	4	-	1	-	5	-
9.[a]	5	3	1	-	-	-	2	-	2	-	3	1
10.[a]	2	-	-	-	6	-	2	-	1	-	5	-
11.[a]	3	6	1	-	-	-	4	-	1	1	4	-
12.[a]	-	-	1	6	-	-	3	1	1	-	4	-
13.	-	1	-	-	-	6	1	-	-	1	2	1
14.	2	-	-	1	6	-	2	-	1	1	3	1
15.	-	-	4	2	-	-	2	1	1	-	3	-
16.[a]	6	1	1	-	-	-	2	-	1	-	3	1
17.	6	-	-	-	-	-	-	-	3	-	3	-
18.[a]	2	1	1	5	-	-	3	1	1	-	4	-
19.[a]	-	-	5	1	-	-	2	1	1	-	4	-
20.	3	2	2	-	-	-	3	1	-	-	4	-

[a]Items included in the 1st, 2nd, and 3rd pretests.

[b]Total N does not always add up to 6. A few panelists either gave 2 or more responses or no answers to some items.

[c]Unsure of resource class and/or age group chosen.

Table D-1. continued

Item Number	Resource Class[b]								Age Group Appropriate[b]			
	Love	Status	Information	Services	Goods	Money	2 or More Classes	DK[c]	Below 6	6-12	Both	DK[c]
21.[a]	4	3	2	-	-	-	3	1	1	-	-	-
22.[a]	6	-	-	1	3	1	4	1	1	-	-	-
23.	-	1	-	-	5	-	2	-	-	1	3	-
24.	2	-	6	3	-	-	4	-	2	-	3	-
25.[a]	4	1	2	2	-	-	-	3	2	-	3	-
26.[a]	7	-	-	-	-	-	-	-	2	-	4	-
27.	1	3	-	1	-	6	2	-	-	2	1	-
28.	1	-	-	5	-	-	-	-	1	-	5	-
29.[a]	-	5	2	-	-	-	1	-	1	-	3	1
30.	-	-	5	3	-	-	3	1	1	-	4	-
31.[a]	1	-	-	1	6	-	2	-	1	-	4	1
32.[a]	-	1	5	1	-	-	1	-	1	-	4	-
33.[a]	2	-	-	-	-	5	2	-	-	1	2	-
34.[a]	-	-	-	5	-	-	1	1	-	-	3	-
35.[a]	-	-	-	-	-	5	-	-	-	2	2	-
36.[a]	-	-	-	1	6	-	3	2	1	2	2	1
37.[a]	1	1	5	-	-	-	2	1	1	-	2	1
38.[a]	-	-	3	4	-	-	1	-	1	2	1	-
39.[a]	6	-	1	-	-	-	1	-	1	-	5	-
40.[a]	4	-	-	1	6	-	3	-	2	-	4	1

Table D-1. continued

Item Number	Resource Class[b]								Age Group Appropriate[b]			
	Love	Status	Information	Services	Goods	Money	2 or More Classes	DK[c]	Below 6	6-12	Both	DK[c]
41.	-	2	-	-	1	4	3	1	-	1	1	1
42.[a]	-	-	-	6	1	-	1	-	1	-	3	-
43.	2	3	1	-	-	-	1	-	-	-	4	1
44.[a]	-	-	6	-	-	-	-	-	1	1	3	-
45.[a]	-	-	1	6	-	-	1	-	6	-	-	-
46.[a]	1	4	-	-	1	-	1	1	2	-	4	-
47.[a]	-	-	-	1	6	-	1	-	1	1	2	-
48.	1	-	-	1	-	5	1	-	-	2	2	-
49.	2	2	2	2	1	-	2	-	1	1	4	-
50.[a]	2	3	1	2	-	-	3	1	1	-	4	-
51.[a]	-	-	-	1	-	5	1	-	-	3	-	1
52.[a]	1	-	6	1	-	-	2	-	1	1	3	-
53.	1	-	-	-	1	5	-	-	-	2	2	-
54.	-	-	-	4	-	-	1	1	1	-	2	1
55.[a]	2	6	-	-	-	-	-	1	1	-	4	-
56.[a]	3	-	-	-	6	-	3	-	1	-	5	-
57.	6	1	1	-	-	-	2	-	1	-	5	-
58.[a]	-	1	-	6	-	-	1	-	2	-	4	-
59.	-	-	-	1	-	5	1	-	-	3	1	-
60.[a]	1	-	1	6	-	-	2	-	4	1	1	-

Table D-2. Reasons for Deletion of 15 Pretest Items from Instrument B

Item Number	Short Title of Item	Reason for Deletion: Almost Same Answers	Reason for Deletion: Similar to Other Items	Reason for Deletion: Inappropriate for Mexican American Context	Reason for Deletion: Inappropriate for Family-Child Exchange
3.	Express love and affection	X	X		
4.	Be friendly with them	X	X		
14.	Buy them favorite records		X	X	
15.	Teach words properly	X	X		
17.	Kiss them hello/goodbye	X	X		
20.	Invite to birthday parties				X
23.	Buy them books		X		
24.	Tell them stories		X		
28.	Help when they are sick	X	X		
30.	Help learn new things		X		
39.	Miss them when not around	X	X		
43.	Invite to Christmas party				X
49.	Eat meals with them	X	X		
54.	Baby sit them	X	X		
57.	Make them feel loved	X	X		

Table D-3. Intra-Resource Patternings of Fathers for Specific Resources Exchanged: Paired-Comparisons Technique

Specific Resource Exchanged (SRE)		Mean Score of Resource Alternative[a]					
		Love	Status	Information	Services	Goods	Money
Love:	A (N=12)	4.17	3.42	2.00	3.33	1.83	0.25
	B (N=3)	4.00	4.00	3.67	1.67	1.67	0.00
Status:	A (N=12)	3.75	3.92	2.50	3.25	1.42	0.17
	B (N=3)	3.67	2.67	3.33	3.33	2.00	0.00
Information:	A (N=12)	4.50	3.58	2.33	3.08	1.42	0.08
	B (N=3)	4.67	2.33	2.33	3.33	2.33	0.00
Services:	A (N=12)	3.92	3.83	2.25	3.50	1.08	0.42
	B (N=3)	4.33	3.00	2.67	2.33	2.67	0.00
Goods:	A (N=12)	4.17	3.08	2.25	3.25	1.75	0.50
	B (N=3)	4.00	3.33	2.67	2.33	1.67	0.00
Money:	A (N=12)	3.58	3.33	2.33	3.83	1.42	0.50
	B (N=3)	4.33	3.00	2.67	3.33	1.67	0.00

[a]The higher the mean score, the higher the preference for a resource alternative. Similarly, the lower the mean score, the lower the preference.

Table D-4. Intra-Resource Patternings of Mothers for Specific Resources Exchanged: Paired-Comparisons Technique

Specific Resource Exchanged (SRE)		Mean Score of Resource Alternative[a]					
		Love	Status	Information	Services	Goods	Money
Love:	A (N=10)	3.80	3.60	2.40	3.20	1.70	0.30
	B (N=4)	4.25	3.50	3.00	2.50	1.75	0.00
Status:	A (N=10)	3.90	3.90	2.60	2.90	1.40	0.30
	B (N=4)	4.00	2.00	2.25	2.50	3.25	0.00
Information:	A (N=10)	3.70	4.20	2.10	3.10	1.80	0.10
	B (N=4)	4.75	2.50	2.25	2.75	2.75	0.00
Services:	A (N=10)	3.90	3.40	3.00	3.50	1.00	0.20
	B (N=4)	4.00	2.75	2.50	2.75	2.75	0.25
Goods:	A (N=10)	3.60	3.70	2.30	3.30	1.80	0.30
	B (N=4)	4.50	3.25	2.75	1.75	2.50	0.00
Money:	A (N=10)	3.00	3.20	2.00	4.00	2.00	0.80
	B (N=4)	4.00	2.75	2.50	3.25	2.50	0.00

[a]The higher the mean score, the higher the preference for a resource alternative. Similarly, the lower the mean score, the lower the preference.

Table D-5. Intra-Resource Patternings of Teenagers by Specific Resources Exchanged: Paired-Comparisons Technique

Specific Resource Exchanged (SRE)		Mean Score of Resource Alternative[a]					
		Love	Status	Information	Services	Goods	Money
Love:	A (N=9)	3.33	2.78	3.22	2.11	2.56	1.00
	B (N=3)	3.42	2.92	2.92	2.25	2.33	1.17
Status:	A (N=9)	3.56	3.44	2.67	1.89	1.78	1.33
	B (N=3)	3.33	3.75	2.67	1.92	1.58	1.50
Information:	A (N=9)	3.78	3.44	2.67	2.11	1.89	0.78
	B (N=3)	3.42	3.50	2.83	2.00	1.83	1.17
Services:	A (N=9)	3.22	3.22	2.00	3.22	2.22	1.11
	B (N=3)	3.08	3.42	2.33	3.00	1.92	1.25
Goods:	A (N=9)	3.33	3.67	2.22	2.22	2.33	1.00
	B (N=3)	3.00	3.58	2.50	2.42	2.08	1.25
Money:	A (N=9)	3.56	3.33	1.78	2.67	1.89	1.78
	B (N=3)	3.67	3.25	1.75	2.58	1.92	1.92

[a]The higher the mean score, the higher the preference for a resource alternative. Similarly, the lower the mean score, the lower the preference.

Table D-6. Total Resource Patternings of Fathers, Mothers, and Teenagers for All Resources Exchanged: Paired-Comparisons Technique

		Mean Score of Resource Alternative[a]					
		Love	Status	Information	Services	Goods	Money
All fathers:	A (N=12)	24.08	21.17	13.67	20.25	8.92	1.92
	B (N=3)	26.00	18.33	17.33	16.33	12.00	0.00
All mothers:	A (N=10)	21.90	22.00	14.40	20.00	9.70	2.00
	B (N=4)	26.50	16.75	15.25	15.50	15.50	0.25
All teenagers:	A (N=9)	20.78	19.89	14.56	14.22	12.67	6.67
	B (N=3)	19.92	20.42	15.00	14.17	11.67	8.25

[a]The higher the mean score, the higher the preference for a resource alternative. Similarly, the lower the mean score, the lower the preference.

Table D-7. Intra-Resource Patternings Obtained from the Final Pretest Instruments: Forced-choice Ranking Technique

Specific Resource Exchanged (SRE)		Sum of Resource Alternative[a]					
		Love	Status	Information	Services	Goods	Money
Love:	A (N=4)	4	8	20	13	17	22
	B (N=4)	6	16	11	13	8	22
Status:	A (N=4)	5	13	15	13	17	21
	B (N=4)	15	12	12	16	18	21
Information:	A (N=4)	7	5	16	12	21	23
	B (N=4)	16	6	5	16	16	23
Services:	A (N=4)	11	5	19	10	18	21
	B (N=4)	7	9	10	13	11	20
Goods:	A (N=4)	7	6	15	13	20	23
	B (N=4)	8	13	15	8	19	24
Money:	A (N=4)	9	9	18	11	18	18
	B (N=4)	4	10	11	12	11	20

[a]The smaller the sum, the higher the preference for the resource alternative.

Table D-8. Total Resource Patternings Obtained from the Final Pretest Instruments: Forced-choice Ranking Technique

	Sum of Resource Alternative[a]					
	Love	Status	Information	Services	Goods	Money
Group A (N=4)	43	46	103	72	111	128
Group B (N=4)	56	56	64	78	83	130

[a]The smaller the sum, the higher the preference for a resource alternative.

APPENDIX E

The Instruments

(English and Spanish Versions)

Part I: Regional Research Project
Part II: Resource Exchange Study
- Instrument A
- Instrument B

PART I

NC-128 QUESTIONNAIRE
QUALITY OF LIFE
AS AFFECTED BY AREA OF RESIDENCE

FOR ADULT RESPONDENTS ONLY

(Interview Schedule)

Family Number _____

Family Member _____

State _____

Residence _____

First, I'd like to ask a few questions about the people who usually live in this household.

1a. Let's begin with the husband and then the wife.

		a.	b.	c.		
				Does __ have a health or physical condition which limits his/her activity in any way?		
	Sex	How old was __ on his/her last birthday?	What is the highest grade or year of school __ has completed?	No	Yes, restricts amount/kind of activity	Yes, totally disabled
Husband	1	_____	#_____	1	2	3
Wife	2	_____	#_____	1	2	3

		d.		e.	
		Is __ currently working for money?		Is __ looking for (more) work?	
	No	Yes, less than 35 hrs/wk	Yes, 35 hrs/wk or more	No	Yes
Husband	1	2	3	1	2
Wife	1	2	3	1	2

1f. How many years have you been married to your present spouse?

Years _____

1g. Now please tell me how each person living in this household is <u>related</u> to the husband. (LIST IN COLUMN "g")

1h. Are there other people <u>not related</u> who usually live here? (LIST IN COLUMN "g")

1i. Let's see, I have _____ people listed. Have I missed any babies or small children? Any lodgers, boarders, or friends who usually live here? Anyone else who is away traveling or in a hospital? (LIST IN COLUMN "g")

g. Household members	j. Code sex (Ask if not obvious) M	F	k. How old was __ on his/her last birthday?
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____

1ℓ. How many children do you and/or your current spouse have who are not now living in this household? # _____

2a. How satisfied or dissatisfied are you with . . . (SHOW CARD A)

	a. Satisfaction
(1) (Your) family life?	# _____
(2) (Your)relationship with (your) child(ren)?	# _____

3a. What is your main occupation or job title? (IF UNEMPLOYED, ASK ABOUT OCCUPATION WHEN EMPLOYED)

_____

b. What kind of work do you do; that is, what are your main duties on the job?

_____

_____

c. In what type of business or industry is this; that is, what product is made or what service is given?

_____

4a. About how many weeks, including paid vacation time, did you work for money in the last 12 months?

Weeks # _____

If none (SKIP TO Q. 5)

b. On the average, about how many hours per week did you work for money?

None 0

14 hours or less 1

15-34 hours 2

35 hours or more 3

5. Using this card (SHOW CARD C), please tell me into which income group your family fell in the last 12 months. This is to be <u>total</u> income before taxes and should include your own income and that of the other members of your family. Be sure to include <u>all sources</u> of income such as earned income, investments, social security, your own business, job-related benefits, welfare benefits, and so on. Just tell me the number which appears next to your income group.

_____

6. Do you own or rent your dwelling?

Own 1

Rent 2

Live here free 3

7. How satisfied or dissatisfied are you with the quality of your life? (SHOW CARD A)

_____

8. INTERVIEWER--Record, but DO NOT ASK--which one of the following best describes R's type of housing unit? (CIRCLE ONE)

Detached single-family house 1

2-unit dwelling (i.e., duplex, double bungalow, semi-attached house). 2

Row house or town house. 3

Mobile home. 4

3-4 unit dwelling. 5

Apartment (5 or more units). 6

Apartment in partly commercial building. 7

Other (specify) _____ 8

FOR ADULT RESPONDENTS ONLY

(Self-administered)

Family Number_____

Family Member_____

State_____

Residence_____

1a. Using the Satisfaction Scale, circle the number which indicates how satisfied or dissatisfied you are with . . .

	SATISFACTION						
(1) Your family life.	1	2	3	4	5	6	7
(2) Your relationship with your child(ren).	1	2	3	4	5	6	7

2a. What is your main occupation or job title? If you are currently unemployed, give your occupation when you are employed.

_____

b. What kind of work do you do; that is, what are your main duties on the job?

_____

_____

c. In what type of business or industry is this; that is, what product is made or what service is given?

_____

_____

3a. About how many weeks, including paid vacation time, did you work for money in the last 12 months?

Number of weeks _____

If you answered none, skip to question 4.

b. On the average, about how many hours per week did you work for money? Circle 1, 2 or 3.

14 hours or less 1

15-34 hours 2

35 hours or more 3

4. Using the Satisfaction Scale, please circle the number which indicates how satisfied or dissatisfied you are with the quality of your life.

SATISFACTION

1 2 3 4 5 6 7

FOR TEENAGE RESPONDENTS ONLY

(Self-administered)

Family Number _____

Family Member _____

State _____

Residence _____

First, I'd like to ask you a few questions about yourself.

1. What is your sex? Circle 1 for male
2 for female

2. How old were you on your last birthday? Circle one:

12, 13, 14, 15, 16, 17, 18, 19, 20, 21,

22 or older

3a. Using the Satisfaction Scale, circle the number which indicates how satisfied or dissatisfied you are with . . .

	SATISFACTION						
(1) Your family life.	1	2	3	4	5	6	7
(2) Your relationship with your parents.	1	2	3	4	5	6	7

4. Using the Satisfaction Scale, please circle the number which indicates how satisfied or dissatisfied you are with the quality of your life.

	SATISFACTION						
	1	2	3	4	5	6	7

CARD A

Extremely dissatisfied	1
Dissatisfied	2
Somewhat dissatisfied	3
Mixed	4
Somewhat satisfied	5
Satisfied	6
Extremely satisfied	7

CARD C

No income	01
Under $2,000	02
$2,000 - $2,999	03
$3,000 - $4,999	04
$5,000 - $6,999	05
$7,000 - $8,999	06
$9,000 - $11,999	07
$12,000 - $14,999	08
$15,000 - $19,999	09
$20,000 - $29,999	10
$30,000 - $49,999	11
$50,000 or more	12

PART I

NC-128 CUESTIONARIO
LA CALIDAD DE VIDA
COMO ES AFFECTADA POR AREA
DE RESIDENCIA

FOR ADULT RESPONDENTS ONLY

(Interview Schedule)

Número de la Familia_____

Miembro de la Familia_____

Estado_____

Residencia_____

Primero, me gustaría preguntarle acerca de las personas que normalmente viven en esta.

la. Vamos a empezar con el marido y luego la esposa.

	a.	b.	c.		
			¿Tiene___alguna condición física o de salud que limita sus actividades en cualquier manera?		
	Sexo	¿Cuántos años tenía___en su último cumpleaños?	¿Cuál es el más alto nivel de escuela que___ha cumplido?	No	Sí, limita el tipo/la cantidad de actividad.	Sí, es totalmente incapacitado
Marido	1	_____	#_____	1	2	3
Esposa	2	_____	#_____	1	2	3

	d.			e.	
	¿Gana dinero ___ actualmente?			¿Busca ___ (más) trabajo?	
	No	Sí, menos de 35 horas por semana	Sí, 35 horas por semana o más	No	Sí
Marido	1	2	3	1	2
Esposa	1	2	3	1	2

1f. ¿Cuántos años de casado (a) con su marido (esposa) tiene usted?
Años _____

1g. Ahora, favor de decirme la relación (el parentesco) entre el marido y las otras personas que viven en esta casa. (HAGA UNA LISTA EN COLUMNA "G")

1h. ¿Hay otras personas sin parentesco que normalmente viven aquí? (HAGA UNA LISTA EN COLUMNA "G")

1i. A ver, tengo____personas en la lista. ¿Hay algún niño pequeño o bebe que no esté en la lista? ¿Algún huésped, pensionista o amigo que normalmente viva aquí? ¿Alguien que esté de viaje o en el hospital? (HAGA UNA LISTA EN COLUMNA "G").

g.	j.		k.
	Sexo (pregunte si no es obvio)		
Nombre de la persona	H	M	¿Cuántos años tenía___ en su último cumpleaños?
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____
_____	1	2	_____

1ℓ. ¿Cuántos hijos tienen Ud. y/o su marido (esposa) actual que por ahora no viven en esta casa? #_____

2a. ¿Cuál es su nivel de satisfacción o insatisfacción con.....?
(MUESTRE TARJETA A)

	a. Satisfacción
(1) ¿Su vida familia?	#_____
(2) ¿Su relación con los niños?	#_____

3a. ¿Cuál es su ocupación o el titulo de su trabajo? (SI NO TIENE EMPLEO, PREGUNTE ACERCA DEL TRABAJO CUANDO SÍ ESTABA TRABAJANDO.)

_____

b. ¿Qué tipo de trabajo hace Ud.? Es decir, cuáles son sus actividades en el trabajo?

_____

_____

c. ¿Que tipo de comercio o industria es; es decir, qué producen o qué servicio provee?

_____

4a. ¿Aproximadamente cuántas semanas, incluso las vacaciones con sueldo, ganó Ud. dinero en las últimas 12 meses?

Semanas #_____
(SI NO HAY, SIGA CON PREGUNTA NÚMERO 5)

b. Como promedio, ¿Cuántas horas a la semana trabajaba para gunar dinero?

Zero 0
14 horas o menos 1
15 a 34 horas 2
35 horas o más 3

5. Usando esta tarjeta (MUESTRE TARJETA C), favor de decirme dentro de cuál grupo cabe su familia en las últimas 12 meses. Esto es, los ingresos totales antes de los impuestos. Ud. debe incluir su propio sueldo y el sueldo de los otros miembros de la familia. Favor de incluir todas las fuentes de ingresos como sueldo, inversiones, seguro social, su propio negocio, beneficios que le da el trabajo, servicio social, etc. Favor de indicarme el número que está la lado de su nivel de ingresos.

#_____

6. Es Ud. dueño de la casa o la alquila Ud?

Dueño ... 1
Alquila ... 2
Vive aqui sin pagar ... 3

7. ¿Cuál es el nivel de satisfacción o insatisfacción que Ud. tiene con la calidad de su vida? (MUESTRE TARJETA A) #_____

8. INTERVIEWER--Record, but DO NOT ASK--which one of the following best describes R's type of housing unit? (CIRCLE ONE)

Detached single-family house.....1

2-unit dwelling (i.e., duplex, double bungalow, semi-attached house).....2

Row house or town house.....3

Mobile home.....4

3-4 unit dwelling.....5

Apartment (5 or more units).....6

Apartment in partly commercial building.....7

Other (specify)_____8

FOR ADULT RESPONDENTS ONLY

(Self-administered)

Número de Familia_____

Miembro de Familia_____

Estado_____

Residencia_____

1a. Usando la Escala de Satisfacción, circule el número que indique lo satisfecho que usted esta con.....

	Escala de Satisfacción
(1) La vida de su familia.	1 2 3 4 5 6 7
(2) Su relación con sus niños.	1 2 3 4 5 6 7

2a. Que es su major ocupación o titulo de trabajo. Si en el presente esta sin trabajo, dé la ocupación cuando estaba con empleo.

_____

b. ¿Qué tipo de trabajo hace; es decir, que son las principales actividades del trabajo?

_____

c. ¿En que tipo de negocio o industria está su trabajo; es decir, que producto se hace, o que servicio se da?

_____

3a. ¿Como cuantas semanas, incluyendo tiémpo pagado para vacaciónes, trabajo usted, por pago en los últimos doce meses?

Número de semanas_____

Si no ha trabajado, vallase a la pregunta número (4).

b. ¿Por lo ordinario, como cuantas horas por semana hace Ud. trabajo pagado? Circule 1, 2 o 3.

14 horas o menos 1

15-34 horas 2

35 horas o más 3

4. Usando la Escala de Satisfacción, por favor circule el número que indilo satisfecho que usted esta con la calidad de su vida.

Escala de Satisfacción

1 2 3 4 5 6 7

FOR TEENAGE RESPONDENTS ONLY

(Self-administered)

Número de Familia_____

Miembro de Familia_____

Estado_____

Residencia_____

Primero, quiero hacerle unas preguntas..

1. ¿Que es su sexo? Circule 1 si es hombre

   Circule 2 si es mujer

2. ¿Cuantos años tiene cumplidos? Circule uno:

   12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, o más

3. Usando la Escala de Satisfacción, circule el número que indique lo satisfecho que usted esta con....

	Escala de Satisfacción
(1) La vida de su familia.	1 2 3 4 5 6 7
(2) Las relaciones con su padres.	1 2 3 4 5 6 7

4. Usando la Escala de Satisfacción, por favor círcule el número que indica lo satisfecho que usted esta con la calidad de su vida.

Escala de Satisfacción
1 2 3 4 5 6 7

TARJETA A

Extremadamente Insatisfecho. 1

Insatisfecho 2

Algo Insatisfecho. 3

Mixto. 4

Algo Satisfecho. 5

Satisfecho 6

Extremadamente Satisfecho. 7

TARJETA C

Sin Ingresos 01

Menos de $2,000. 02

$2,000-2,999 03

$3,000-4,999 04

$5,000-6,999 05

$7,000-8,999 06

$9,000-11,999. 07

$12,000-14,999 08

$15,000-19,999 09

$20,000-29,999 10

$30,000-49,999 11

$50,000 o mas. 12

A.

PART II

RESOURCE EXCHANGE STUDY

Parents and children do many things for each other every day. This part of the questionnaire has questions about what you might prefer in return for something you do for your child.

Please read carefully the following instructions.

In this part of the questionnaire, you are given six family situations in which you do something for your oldest child who is 18 years old or under and living at home. Listed below each situation are six possible things which your child could do for you in return. Now we would like you to do two things. First, read the situation and go down the list of all six possibilities. Second, based on the situation, we would like you to rank each of the six possibilities, from the most preferred (Rank 1)--to the least preferred (Rank 6). Each possibility should be ranked differently based on your preference. Be certain that the situation, and your oldest child, 18 years old or under and living at home, are clear in your mind when you do your ranking. There are no right or wrong answers. We are interested only in your preferences. Please work very carefully and at your own speed. There is no time limitation. Let us try an example.

EXAMPLE:

You let your child use your automobile. In return you would prefer that:

Rank	
6	Your child runs an errand for you.
1	Your child expresses his esteem for you.
4	Your child thanks you for being so generous and considerate.
2	Your child buys you a gift.
5	Your child gives you money.
3	Your child makes you familiar with new facts.

If you feel that in this situation, in return for what you did for your child, you would most prefer that he expresses his esteem for you, you would rank this as "1". If your second most preferred is that he

buys you a gift, you would rank this as "2". You would put "3" if your third most preferred one is for him to make you familiar with new facts. If your fourth most preferred is that your child thanks you for being so generous and considerate, you would indicate "4". If your fifth preference is that he gives you money, you would rank this as "5". You would put "6" if your least preferred one is for your child to run errands for you. We hope that you will enjoy thinking about these preferences in the situations that follow.

REFER TO SITUATION WHEN RANKING.

1. You are helping your child by providing certain services for him or her. In return you would prefer that:

Rank

____ A money order is made out to you by your child.

____ Your child provides you with some desirable wares.

____ Your child does something for you.

____ Your child says that he or she is very fond of you.

____ Your child tells you that he or she respects you.

____ Your child provides you with the opportunity to acquire some new information.

REFER TO SITUATION WHEN RANKING.

2. You convey to your child that you enjoy being with him or her. In return you would prefer that:

Rank

____ Your child praises you.

____ You receive some object you like from your child.

____ Your child runs an errand for you.

____ Your child gives you the feeling that you are very likeable.

____ You receive a check from your child.

____ You are given new information.

REFER TO SITUATION WHEN RANKING.

3. You provide your child with some money to meet a temporary need. In return you would prefer that:

Rank

____ Your child tells you that he or she has confidence in your abilities.

____ Your child tells you something that you didn't know beforehand.

____ You are made to feel that your child enjoys your company.

____ Your child gives you money.

____ Your child gives you a certain product.

____ Your child repairs something for you.

REFER TO SITUATION WHEN RANKING.

4. You give your child certain objects that you possess. In return you would prefer that:

Rank

____ You receive cash from your child.

____ Your child makes himself or herself available to do some work for you.

____ You receive affection from your child.

____ Your child makes you familiar with new facts.

____ Your child gives you some merchandise.

____ Your child expresses his or her esteem for you.

REFER TO SITUATION WHEN RANKING.

5. You convey to your child your respect and esteem for his or her talents. In return you would prefer that:

Rank

____ Your child provides you with some service.

____ Your child gives you the benefit of his or her familiarity with a certain subject.

____ You receive a payment from your child.

____ Your child gives you prestige.

____ Your child indicates that he or she wants to be your friend.

____ You receive some goods from your child.

REFER TO SITUATION WHEN RANKING.

6. You provide certain information to your child. In return you would prefer that:

Rank

____ Your child says that he or she is very fond of you.

____ Your child makes himself or herself available to do some work for you.

____ Your child expresses his or her esteem for you.

____ Your child gives you the benefit of his or her familiarity with a certain subject.

____ Your child gives you a certain product.

____ You receive a check from your child.

A..

RESOURCE EXCHANGE STUDY

Parents and children do many things for each other every day. This part of the questionnaire has questions about what you might prefer in return for something you do for your parents.

Please read carefully the following instructions.

In this part of the questionnaire, you are given six family situations in which you do something for your parents. Listed below each situation are six possible things which your parents could do for you in return. Now we would like you to do two things. First, read the situation and go down the list of all six possibilities. Second, based on the situation, we would like you to rank each of the six possibilities, from the most preferred (Rank 1)--to the least preferred (Rank 6). Each possibility should be ranked differently based on your preference. Be certain that you are indicating your preference to the particular situation. Refer to the situation as often as necessary to keep it clear in your mind when you do your ranking. There are no wrong or right answers. We are interested only in your preferences. Please work very carefully and at your own speed. There is no time limitation. Let us try an example.

EXAMPLE:

You let your parents use your bicycle. In return you would prefer that:

Rank	
6	They run errands for you.
1	Your parents express their esteem for your talents.
4	Your parents thank you for being so generous and considerate.
2	Your parents buy you a gift.
5	They give you money.
3	Your parents make you familiar with new facts.

If you feel that in this situation, in return for what you did for your parents, you would most prefer that your parents express esteem for your talents, you would rank this as "1". If your second most preferred is that they buy you a gift, you would rank this as "2". You would put "3" if your third most preferred one is for them to make you familiar with new facts. If your fourth most preferred is that your parents

thank you for being so generous and considerate, you would indicate "4". If your fifth preference is that they give you money, you would rank this as "5". You would put "6" if your least preferred one is for your parents to run errands for you. We hope that you will enjoy thinking about these preferences in the situations that follow.

REFER TO SITUATION WHEN RANKING.

1. You are helping your parents by providing certain services for them. In return you would prefyr that:

Rank

____ A money order is made out to you by your parents.

____ Your parents provide you with some desirable wares.

____ Your parents do something for you.

____ Your parents say that they are very fond of you.

____ Your parents tell you that they respect you.

____ Your parents provide you with the opportunity to acquire some new information.

REFER TO SITUATION WHEN RANKING.

2. You convey to your parents that you enjoy being with them and feel affection for them. In return you would prefer that:

Rank

____ Your parents praise you.

____ You receive some object you like from your parents.

____ Your parents run an errand for you.

____ Your parents give you the feeling that you are very likeable.

____ You receive a check from your parents.

____ You are given new information.

A..

REFER TO SITUATION WHEN RANKING.

3. You provide your parents with some money to meet a temporary need. In return you would prefer that:

Rank

____ Your parents tell you that they have confidence in your abilities.

____ Your parents tell you something that you didn't know beforehand.

____ You are made to feel that your parents enjoy your company.

____ Your parents give you money.

____ Your parents give you a certain product.

____ Your parents repair something for you.

REFER TO SITUATION WHEN RANKING.

4. You give your parents certain objects that you possess. In return you would prefer that:

Rank

____ You receive cash from your parents.

____ Your parents make themselves available to do some work for you.

____ You receive affection from your parents.

____ Your parents make you familiar with new facts.

____ Your parents give you some merchandise.

____ Your parents express their esteem for you.

REFER TO SITUATION WHEN RANKING.

5. You convey to your parents your respect and esteem for their talents. In return you would prefer that:

Rank

____ Your parents provide you with some service.

____ Your parents give you the benefit of their familiarity with a certain subject.

____ You receive a payment from your parents.

____ Your parents give you prestige.

____ Your parents indicate that they want to be your friends.

____ You receive some goods from your parents.

REFER TO SITUATION WHEN RANKING.

6. You provide certain information to your parents. In return you would prefer that:

Rank

____ Your parents say that they are very fond of you.

____ Your parents make themselves available to do some work for you.

____ Your parents express their esteem for you.

____ Your parents give you the benefit of their familiarity with a certain subject.

____ Your parents give you a certain product.

____ You receive a check from your parents.

A.

PART II

RESOURCE EXCHANGE STUDY

Los padres y los hijos hacen muchas cosas los unos para los otros todos los días. Esta parte del cuestionario tiene preguntas sobre sus preferencias en recompensa que Ud. recibe al hacer algo para su hijo o hija.

Favor de leer con cuidado las instrucciones siguientes.

En esta parte del cuestionario hay seis situaciones familiares en que Ud. hace algo para su hijo mayor que vive en casa y que tiene menos de 18 años. Abajo de cada situación hay seis posibles maneras de recibir recompensa de este hijo.

Hay dos cosas que Ud. tiene que hacer. Primero, leer la situación y las seis posibilidades. Segundo, teniendo en cuenta la situación, favor de indicar su preferencia, empezando con la más preferible (#1) a la menos preferible (#6). Claro que cada posibilidad debe recibir un número diferente. Hay que estar seguro que la situación y su hijo mayor, de 18 años o menos y que vive en casa, estén presentes en la mente al indicar sus preferencias. No hay respuestas correctas ni equivocaciones. Sólo tenemos interés en sus preferencias. Favor de trabajar con cuidado y a su propia velocidad. No hay límite de tiempo. Ahora, un ejemplo:

EJEMPLO:

Ud. permite que su hijo use su coche. En recompense Ud. preferiría que:

Orden	
6	Su hijo le haga mandados.
1	Su hijo esprese su estimación para Ud.
4	Su hijo le dé las gracias por ser tan amable y generoso.
2	Su hijo le compre un regalo.
5	Su hijo le dé dinero.
3	Su hijo le haga saber nueva información.

Si Ud. cree que en esta situación, en recompensa por lo que Ud. hizo para su hijo, Ud. prefiere más que su hijo exprese su estimación para Ud., Ud. deba poner 1. Si su segunda preferencia es que le compre un regalo, ponga 2. Ponga 3 si su tercera preferencia es que su hijo le

haga saber nueva información. Si su cuarta preferencia es que su hijo le dé las gracias por ser tan amable y generoso, ponga 4. Si su quinta preferencia es que su hijo le dé dinero, ponga 5. Y si su preferencia menos preferible es que su hijo le haga mandados, ponga 6. Esperamos que el pensar en estas preferencias le agrade en las situaciones que siguen.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

1. Ud. provee ciertos servicios que ayudan a su hijo. En recompensa Ud. preferiría que:

Orden

_____ Su hijo le dé un giropostal.

_____ Su hijo le provea con unas cosas deseables.

_____ Su hijo haga algo para Ud.

_____ Su hijo diga que le quiere mucho.

_____ Su hijo diga que le respeta.

_____ Su hijo le provea la oportunidad de adquerir información nueva.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

2. Ud. le hace saber al hijo que a Ud. le gusta estar con él y que Ud. le siente cariño. En recompensa Ud. preferiría que:

Orden

_____ Su hijo le alabe a Ud.

_____ Su hijo le dé una cosa que a Ud. le gusta.

_____ Su hijo le haga un mandado.

_____ Su hijo le dé la impresion de que Ud. es muy simpático.

_____ Ud. reciba un cheque de parte de su hijo.

_____ Ud. reciba nueva información.

A.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

3. Ud. le da dinero a su hijo en un caso de necesidad. En recompensa Ud. preferiría que:

Orden

_____ Su hijo diga que tiene confianza en sus habilidades.

_____ Su hijo le cuente algo que Ud. no sabía antes.

_____ Su hijo le haga notar que a él le gusta su presencia.

_____ Su hijo le dé dinero.

_____ Su hijo le dé algo.

_____ Su hijo haga reparos para Ud.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

4. Ud. le da al hijo ciertas cosas suyas. En recompensa Ud. preferiría que:

Orden

_____ Ud. reciba dinero efectivo de parte de su hijo.

_____ Su hijo se ponga a su servicio.

_____ Su hijo le dé cariño.

_____ Su hijo le haga familiar con hechos nuevos.

_____ Su hijo le dé mercancía.

_____ Su hijo exprese estimación para Ud.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

5. Ud. le hace saber al hijo que le tiene respeto y estimación en cuanto a sus habilidades. En recompensa Ud. preferiría que:

Orden

_____ Su hijo le provea un cierto servicio.

_____ Su hijo le dé el beneficio de su conocimiento de cierto asunto.

_____ Ud. reciba un pago de parte de su hijo.

_____ Su hijo le dé prestigo.

_____ Su hijo indique que quiere ser su amigo.

_____ Ud. reciba mercancía de parte de su hijo.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

6. Ud. provee cierta información al hijo. En recompensa Ud. preferiría que:

Orden

_____ Su hijo diga que le quiere mucho.

_____ Su hijo se ponga a su servicio.

_____ Su hijo exprese estimación para Ud.

_____ Su hijo le dé el beneficio de su conocimiento de cierto asunto.

_____ Su hijo le dé algo.

_____ Ud. reciba un cheque de parte de su hijo.

A..

RESOURCE EXCHANGE STUDY

Los padres y los hijos hacen muchas cosas los unos para los otros todos los días. Esta parte del cuestionario tiene preguntas sobre sus preferencias en recompensa que Ud. recibe al hacer algo para sus padres.

Favor de leer con cuidado las instrucciones siguientes.

En esta parte del cuestionario hay seis situaciones familiares en que Ud. hace algo para sus padres. Abajo de cada situación hay seis posibles maneras de recibir recompensa de sus padres.

Hay dos cosas que Ud. tiene que hacer. Primero, leer la situación y las seis posibilidades. Segundo, teniendo en cuenta la situación, favor de indicar su preferencia, empezando con la más preferible (#1), a la menos preferible (#6). Claro que cada posibilidad debe recibir un número diferente. Hay que estar seguro que la situación esté presente en la mente al indicar sus preferencias. Favor de referirse cuánto sea necesario para estar seguro cuando Ud. indica sus preferencias. No hay respuestas correctas ni equivocaciones. Sólo tenemos interés en sus preferencias. Favor de trabajar con cuidado y a su propia velecidad. No hay límite de tiempo. Ahora, un ejemplo:

EJEMPLO:

Ud. permite que sus padres usen su bicicleta. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le hagan mandados.

_____ Sus padres expresen su estimación para Ud.

_____ Sus padres le den las gracias por ser tan amable y generoso.

_____ Sus padres le compren un regalo.

_____ Sus padres le den dinero.

_____ Sus padres le hagan saber nueva información.

Su Ud. cree que en esta situación, en recompensa por lo que Ud. hizo para sus padres, Ud. prefiere más que sus padres expresen su estimación para Ud., Ud. deba poner 1. Si su segunda preferencia es que le compren un regalo, ponga 2. Ponga 3 si su tercera preferencia es que sus padres le hagan saber nueva información. Si su cuarta preferencia es que sus padres le den las gracias por ser tan amable y generoso, ponga 4. Si su quinta preferencia es que sus padres le den

dinero, ponga 5. Y si su preferencia menos preferible es que sus padres le hagan mandados, ponga 6. Esperamos que el pensar en estas preferencias le agrade en las situaciones que siguen.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

1. Ud. provee ciertos servicios que ayudan a sus padres. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le den un giro.

_____ Sus padres le provean con unas cosas deseables.

_____ Sus padres hagan algo para Ud.

_____ Sus padres digan que le quieran mucho.

_____ Sus padres digan que le respetan.

_____ Sus padres le provean la oportunidad de adquerir información nueva.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

2. Ud. les hacen saber a sus padres que a Ud. le gusta estar con ellos y que Ud. les siente cariño. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le alaben a Ud.

_____ Sus padres le den una cosa que a Ud. le gusta.

_____ Sus padres le hagan un mandado.

_____ Sus padres le den la impresión de que Ud. es muy simpático.

_____ Ud. reciba un cheque de parte de sus padres.

_____ Ud. reciba nueva información.

A..

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

3. Ud. les dan dinero a sus padres en un caso de necesidad. En recompensa Ud. preferiría que:

Orden

_____ Sus padres digan que tienen confianza en sus habilidades.

_____ Sus padres le cuenten algo que Ud. no sabía antes.

_____ Sus padres le hagan notar que a ellos les gusta su presencia.

_____ Sus padres le den dinero.

_____ Sus padres le den algo.

_____ Sus padres hagan reparos para Ud.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

4. Ud. les da a sus padres ciertas cosas suyas. En recompensa Ud. preferiría que:

Orden

_____ Ud. reciba dinero efectivo de parte de sus padres.

_____ Sus padres se pongan a su servicio.

_____ Sus padres le den cariño.

_____ Sus padres le hagan familiar con hechos nuevos.

_____ Sus padres le den mercancía.

_____ Sus padres expresan estimación para Ud.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

5. Ud. les hace saber a sus padres que les tiene respeto y estimación en cuanto a sus habilidades. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le provean ciertos asuntos.

_____ Sus padres le den le beneficio de su conocimiento de cierto asunto.

_____ Ud. reciba un pago de parte de sus padres.

_____ Sus padres le den prestigio.

_____ Sus padres indiquen que quieren ser su amigo.

_____ Ud. reciba mercancía de parte de sus padres.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

6. Ud. provee cierta información a sus padres. En recompensa Ud. preferiría que:

Orden

_____ Sus padres digan que le quieran mucho.

_____ Sus padres se pongan a su servicio.

_____ Sus padres expresan estimación para Ud.

_____ Sus padres le den el beneficio de su conocimiento de cierto asunto.

_____ Sus padres le den algo.

_____ Ud. reciba un cheque de parte de sus padres.

B.

PART II

RESOURCE EXCHANGE STUDY

Parents and children do many things for each other every day. This part of the questionnaire has questions about what you might prefer in return for something you do for your son or daughter.

Please read carefully the following instructions.

In this part of the questionnaire, you are given six family situations in which you do something for your oldest son or daughter who is 18 years old or under and living at home. Listed below each situation are six possible things which your son or daughter could do for you in return. Now we would like you to do two things. First, read the situation and go down the list of all six possibilities. Second, based on the situation, we would like you to rank each of the six possibilities, from the most preferred (Rank 1)--to the least preferred (Rank 6). Each possibility should be ranked differently based on your preference. Be certain that the situation, and your oldest son or daughter, 18 years old or under and living at home, are clear in your mind when you do your ranking. There are no right or wrong answers. We are interested only in your preferences. Please work very carefully and at your own speed. There is no time limitation. Let us try an example.

EXAMPLE:

You take your son or daughter with you to special celebrations such as fiestas, saint's day, and weddings. In return you would prefer that:

Rank	
6	Your son or daughter runs errands for you.
1	He or she tells you are a great Mom or Dad.
4	Your son or daughter expresses love and affection for you.
2	He or she buys you a gift.
5	He or she gives you money.
3	Your son or daughter reads to you books and magazines.

If you feel that in this situation, in return for what you did for your son or daughter, you would most prefer that he or she tells you that you are a great Mom or Dad, you would rank this as "1". If your second most preferred is that he or she buys you a gift, you would rank

this as "2". You would put "3" if your third most preferred one is for him or her to read to you books and magazines. If your fourth most preferred is that your son or daughter expresses love and affection for you, you would indicate "4". If your fifth preference is that he or she gives you money, you would rank this as "5". You would put "6" if your least preferred one is for your son or daughter to run errands for you. We hope that you will enjoy thinking about these preferences in the situations that follow.

REFER TO SITUATION WHEN RANKING.

1. You are helping your son or daughter by providing certain services for him or her. In return you would prefer that:

Rank

____ He or she gives you money as gift on Christmas.

____ Your son or daughter shares with you his or her school materials.

____ He or she puts away things after using them.

____ Your son or daughter walks with you in public and enjoys being with you.

____ Your son or daughter speaks well of you before his or her friends.

____ Your son or daughter informs you about activities in the neighborhood.

REFER TO SITUATION WHEN RANKING.

2. You tell your son or daughter that you feel affection for him or her and that you enjoy being with him or her. In return you would prefer that:

Rank

____ Your son or daughter flatters you to make you feel good.

____ He or she shares with you some favorite things.

____ He or she runs errands for you.

____ Your son or daughter seeks you out when he or she arrives home.

____ Your son or daughter gives you money on your birthday.

____ Your son or daughter explains to you things you need to understand.

REFER TO SITUATION WHEN RANKING.

3. You provide your son or daughter with some money for his or her temporary needs. In return you would prefer that:

Rank

____ He or she asks your opinion on something you know.

____ Your son or daughter informs you about activities in school.

____ Your son or daughter embraces and hugs you.

____ He or she gives you money for personal use.

____ Your son or daughter shares with you his or her things.

____ Your son or daughter helps you clean up his or her mess.

REFER TO SITUATION WHEN RANKING.

4. You give your son or daughter certain objects that you have. In return you would prefer that:

Rank

____ He or she gives you money to use for entertainment, e.g., movies.

____ Your son or daughter helps you with work at home.

____ He or she spends some time with you to make you feel loved.

____ He or she shows you how to do things correctly.

____ Your son or daughter gives you gift items on Christmas.

____ He or she cheers you up when your spirits are low.

REFER TO SITUATION WHEN RANKING.

5. You tell your son or daughter your respect and esteem for his or her abilities. In return you would prefer that:

Rank

____ Your son or daughter helps you repair some of his or her things.

____ Your son or daughter gives you information you request.

____ Your son or daughter gives you money for your savings.

____ Your son or daughter gives you approval to show appreciation for you.

____ Your son or daughter takes care of you when you are sick.

____ Your son or daughter gives you gift items on your birthday.

REFER TO SITUATION WHEN RANKING.

6. You provide certain information to your son or daughter. In return you would prefer that:

Rank

____ He or she makes you feel loved by giving you something special.

____ Your son or daughter helps you fix yourself, e.g., straightening your suit.

____ Your son or daughter makes you feel that he or she respects what you can do.

____ He or she shares ideas with you.

____ He or she buys you a piece of jewelry.

____ Your son or daughter gives you money on Mother's or Father's Day.

RESOURCE EXCHANGE STUDY

Parents and children do many things for each other every day. This part of the questionnaire has questions about what you might prefer in return for something you do for your parents.

Please read carefully the following instructions.

In this part of the questionnaire, you are given six family situations in which you do something for your parents. Listed below each situation are six possible things which your parents could do for you in return. Now we would like you to do two things. First, read the situation and go down the list of all six possibilities. Second, based on the situation, we would like you to rank each of the six possibilities, from the most preferred (Rank 1)--to the least preferred (Rank 6). Each possibility should be ranked differently based on your preference. Be certain that you are indicating your preference to the particular situation. Refer to the situation as often as necessary to keep it clear in your mind when you do your ranking. There are no wrong or right answers. We are interested only in your preferences. Please work very carefully and at your own speed. There is no time limitation. Let us try an example.

EXAMPLE:

You take your parents with you to the movies. In return you would prefer that:

Rank	
6	Your parents run errands for you.
1	They tell you that you are a great son or daughter.
4	Your parents express love and affection for you.
2	Your parents buy you a gift.
5	They give you money.
3	Your parents read to you books and magazines.

If you feel that in this situation, in return for what you did for your parents, you would most prefer that they tell you that you are a great son or daughter, you would rank this as "1". If your second most preferred is that they buy you a gift, you would rank this as "2". You would put "3" if your third most preferred one is for them to read to you books and magazines. If your fourth most preferred is that your parents express love and affection for you, you would indicate "4".

If your fifth preference is that they give you money, you would rank this as "5". You would put "6" if your least preferred one is for your parents to run errands for you. We hope that you will enjoy thinking about these preferences in the situations that follow.

REFER TO SITUATION WHEN RANKING.

1. You are helping your parents by providing certain services for them. In return you would prefer that:

Rank

____ They give you money as gift on Christmas.

____ They buy you things for use in school.

____ They help you put away things after you have used them.

____ They walk with you in public and enjoy being with you.

____ Your parents speak well of you before their friends.

____ They inform you about activities in the neighborhood.

REFER TO SITUATION WHEN RANKING.

2. You tell your parents that you feel affection for them and that you enjoy being with them. In return you would prefer that:

Rank

____ Your parents flatter you to make you feel good.

____ They buy you some favorite things.

____ Your parents run errands for you.

____ They seek you out when they arrive home.

____ Your parents give you money on your birthday.

____ They explain to you things you need to understand.

B..

REFER TO SITUATION WHEN RANKING.

3. You provide your parents with some money for their temporary needs. In return you would prefer that:

Rank

____ They ask your opinion on something you know.

____ Your parents inform you about activities in school.

____ Your parents embrace and hug you.

____ They give you money for your personal use.

____ They buy you things.

____ They help you with your school assignment.

REFER TO SITUATION WHEN RANKING.

4. You give your parents certain objects that you have. In return you would prefer that:

Rank

____ They give you money to use for entertainment, e.g., movies.

____ Your parents help you with work at home.

____ They spend some time with you to make you feel loved.

____ They show you how to do things correctly.

____ Your parents give you gift items on Christmas.

____ They encourage you to do well in school.

REFER TO SITUATION WHEN RANKING.

5. You tell your parents your respect and esteem for their abilities. In return you would prefer that:

Rank

____ They help you repair some of your things.

____ Your parents give you information you request.

____ Your parents give you money for your savings.

____ They give you approval to show appreciation for you.

____ Your parents take care of you when you are sick.

____ Your parents give you gift items on your birthday.

REFER TO SITUATION WHEN RANKING.

6. You provide certain information to your parents. In return you would prefer that:

Rank

____ Your parents make you feel loved by giving you something special.

____ They help you fix yourself, e.g., straightening your suit.

____ Your parents make you feel that they respect what you can do.

____ Your parents share ideas with you.

____ They buy you a piece of jewelry.

____ They give you money for use in school.

RESOURCE EXCHANGE STUDY

Los padres y los hijos hacen muchas cosas los unos para los otros todos los días. Esta parte del cuestionario tiene preguntas sobre sus preferencias en recompensa que Ud. recibe al hacer algo para sus padres.

Favor de leer con cuidado las instrucciones siguientes.

En esta parte del cuestionario hay seis situaciones familiares en que Ud. hace algo para sus padres. Abajo de cada situación hay seis posibles maneras de recibir recompensa de sus padres.

Hay dos cosas que Ud. tiene que hacer. Primero, leer la situación y las seis posibilidades. Segundo, teniendo en cuenta la situación, favor de indicar su preferencia, empezando con la más preferible (#1) a la menos preferible (#6). Claro que cada posibilidad debe recibir un número diferente. Hay que estar seguro que la situación esté presente en la mente al indicar sus preferencias. Favor de referirse cuánto sea necesario para estar seguro cuando Ud. indica sus preferencias. No hay respuestas correctas ni equivocaciones. Sólo tenemos interés en sus preferencias. Favor de trabajar con cuidado y a su propia velocidad. No hay límite de tiempo. Ahora, un ejemplo.

EJEMPLO:

Ud. les lleva a su padres al cine con Ud. En recompensa Ud. preferiría que:

Orden

__6__ Sus padres le hagan un mandado.

__1__ Le digan que Ud. es buen hijo.

__4__ Sus padres expresen su amor y cariño para Ud.

__2__ Sus padres le compren un regalo.

__5__ Le den dinero.

__3__ Sus padres le lean periódicos y libros.

Si Ud. cree que en esta situación, en recompensa por lo que Ud. hizo para sus padres, Ud. prefiere más que le digan que Ud. es buen hijo, Ud. deba poner 1. Si su segunda preferencia es que le compren un regalo, ponga 2. Ponga 3 si su tercera preferencia es que su padres le lean periódicos y libros. Si su cuarta preferencia es que sus padres expresen su amor y cariño, ponga 4. Si su quinta preferencia es que le

den dinero, ponga 5. Y si su preferencia menos preferible es que sus padres le hagan mandados, ponga 6. Esperamos que el pensar en estas preferencias le agrade en las situaciones que siguen.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

1. Ud, provee ciertos servicios que ayudan a sus padres. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le den dinero como regalo para la Navidad.

_____ Sus padres le compren cosas para la escuela.

_____ Sus padres le ayuden a poner las cosas en orden después de usarlas.

_____ Sus padres den un paseo con Ud. en público y que a ellos les guste su presencia.

_____ Sus padres hablen bien de Ud. a sus amigos.

_____ Sus padres le den informes sobre las actividades en la comunidad.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

2. Ud. les hace sentir a sus padres que a Ud. le gusta estar con ellos y que Ud. les siente cariño. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le adulen para hacerle sentir bien.

_____ Sus padres le compren unos cosas favoritas.

_____ Sus padres le hagan un mandado.

_____ Sus padres le busquen cuando llegan a casa.

_____ Sus padres le den dinero para su compleaños.

_____ Sus padres le expliquen cosas que Ud. necesita saber.

B.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

3. Ud. le da dinero a su hijo o hija en un caso de necesidad. En recompensa Ud. preferiría que:

Orden

_____ Él o ella le pida su opinión sobre algo que Ud. sabe.

_____ Su hijo o hija dé informes sobre las actividades en la escuela.

_____ Su hijo o hija le abrace.

_____ Él o ella le dé dinero para su uso personal.

_____ Su hijo o hija comparta sus cosas con Ud.

_____ Su hijo o hija le ayude a limpiar su barándula.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

4. Ud. le da al hijo o hija ciertas cosas suyas. En recompensa Ud. preferiría que:

Orden

_____ Él o ella le dé dinero para usar en recreo, el cine, etc.

_____ Su hijo o hija le ayude con su trabajo en casa.

_____ Él o ella pase tiempo con Ud. para hacerle sentir su amor.

_____ Él o ella le muestre hacer las cosas en la manera debida.

_____ Su hijo o hija le dé regalos para la Navidad.

_____ Él o ella de dé ánimo cuando Ud. no se siente bien.

B.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

5. Ud. le hace saber al hijo o hija que le tiene respeto y estimación en cuanto a sus habilidades. En recompensa Ud. preferiría que:

Orden

_____ Su hijo o hija le ayude a hacer reparos.

_____ Su hijo o hija le dé informes cuando Ud. se los pide.

_____ Su hijo o hija le dé dinero para sus ahorros.

_____ Su hijo o hija le dé su aprobación para mostrar el aprecio que tiene para Ud.

_____ Su hijo o hija le cuide cuando Ud. está infermo.

_____ Su hijo o hija le dé regalos para su cumpleaños.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

6. Ud. provee cierta información a su hijo o hija. En recompensa Ud. preferiría que:

Orden

_____ Le haga sentir su amor con darle algo especial a Ud.

_____ Le ayude a arreglarse (por ejemplo, con la ropa, etc.)

_____ Le haga sentir que le tiene respeto por las cosas que Ud. puede hacer.

_____ Le comparta ideas y pensamientos con Ud.

_____ Le compre una prenda al joyero para Ud.

_____ Le de dinero el día de la madre o padre.

B..

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

3. Ud. les da dinero a sus padres en un caso de necesidad. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le pidan su opinión sobre algo que Ud. sabe.

_____ Sus padres le den informes sobre las actividades en la escuela.

_____ Sus padres le abracen.

_____ Sus padres le den dinero para su uso personal.

_____ Sus padres compren cosas para Ud.

_____ Sus padres le ayuden con sus asignaturas de la escuela.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

4. Ud. les da a sus padres ciertas cosas suyas. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le den dinero para usar por recreo, el cine, etc.

_____ Sus padres le ayuden con su trabajo en casa.

_____ Sus padres pasen tiempo con Ud. para hacerle sentir su amor.

_____ Sus padres le muestren hacer las cosas en la manera debida.

_____ Sus padres le den regalos para la Navidad.

_____ Sus padres le den ánimo para salir bien en la escuela.

B..

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

5. Ud. les hacen saber a sus padres que les tiene respeto y estimación en cuanto a sus habilidades. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le ayuden a hacer reparos.

_____ Sus padres le den informes cuando Ud. se los pide.

_____ Sus padres le den dinero para sus ahorros.

_____ Sus padres le den su aprobación para mostrar el aprecio que tienen para Ud.

_____ Sus padres le cuiden cuando Ud. está infermo.

_____ Sus padres le den regalos para su cumpleaños.

FAVOR DE REFERIRSE A LA SITUACIÓN AL INDICAR EL ORDEN.

6. Ud. provee cierta información a sus padres. En recompensa Ud. preferiría que:

Orden

_____ Sus padres le hagan sentir su amor con darle algo especial.

_____ Le ayuden a arreglarse (por ejemplo, con la ropa, etc.)

_____ Le hagan sentir que le tienen respeto por las cosas que Ud. puede hacer.

_____ Le compartan ideas y pensamientos con Ud.

_____ Le compren una prenda al joyero para Ud.

_____ Le den dinero para la escuela.

APPENDIX F

Formulas of Statistical Tests Used

1. Kappa (K)

$$K = \frac{Po - Pe}{1 - Pe}$$

where:

$$Po = \frac{\sum_{i=1}^{6} nii}{n}$$

$$Pe = \frac{\sum_{i=1}^{6} ni + n + i}{n^2}$$

$$Z = \frac{K - Ko}{\sqrt{Var(K)}} = \frac{K}{\sqrt{Var(K)}}$$

where:

$$Var(K) = \frac{Po\ (1 - Po)}{n\ (1 - Pe)^2}$$

$$Z = \frac{K}{\sqrt{Var(K)}}$$

2. T-test (t)

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\frac{(n1-1)s1^2 + (n2-1)s2^2}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

where:

$\bar{X}1$ = mean of 1st group
$\bar{X}2$ = mean of 2nd group
n1 = sample size, 1st group
n2 = sample size, 2nd group
s1 = variance of 1st group
s2 = variance of 2nd group

3. Chi-square (X^2)

$$X^2 = \sum_{i=1}^{\#\ cells} \frac{(O - E)^2}{E}$$

Where:

O = observed frequency
E = expected frequency

4. Spearman's Rank Correlation (r_s)

$$r_s = 1 - \left[\frac{6(\sum_i Di^2)}{N(N^2 - 1)}\right]$$

where:

Di = difference between ranks associated with the particular individual i.

N = number of individuals observed.

5. Pearson's Product-Moment Correlation Coefficient (r)

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{\sqrt{[N\Sigma Xi^2 - (\Sigma Xi)^2]\quad [N\Sigma Yi^2 - (\Sigma Yi)^2]}}$$

where:

N = number of individuals observed

X = 1st variable

Y = 2nd variable

6. Kendall's Coefficient of Concordance (W)

$$W = \left(\frac{12 \sum_j T^2_j}{m^2\ N(N^2-1)}\right) - \frac{3\ (N + 1)}{N - 1}$$

where:

m = number of judges

N = number of choices to be made

$$\text{average } r_s = \frac{m\ W - 1}{m - 1}$$

APPENDIX G

Reasons for Incomplete Schedules

Table G-1. An Accounting of All Names Selected from Original List

	Number
Refusals	16
Ineligible: Only one parent	
Spouse dead	15
Divorced	6
One parent--no reason given	13
Ineligible: Not Mexican American	18
Ineligible: Not a family	
No children	22
No children 18 years old or less living at home	19
Single	6
No family--no reason given	8
Ineligible: Family already interviewed	2
Ineligible: Reason unknown	8
Errors in sample list: No house	12
Errors in sample list: Business	1
Errors in sample list: Could not find, not on map, no such address	7
Vacant house	6
Moved	16
Not home after three contacts	14
Total contacts attempted without obtaining data	189
Total remaining selected names not used	140
Total selected names given to interviewers and not returned	165
Total completed households	106
Total selected names	600

Source: S. M. Danes (1978, p. 114).

APPENDIX H

Communications

MICHIGAN STATE UNIVERSITY

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY EAST LANSING • MICHIGAN • 48824

July 12, 1977

Dr. Edna B. Foa
Temple Medical School
Philadelphia, Pennsylvania

Dear Dr. Foa:

We read with interest your book, Societal Structures of the Mind, which you co-authored with Dr. Uriel G. Foa. We note the many empirical studies you cited to support your discussions and arguments particularly in the area of resource exchange between adults. These citations will be helpful in our work. Your discussions on parent-child resource exchange were interesting and enlightening.

I come from the Philippines and I have a Master of Arts degree in family life. I have had some research experience using as respondents parents and children. Prior to my coming to Michigan State University to pursue a Ph.D. in Family Ecology and a minor in Sociology, I was connected with the United Nations Children's Fund (UNICEF) in Manila, and was involved in the National Food and Nutrition Programme and the Women in Development Project.

My Ph.D. dissertation research interest happens to be in the interactions between parents and children, and we would like to look at family-child interpersonal relationships with special emphasis on resource exchange. We are currently exploring the literature for studies done in the area. So far we are not aware of any study done anywhere using your six resources as a conceptual framework for the study of parent-child social communication. We wonder if you might know a similar study already done, ongoing, or to be conducted on resource exchange in child rearing using this model. Would you also know if there has been a study of the family's interactions with relatives, friends and the community at large, using your resource model? Please let us know, if there are any, where we could get in touch with the researchers.

We would appreciate very much your earliest possible reply to our inquiries.

Yours sincerely,

Erlinda N. Salcedo
Erlinda N. Salcedo

cb

TEMPLE UNIVERSITY

HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

DEPARTMENT OF PSYCHIATRY - c/o Eastern Pennsylvania Psychiatric Institute, Henry Avenue, Philadelphia, Pa. 19129 - Tel. 215- GE 8-9548

October 5, 1977

Erlinda N. Salcedo
Michigan State University
College of Human Ecology
Department of Family Ecology
East Lansing, Michigan 48824

Dear Ms. Salcedo:

I deeply apologize for the delay in my writing; but summer is always busy for everyone in academia.

Thank you for your interest in my work. I do not know of any work that has been done on resource exchange in family-child interaction. A student of my husband is now working on resource theory and family therapy, but has not yet compiled the data.

Your idea seem very interesting, and I will be looking forward to hearing from you. Please let me know of your progress. I promise to be more prompt in future correspondence.

Sincerely,

Edna Foa

Edna B. Foa, Ph. D.
Assistant Professor of Psychiatry (Psychology)

EBF:ma

MICHIGAN STATE UNIVERSITY

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY EAST LANSING • MICHIGAN • 48824

November 2, 1977

Edna B. Foa
Assistant Professor of Psychiatry
Temple University
Department of Psychiatry
c/o Eastern Pennsylvania Psychiatric Institute
Henry Avenue, Philadelphia, Pennsylvania 19129

Dear Dr. Foa:

Thank you for your letter of October 5. I can appreciate the volume of work that must have kept you busy all summer long. I am pleased that you are interested in the work I am doing in resource exchange. I trust it will add to the dearth of knowledge in the area of parent-child interaction. I will look forward to reading the work of your husband's student on resource theory and family therapy.

My research attempts to test the theory of resource exchange as well as to determine its applicability on parent-child interaction. Our respondents are Mexican American husband-wife teams and a teenager in each family. We are using two different sets of instruments. The first, is a modified version of your Social Interaction Inventory (Giving) instrument geared to parent-child relationship. The second, which is patterned after your instrument, has items that are particularistic rather than universal. These items were obtained directly from our Mexican American pretests respondents.

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We are using the techniques of interviewing and self-report for data gathering. The respondents rank order resource exchanges, because preliminary results from our own study using the paired comparison indicated some difficulties in obtaining data from our sample. Hence, the ranking of alternatives technique was introduced. It would be interesting to make comparisons of results obtained from two different instruments and two different techniques for gathering data.

My dissertation advisor, Dr. Beatrice Paolucci, Professor, Department of Family Ecology, initiated me on this research topic and she has been extremely helpful from the very beginning. She and I are excited about the study, and we look forward to letting you know of our progress and findings in our future correspondence.

Sincerely yours,

Erlinda N. Salcedo

Erlinda N. Salcedo