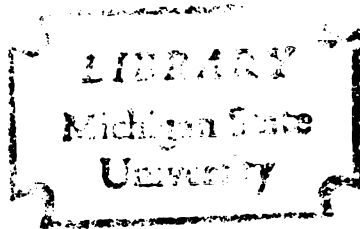


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RESPONSIBILITY OF FIFTH GRADERS RELATED TO
AUTHORITARIAN/AUTHORITATIVE PARENTS

By

Richard Warren Hill

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

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ABSTRACT

RESPONSIBILITY OF FIFTH GRADERS RELATED TO AUTHORITARIAN/AUTHORITATIVE PARENTS

By

Richard Warren Hill

Responsible citizens seem to be a prerequisite for a democratic social system. Low levels of responsible behavior by adults and youth have often been the focus of media attention. This study sought to identify the differing effects of authoritarian and authoritative parents on a child's locus of control and the effect of locus of control on a child's level of responsibility. Forty middle income urban and rural two-parent families, each with a fifth grade child, comprised the sample population. Teachers helped evaluate responsibility levels of the children.

An interviewer visited each home to explain the study and the instruments. The parents and the child responded individually to their respective instruments in the presence of the interviewer. The teachers completed and returned their instruments at their convenience. Parent style was determined by parent responses to 12 scale items on a seven-point range from authoritarian to authoritative. Agreement or disagreement with scale items on other instruments by the child, the parents, and the teacher determined responsibility level scores of the children. The children also completed a forced-choice instrument to identify their locus of control perceptions.

Bivariate and multivariate regressions were computed to analyze relationships between parent style and locus of control and between child locus of control and responsibility levels. Limitations of sample size and data collected prohibited controlling for the many genetic and social interaction variables involved in human development. Locus of control accounted for 8.6 percent of the responsibility variance. Children with internal locus of control perceptions were judged more responsible than were children with external perceptions.

Mother authoritativeness was positively related to internal locus of control in children, explaining 10.9 percent of the variance. Father authoritativeness explained another eight percent of the variance, but was negatively related. There were few, if any authoritarian parents in the sample. Nearly all scored within the authoritative range of responses.

Dedicated to Mildred, my wife,
for her love and patience as
I worked to understand human
behavior these past 41 years.

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I. INTRODUCTION

This study concerned the importance of responsible citizens to a democratic society. Responsible people were defined as those who are self confident, self accepting, and self directing. They participate in their social settings in individual and unique ways, but with caring concern for the well-being of others. The definition applies to social settings which include the family, the community, the school, the job, the playground, and various levels of government. Sources in the literature which support such a definition of responsibility are presented in chapter two. Responsibility and responsible behavior were considered to be synonymous terms.

The Need

Low levels of responsibility often draw the attention of the media. There appears to be a growing concern about inappropriate disposal of chemical wastes by industrial corporations, through ignorance or indifference. Examples of waste chemicals polluting ground water have been reported in many states. Newspapers often report fewer than 25 percent of the eligible voters have cast ballots on some local issue.

The examples just presented suggest that adults are often less responsible than would be desirable in a democratic social system. But low levels of responsibility are not limited to adults. Media reports, during August 1980 in one rural Michigan community, noted the actions of 5,000 young people at a rock concert. Three persons were killed and six seriously injured in a highway mishap directly related

to the concert. Liquor sales to minors were alleged. Neighboring residents were subjected to excessive noise and to language which they found to be obnoxious. Trespassers entered their property.

In another town in that county, city council minutes in the local newspaper reported complaints about teenagers "hanging out" on the main street late at night. The result was damage to store fronts and excessive trash to be cleared away each morning at opening time. Families complained that the local park was no longer a pleasant place for them because of groups of young people listening to loud music. Similar examples of adult and youth behavior could likely be identified in other locations.

The United States is organized so that citizens at all levels may have a voice in the decisions that are made. When people do not exercise that right, the system does not work as well as intended. The best solution to a pressing problem may not have been found because the person with the most appropriate idea for solving the problem did not participate and present that idea. If persons with valid and convincing objections to a contemplated action do not go forward with those objections, a damaging result may follow. Responsible citizenship is required if the United States is to solve its economic, environmental, energy, and resource problems in ways that benefit the most and inconvenience the fewest numbers of people. Responsible national leaders, supported by the citizenry, are needed to help solve those same problems on a world scale.

Why do some children become responsible persons while others do not? Several scholars have written about the development of responsible behavior. Fingarette (1967) said children eventually become responsible

by being treated more and more as though they are responsible.

Bronfenbrenner (1979) supported that view stating that development is facilitated when the developing person can experience progressively more complex interactions with significant others who encourage a gradual shift of power toward the developing person. Matteson (1975) explained that there is need for young people to work beside adults who encourage them to accept responsibility for tasks and for making decisions.

The conditions described as conducive to the development of responsibility were more prevalent for young people of previous generations than they are today in the United States. The labor of children has become less necessary to society and the number of hours in school have been extended for them. Coleman (1974) observed that, though schools have expanded to fill much of the time that other activities once occupied for children, they do not substitute for those activities. Those earlier activities of children included more chances for responsible action. There were situations that gave young people authority over matters which affected other people. They experienced nearly immediate consequences of their actions and were strengthened by facing them.

Coleman stressed the importance of an appropriate balance between protection and opportunity for young people. Some of those laws protect from potential harm, but at the same time make it difficult for many young people to have some of the experiences which would be most beneficial to their growth and development. Some laws isolate young people from adult-like responsibilities. For example, the state of Michigan administers a law preventing children under sixteen years of age from performing numerous farm jobs, away from home, which were commonly done

by that age group just a few years ago. Delivery truck drivers who once took their sons or daughters with them during the summer to deliver goods are now prevented from doing so by insurance regulations. In Coleman's opinion, the rights of young people to protection have been implemented to the extent that their rights to opportunity have been sacrificed.

Throughout history, the continuation of society has depended upon the mixture of persons of all ages. Society is decreasing the experiences for youth to learn responsibility by almost eliminating their role relations with younger children. General adult-youth segregation further reduces the chance to learn responsibility from adult models.

Lipsitz (1977) suggested that, given such changes in the developmental experiences available to youth, considerable research should have focused on family and early adolescent relationships. The quantity of such research seems small, however. According to Lipsitz, the Social Research Group has estimated that close to 10 percent of all federally funded adolescent research in fiscal 1973 and 1974 involved the family, but the portion of that funding which dealt specifically with the family and the child in late childhood or early adolescence was minimal.

One would expect that both biological and cognitive changes in late childhood and early adolescence should make possible deeper and broader roles as worker, friend to adult, citizen, and member of community organizations. Lipsitz found such roles for maturing young people have been little studied. Even more serious is the lack of opportunity for young people to practice such roles in order to develop their new physical and cognitive capacities.

Crandall, Katkovsky, and Crandall (1965) found that self responsibility was well established by third grade, based on data from 923 third through twelfth graders. Stephens (1979) expressed concern that after children pass age ten, when they are most eager to imitate and help adults, it becomes increasingly difficult to help them develop responsible, caring attitudes toward others. Whiting and Whiting (1975) also considered care and concern for others as an aspect of responsible behavior. They suggested that unless the child learns to care for others during childhood the child may never develop such nurturant feelings. Crandall et al., Stephens, and Whiting and Whiting support the assumption of this study that fifth graders will have already become responsible or less responsible persons.

Conceptual Framework

The major purpose of this pilot study was to examine the extent to which certain experiences of children and their acceptance of responsibility are related. Ten was chosen as the focal age for the child population because it is mid-point in the age span of eight to 12 years suggested in the literature as a significant period when children have become responsible or less responsible persons. Schools were considered an appropriate contact point for children and their families and the fifth grade a logical group. Most fifth graders are ten years old and most ten year olds are in the fifth grade. A narrow age span was thought desirable to reduce the effect of age variability.

Responsible persons were considered to be self confident, self accepting, and self directing. They participate in their social settings in individual ways with care and concern for others. Since school age

children spend considerable time in school, teachers were asked for evaluations to help determine responsibility levels of the children, along with parent evaluations and the child's self evaluation.

The major childhood experience which was investigated was the relationship between the responsibility level of children and the tendency of their parents to be either authoritarian or authoritative persons. There is evidence (Mussen, 1960; Tallman, 1970; White and Lippitt, 1960) that authoritative family relationships are more likely to develop responsibility appropriate to a democratic society than are authoritarian relationships. A dictionary definition (American Heritage, 1976) states that an authoritarian advocates absolute obedience to authority.

Baumrind (1968) described authoritative parenting in these words:

The authoritative parent is supportive but not suffocating, is not afraid of making standards known, values disciplined behavior that is monitored by self control, and engenders such behavior by reasoning and explaining in verbal give-and-take with the child.

In contrast, the authoritarian parent is more obedience centered and dogmatic, offers orders rather than engaging in verbal give-and-take, and is less likely to reason with or explain to the child. (p. 255)

Garbarino (1976) supports the importance of parenting authoritatively to serve as a model of behaving responsibly in a democratic social system. Teaching children to live responsibly in a democratic society is not to teach them to expect to live without authority but rather to help them learn to relate effectively with authority, whether possessing it or subject to it.

Self direction or independence was a part of the definition used for responsible behavior. Pepper (1973) agreed with that point of view by

stating that if not encouraged to become an independent creative person the child may become an unthinking conformist. The authoritative parent was considered more likely than the authoritarian parent to model and encourage independence.

It was considered unlikely that children with a low sense of internal control would make many attempts at independent decision making or creative thinking. Such children would not believe in their own ability to affect outcomes. Crandall et al. (1965) stated that punishment, discipline, or rewards have little power to change behavior of a child with a strong sense of being externally controlled. An internal locus of control perception was considered to be a prerequisite to responsible behavior as defined for this study. Authoritative parents rather than authoritarian parents were considered more likely to permit and encourage children to make important decisions and provide honest feed-back upon which the child could build a sense of internal locus of control.

Definitions

A summarization of the definitions of important terms used in this study follows:

Responsible behavior--Active participation in self confident, self accepting, self directing, unique ways with care and concern for others.

Authoritarian parent--A parent who demands unquestioning obedience from children and tends to give orders without explanation or reasoning.

Authoritative parent--A parent who sets standards of expectations, makes them known to the child and engenders self-monitored disciplined behavior by reasoning and explaining in verbal give-and-take with the child.

Locus of control--One's sense of feeling able to influence outcomes (internal control) or of feeling unable to influence outcomes (external control).

Research Questions

The purpose of this study was to provide empirical evidence for answers to these questions:

1. Do children of more authoritative parents have a greater sense of internal locus of control than do children of more authoritarian parents?
2. Do children who have a stronger sense of internal locus of control exhibit higher levels of responsibility acceptance than do children with a stronger sense of external locus of control?
3. Is there a direct relationship between the authoritative characteristics of parents and the level of responsibility observed in children?

Overview

The plan of this investigation was to identify relationships which may exist between father and mother authoritativeness, a child's sense of locus of control, and the level of responsibility acceptance by the child. In chapter two, a review of relevant literature and the research hypotheses are presented. Research methodology is presented in chapter three, covering data collection, the sample population, measurement and analysis procedures, assumptions, and limitations.

II: REVIEW OF LITERATURE

A definition of responsibility was presented in the opening paragraph of chapter one. Literature supporting that definition is presented first. Next, literature relevant to locus of control is examined, followed by references with a bearing on the contrast between authoritarian and authoritative parenting. The chapter is concluded with a presentation of the research hypotheses.

Responsibility

According to Fingarette (1967), responsibility emerges when the individual, as a matter of personal concern, accepts something society presents as worthy of concern. If the individual does not accept, does not care, and is not concerned about life as defined by the social group, that individual becomes an outsider even though skilled and intelligent. Such a person may be called amoral, perverse, shiftless, or irresponsible by others in the group. Of course, to accept the pattern of behavior offered by the group requires knowledge of what kind of behavior is expected by those with whom one interacts. Certain approved practices must be known, accepted, and practiced to be considered responsible by one's own society.

In considering the matter of care and concern, Fingarette recognized that it may not always matter who wins at bridge or tennis, but it is necessary to care about certain other outcomes. There are times when one must be held responsible, whether caring or not. A rational person must be held responsible for doing mental or physical harm to another.

Fingarette's reference to acceptance of life as suggested by one's social group placed responsible behavior in a cultural context. He inferred that a responsible person is one who behaves generally in ways consistent with the norms of society. His reference to being held responsible for certain outcomes added a moral dimension to responsibility. A responsible person behaves with care and concern for the well-being of others as well as self, as defined by a specific social group.

There is a problem with letting Fingarette's proposition stand as a total definition of responsible behavior in a democracy. That fails to recognize need for creativity or self direction, traits of importance in such a society. A person who was a total follower might be considered a responsible person in an autocratic society, but more than following or conforming is required of citizens in a democracy.

White and Lippitt (1960) reported on experiments related to democracy and autocracy. They suggested several psychological conditions that foster the development and maintenance of a democratic social system. One of those conditions was self confidence and self acceptance in initiating one's own contributions and in expressing one's own needs.

Another study (Stephens, 1979) found that most responsible teens started as family helpers. They had been in responsible adult-like roles. In the Stephens' population, traditional apprentice-type training was available. Even in some of the modern homes, there were responsible jobs for children when families did their own fixing, building and repairing. Responsible jobs were also experienced by young people where the mother was very busy due to a large family, outside employment, or disability, and their help was really needed. Taken together, several

references (Bronfenbrenner, 1979; Coleman, 1974; Fingarette, 1967; Matteson, 1975; Stephens, 1979; Whiting and Whiting, 1975) indicate that a child is stimulated to become a responsible person when that child's contributions are needed, when there is opportunity for the child to make and help make important decisions, and when there is ample time for the child to be with, imitate, and help responsible adults.

Locus of Control

Locus of control seemed important to this study because of the need, in a democratic society, for responsible persons to think and act individually as well as to follow orders and do what is expected by society. The definition used here for responsible behavior included a self direction component. It was considered unlikely that persons who generally felt controlled by outside forces and other people would make much effort toward self direction. It seemed inconsistent to expect a person to function responsibly without having a general sense of internal control—a confidence in being able to affect outcomes. Rewards and punishment or discipline, during childhood years may have little power to change behavior if the child senses external locus of control (Crandall et al., 1965). From the view of such children, it would not seem worth it to try to change because they would not believe their changing would make any difference.

Locus of control deals with both positive and negative outcomes (Lefcourt, 1966). According to Lefcourt, those who sense internal locus of control feel substantially responsible for both positive and negative results from own actions, but those sensing external locus of control feel little if any responsibility for what happens. If the result was good

it was a matter of luck. If the result was undesirable, fate or bad luck caused it. In a study reported by Lefcourt, the externally oriented showed a higher tendency to be conformists than did internally oriented subjects.

Chandler (1980) found that mothers of the internally oriented not only allowed children more autonomy and self direction at an earlier age than did mothers of the externally oriented, but they also provide earlier intentional training. Governing parents had quite external children. Parents concerned with issues of power, those governing parents, apparently communicated a sense of powerlessness to their children, in Chandler's opinion. To summarize, Chandler found that the parents of internal locus of control children employed authoritative methods of discipline, were accepting, non-restrictive, and rewarding of independence, and they made suggestions as opposed to just giving orders.

Locus of control is consistently related to a variety of personality scales, with internal scorers describing themselves as more active, independent, and effective than external scorers (Hersch and Scheibe, 1967).

Crandall et al., Lefcourt, Chandler, and Gurin, Gurin, Lao, and Beattie (1969) predict generally more responsible behavior from children with internal locus of control than could be expected from externals, with the possible exception of persons who are economically disadvantaged or who are the long time victims of prejudice.

Authoritarian vs. Authoritative Style

One might expect that a childhood spent in a democratic family would be the best preparation for becoming a responsible citizen in a democratic

society. This seems, however, not to be the case. The American Heritage Dictionary (1976) defined "democratic" as a belief in social equality. A small child cannot possibly possess the experience, competency, or knowledge to make important decisions as the social equal of the adults in the family.

Bashor (1976) stated that the democratic ethic was very strong but complex and that there was ample evidence to justify some exercise of parental authority. Evidence also suggested that authority and democracy were and perhaps must be in a tension relationship with one another. Baumrind (1978) listed four propositions with wide popular and scientific support to explain why childhood was not the time for pure equality with parents:

1. Children are inferior to adults in the competencies required to survive independently and therefore require special protection.
2. Children undergo successive qualitative transformations requiring commensurate changes in social status as they pass from one stage of development to the next.
3. Self-determination in adulthood is a product of maturation and not a gift bestowed by permissive caretakers.
4. Adult authority properly exercised in early years is positively related to later independence. (pp. 179-96)

Baumrind suggested that when children can, alone, assume the consequences of their acts they may be trusted with the decisions leading to the acts.

Smith (1977) found that acceptance of parental authority by children was strongly associated with the child's perceptions of parental expertise and benefits received from parents. The quality of the personal relationship between parent and child was also an important determinant of the child's acceptance of parental authority. It seems likely that these two

conditions would be met more often under authoritative than under authoritarian parenting styles.

The Dictionary, Bashor, and Baumrind provided evidence that a parenting style which exerts more parental authority than would be possible in a purely democratic family is crucial to the development of responsibility in children. Smith contributes the indication that such authority is more likely to be accepted by the children if the parents are competent and on friendly, caring, accepting terms with them.

Tallman (1970) studied the variables critical for effective family problem solving and hypothesized that the structure should allow for both open channels of communication and centralization of authority. In addition, an atmosphere should be provided which allows for conflict of ideas while maintaining consensus as to goals. Such a family structure requires a rather subtle distinction between authority and authoritarianism. Tallman contended that families thus structured should be able to achieve their goals, be creative, and generally foster the innovativeness necessary for adapting to a changing society. Tallman's typology was designed to identify the family with effective problem solving behavior. In such a family the children are treated as though they are responsible people but the parents do not abdicate their authority. The family described is neither democratic nor authoritarian, but authoritative.

Tallman emphasized the necessity of creativity and innovativeness for a family to adept to a changing society. Creative innovative people--the good problem solvers--are also needed to bring about necessary changes in society. Children growing up totally dependent upon authoritarian parents for direction and decisions of all kinds are not likely to advance many new ideas when social or individual changes and improvements are needed.

Coopersmith (1967) contrasted the authority of parents with authoritarian parents, relative to the development of self esteem. He found that families of children with high self esteem established the most extensive sets of rules and were zealous in enforcing them. The effect was to establish the authority of the parents, define the environment, and provide standards by which the child could judge competence and progress. According to Coopersmith, parents of high self esteem children had a special way of dealing with limits. Such parents were non-coercive and recognized the rights and opinions of the child. The child's views were sought, opinions were respected, and concessions granted when possible. Children entered discussions as significant participants and gained the benefits of self assertion. Self esteem is certainly important to self acceptance and independent, confident self direction.

Hill (1980) discussed self direction, drawing attention to the widespread impression that independence first becomes an issue at the time of adolescence. He said that middle class families tend to value independence from the time the young child begins to tie shoes, if not before. According to Hill, studies have shown that the most independent adolescents feel the most respect and affection for their parents. Parental attitudes which permit the child some independent action as a participating member of the group should aid the development of responsible behavior. Such parenting style is more authoritative than authoritarian.

The references in this section clearly indicate that the authoritative style of parenting is more likely to develop responsible children than will authoritarian or democratic styles. Baumrind (1978) contended that parents have the obligation to provide children with genuine choices from

among a few good options, consistent with each child's stage of development.

Literature Summary

The references in chapters one and two which contributed to an understanding of the definition of responsible behavior include Bronfenbrenner (1979), Coleman (1974), Crandall et al. (1965), Fingarette (1967), Libsitz (1977), Matteson (1975), Stephens (1979), White and Lippitt (1960), and Whiting and Whiting (1975).

References relating to the nature and importance of locus of control were Chandler (1980), Crandall et al. (1965), Gurin et al. (1969), and Hersch and Scheibe (1967).

The importance of authoritative parenting as contrasted to authoritarian or democratic parenting was established by Bashor (1976), Baumrind (1968, 1978), Coopersmith (1967), Garbarino (1976), Hill (1980), Mussen (1960), Pepper (1973), Smith (1977), Tallman (1970), and White and Libbitt (1960).

Research Hypotheses

From the conceptual framework set forth, from the research questions posed, and from the review of literature, the following hypotheses were developed. The hypotheses are graphically presented in Figure 1.

Hypothesis 1A

The more authoritative the mother, the greater is the child's sense of internal locus of control.

Hypothesis 1B

The more authoritative the father, the greater is the child's sense of internal locus of control.

Hypothesis 2

The greater the child's sense of internal locus of control, the higher is the level of responsibility observed in the child.

Hypothesis 3A

The more authoritative the mother, the higher is the level of responsibility observed in the child.

Hypothesis 3B

The more authoritative the father, the higher is the level of responsibility observed in the child.

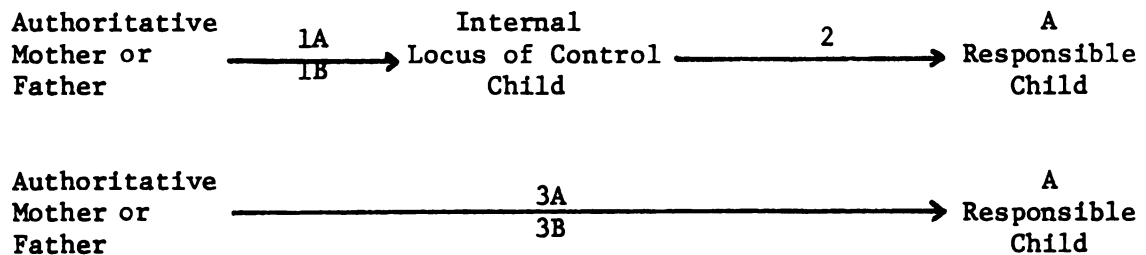


Figure 1

The Research Hypotheses

III: METHODOLOGY

The following methodological steps have been described in this chapter: data collection, sampling procedure, a description of the sample population, limitations of the study, measurement procedures and analysis strategies.

The data were gathered as part of a pilot study, entitled, "The Acceptance of Responsibility in Children: A Comparison of Families with Employed and Non-Employed Mothers," funded by an All University Research Initiation grant from Michigan State University.¹ The major purpose of the study was to identify differences in the degree of responsible behavior in children of dual-employed and single employed, two-parent families. It was a specification of the Employed Mother-Child Responsibility Pilot Study that each family would have at least one fifth grade child and that half the families have both parents working and the other half would have only the father employed. There were to be 20 of each type of family in the sample population. Forty families, meeting the stated specifications were identified for the study.

The directors of the Employed Mothers-Child Responsibility Pilot Study considered it desirable to have a mix of rural and urban families in the sample population. The selection of East Lansing and Charlotte, Michigan, schools met that criterion. The fact that families in those two locations also enjoy similar economic levels was an important consideration. Two graduate students were hired for the Pilot Study to assist with the project and to interview the families. The author of this dissertation was one of those research assistants.

¹All University Research Initiation, Family and Child Ecology Department, Grant #681.

The following time schedule was established and followed for the
Employed Mothers-Child Responsibility Pilot Study:

Design sampling procedures, select and/or develop instruments select and train interviewers	July-Sept., 1980
Conduct interviews	Oct.-Jan., 1981
Code and keypunch data	Feb.-Mar., 1981
Analyze data	Apr.-June, 1981

Five instruments were used to gather data for this study. One was completed by the mother and the father to assess the degree to which the parent was authoritarian or authoritative. Another, completed by the child, was intended to identify the child's locus of control. The child also responded to a second instrument which established a level of the child's responsibility as viewed by the child. The fourth instrument was completed by the father and the mother to obtain their individual appraisal of their child's responsibility level. The fifth instrument was the teacher's evaluation of the child's responsibility level.

All data for this study were checked and recorded on code sheets by the two interviewers. Coding reliability was established by quality checking 33 percent of the data. The error rate in coding was found to be less than 0.1 percent. Frequencies were computed on each item on the five instruments and out-of-range values were found and corrected. Key punching was done and verified by trained personnel in the computer laboratory at Michigan State University. Missing data were less than 0.4 percent and were not deemed to have a significant effect in biasing the data.

The Sample

To provide balance between rural and urban families in the study, twenty families were selected in each school district. When the fifth grade classes had been identified the names of the children were arranged in alphabetical order in each school district. A random numbers table was used to select from the lists those families which were invited to participate in the study. The remainder of the selection process differed between the two districts. In the urban district the research assistant followed the initial letter of invitation with a phone call to the family within two days of the time the family should have received the letter. Forty families received the letter of invitation in that district and twenty of them accepted.

In the rural district 62 randomly selected families were invited by letter to participate in the study. School authorities asked that no additional contact be made until families had responded through the school or by phone to the research assistant. The school's request was honored. The first 20 families to respond became study participants.

No information was obtained in either district about why some families chose to participate in the study and others did not. It was considered possible that parents with responsible children might have accepted in greater proportion than did parents of less responsible children.

The teachers and the administrators in the rural district agreed to help determine if there was a significant difference between the responsibility levels of children in that district who were in the study and the children in families who chose not to participate. The teachers completed responsibility evaluations of the fifth grade children in all the families

chosen at random and invited to participate in the study. The teachers did not know which families were study participants and which had chosen not to take part.

An analysis of variance found no significant difference in the responsibility levels of the 41 children in non-participant families and the responsibility levels of 21 study children, as evaluated by teachers. The analysis of variance produced an F value of .7197 with a probability of .4900.

Forty mothers, forty fathers, forty-one fifth graders, and seven teachers comprised the sample population for this study. One family had two children in the fifth grade, though they were not twins. The parents with the two fifth graders provided individual responses for each child. The child population was comprised of 20 boys and 21 girls; 73% were 10 years old, 23.8% were eleven years old and one child was nine at the time of the visit.

Two mothers and one father had not graduated from high school. High school graduation was the highest level of formal education attained by 21 percent of the mothers and 12 percent of the fathers. Seventeen percent of the fathers and 12 percent of the mothers were graduates of a four year college, and 40 percent of the fathers and 26 percent of the mothers had attended graduate school. In 1970, 23 percent of the males and 14 percent of the females aged 25 and over, living in Ingham County, Michigan, had completed four or more years of college. The corresponding figures for Eaton County were 12 percent and 8 percent, respectively (Michigan Family Sourcebook, 1980). The school districts in this study were located in Ingham and Eaton Counties.

None of the fathers earned less than \$15,000 annually. Twenty-four percent of the fathers earned over \$30,000 per year and the remainder had an annual income between \$15,000 and \$30,000. The annual income of 17 percent of the mothers was between \$15,000 and \$30,000. The remainder of the working mothers earned less than \$15,000 annually. These incomes compare to the 1975 median income of \$16,631 for husband-wife families in Michigan, according to the Michigan Family Sourcebook (1980).

Limitations

The characteristics of the sample population should be kept in mind when evaluating the results of this study. No single-parent families were included in the sample and only fifth grade children were measured for responsibility levels. Generalization of findings are subject to the following additional limitations:

1. The sample population of 41 children was relatively small.
2. The sample was only representative of some fifth grade classes in two non-randomly selected schools within large school districts.
3. The population families had more formal education and a higher level of income than the general population in Mid Michigan. This was partly due to the exclusion of single parent households and slight over representation of dual employed parents.

Data Collection Procedures

An interviewer visited the home of each participant family to explain the study and the measurement instruments. The father, the mother, and the fifth grade child then completed responses to their respective instruments in the presence of the interviewer. Discussion between family

members, before the questionnaires were completed, was discouraged, but interviewers answered participant questions relative to understanding the instruments and the study.

The home room teacher of each child in the study completed an instrument evaluating the child's level of responsible behavior. Those instruments were delivered to the schools and picked up several days later, when completed.

Measurement Procedures

The data collection procedures planned for the Employed Mother-Child Responsibility Study included three questionnaires for evaluating the child's level of responsibility. One was designed for the child's self evaluation, one was for a teacher evaluation of the child, and the other was used by the mother and father to individually rate their child. Two other instruments were included to measure the authoritarian vs. authoritative orientation of the parents and to determine locus of control for the child.

Responsibility Measure

It was concluded from the literature review that persons oriented toward responsible behavior in a democratic social system will possess most of the following characteristics: (a) self confidence, (b) self acceptance, (c) self direction, (d) knowledge, acceptance, and adherence to family and community norms, (e) willingness to work for changes in norms when appropriate for the well-being of the group or its members, and (f) care and concern for others.

Item criteria were developed each with a direct relationship to one or more the characteristics of responsible persons, as described in

the previous paragraph. The criteria are presented as questions followed by parenthetic letters showing relationship to specific responsibility characteristics above. To be included as a measure of responsible behavior each instrument item, in the opinion of the author, must have shown a clear association with one or more of these criterion questions.

Does the focal child:

1. Perform tasks and make decisions with confidence and self direction? (a,c)
2. Fulfill expectations of family and community, such as completion, orderliness, promptness, and quality of work? (d,e,f)
3. Express ideas about needed changes in family, school and community norms? (a through f)
4. Participate in family, school, and other group decisions? (a,b,c,d)
5. Respond to the needs of others? (a,b,c,e)
6. Persist in assigned or assumed tasks? (a,d)
7. Accept consequences of own actions? (a,b,c,d,f)

Child's Self Evaluation. The Social Attitude Scale (SAS) developed by Dale B. Harris, Institute of Child Welfare, University of Minnesota, was used for the child's self evaluation. Harris (1957) said the SAS was intended to discriminate children who have a reputation among their peers for responsibility as contrasted with children who have little reputation for responsibility. According to Harris (1980) the SAS was a carefully developed self evaluation instrument, shown to be the best among several personality test predictors of post high school performance. The scale was substantially correlated with other measures of personal and social adjustment. Each item on the scale was justified as reflecting

behavior classified as reliable, accountable, loyal, or as doing an effective job.

According to Harris, evaluations of peers and teachers relative to four behavior classifications were used to provide a criterion for the scale. Classes composed of 227 boys and 228 girls and their teachers were asked to nominate the three boys and the three girls who were best described by each of the following statements: (Each child and each teacher made nominations.)

1. This person can be depended upon. When a promise is given to do something, you know it will be done. Work is well done and this person can be trusted.
2. This person is a square shooter and does not take advantage of or cheat others. When something has been done wrong, this person will admit it and not try to blame others.
3. This person thinks for the good of others, not always for self, and is loyal to the group.
4. This person is one who gets things done. On a class project, on a committee, or on a work job, this person gets right to work and can be counted on to do it well and promptly.

An 89-item scale was administered to those same school classes a day or two after they made their nominations. Scores on the SAS were related to scores on a tally for each of the four characteristics resulting from the nomination procedure. The number of times a given child was nominated for one of the behavior characteristics was his/her score on that trait. Only a very few children received no nominations but another few received the majority of the votes cast. No one behavior characteristic appeared to be more closely related than another to the sum of the scores of the remaining three, so a total score obtained by summing the four trait scores appeared justified.

Criteria for selecting the items most associated with responsibility to be included in the final form of the SAS were determined as described below. Twenty-five boys and 25 girls scoring highest in the sum of the four characteristics were selected from the total population tested. An equal number of boys and girls were selected from the unominated or low scoring children to constitute a criterion sample of less responsible children. Using these criteria, 50 items were retained for the SAS from the original 89. A copy of the 50 item SAS is in Appendix B.

For the Employed Mother-Child Responsibility Pilot Study, some items were re-worded and three items were added to the scale. Of the 53 items, 46 met the criteria for the responsibility measures of this study. The child self evaluation instrument with the items used for this study identified is included in Appendix C.

Less than 25 percent of the children selected a low responsibility response to the following scale items; (1) I get in trouble in school, (2) I've had trouble with the law or police, (3) If I received too much change, I'd return it, (4) I can go on working when the teacher leaves the room, (5) I miss school for no good reason, and (6) Cheating is alright if you don't get caught.

Over 75 percent of the children gave the responsible answer to these scale items: (1) I have been sent to the principal for being bad, (2) I waste time, (3) I am concerned when others are treated badly, (4) Honesty is the most important thing, (5) I am on time for meals, (6) If everyone pitches in to help, it can be done, and (7) I like to organize things. Frequencies of the agreement responses to each of the 46 items on the child self evaluation responsibility measure are shown in Table 1.

TABLE 1

Child Self Evaluation of Responsibility: Frequency of the Affirmative
Answers to Item Statements.

Scale Items	Frequencies	
	%	(N=41)
If everyone pitches in to help, it can be done.	98	(40)
Honesty is the most important thing.	93	(38)
One should care for parents when they are old.	93	(38)
I'd know what to do if home alone during a tornado watch.	90	(37)
I do the best I know how.	85	(35)
I am on time for meals	83	(34)
I can go on working when teacher leaves room.	83	(34)
If I received too much change, I'd return it.	83	(34)
I'm concerned when others are treated badly.	83	(34)
It's important to do necessary things before fun things.	81	(33)
I feel bad when I must disappoint others.	78	(32)
If lost in strange city, I could find help.	78	(32)
I like to organize things.	76	(31)
Every person should help his town or city.	73	(30)
Good citizens should vote.	73	(30)
If a friend were injured I'd know what to do.	68	(28)
I have regular jobs around the house.	68	(28)
I'm capable of staying home alone for hours.	66	(27)
Can find things to do if teacher doesn't.	66	(27)
People can rely on me.	66	(27)
I volunteer for special projects at school.	63	(26)
I get up with alarm clock or when called once.	61	(25)
I stick to a job till it's finished.	61	(25)
I'm concerned about current events.	59	(24)
Parents are satisfied with way I spend money.	54	(22)
Policemen are helpful.	51	(21)
I work out my own problems without help.	41	(17)

TABLE 1 (cont'd.).

Scale Items	Frequencies	
	%	(N=41)
I finish what I start.	39	(16)
*Do something for your neighbor only if he does something for you.	34	(14)
*Parents must remind me to put things away.	34	(14)
*I must be reminded to keep clean.	31	(13)
*I have trouble getting school work done on time.	27	(11)
I've been elected leader or captain.	24	(10)
*I let others plan when working in a group.	22	(9)
I've been chosen room helper or for errands.	22	(9)
*If you don't like to do it, you'll get someone else to do it if you are smart.	12	(5)
*Our country would be better off if there were no elections and no one had to vote.	12	(5)
*I would let a friend down.	10	(4)
*I miss school for no good reason.	7	(3)
*Teacher complains I don't finish my work.	7	(3)
*I get in trouble in school.	5	(2)
*I've had trouble with the law or police.	2	(1)
*I waste time.	2	(1)
*I am often late for school.	00	(00)
*I have been sent to the principal for being bad.	00	(00)
*Cheating is alright if you don't get caught.	00	(00)

¹"Always" and "Often" were combined as the affirmative response to compute the frequencies of unstarred items.

*These items were reverse scored for the responsibility scale. "Sometimes" and "Never" were considered the responsible answers for these items.

The original value range of 4 to 184 for this scale was reduced to a range of 0 to 20 by simple proportion. The transformation was necessary in order to give this scale equal weighting with the three other scales which comprise the responsibility variable for this study. The Cronbach alpha reliability coefficient for this scale was found to be .833. The mean was 13.99 and the standard deviation was 1.79.

Parent Evaluation. The parent questionnaire for evaluating the child's responsibility was developed for the Employed Mother-Child Responsibility Pilot Study. The instrument contained 44 items designed to elicit parents' expectations and attitudes about task allocation to and completion by the focal child. The father and the mother were to respond to the scale individually by agreeing or disagreeing with each of the 44 statements. Parents were instructed by the interviewers to make their responses with only the focal child in mind, not another child or all of their children if there were others in the family.

Twenty of the scale items on this parent questionnaire were considered to fulfill the criteria established for measuring the child's level of responsibility. The instrument for parent use in evaluating the child's responsibility level, with the appropriate 20 items identified, is included in Appendix C.

Over 95 percent of the mothers and fathers said their child does not find excuses to stay home from school, is a caring person, and if home alone in a tornado would know what to do. About 70 percent of the mothers and fathers said they do not have to remind their child to complete household tasks. There were only four items on which there was a difference of ten percent or more between aggregate percent of father

and mother responses. The items included: (1) I must be continually after my child to finish things, (2) My child is more mature than other children the same age, (3) It is hard for my child to find something to do when adults do not suggest, and (4) If lost in a strange city my child could find help. A complete summary of the parent responses to the 20 items on the parent evaluation scale is presented in Table 2.

The value range for this instrument was 0 to 20. The Cronbach alpha reliability coefficient for this scale was .562 for father responses and .640 for mother responses. The means were 15.88 for fathers and 16.56 for mothers. Standard deviations were 3.11 for fathers and 3.55 for mothers.

Teacher Evaluation. The third scale used to measure child responsibility was the Minnesota Personality Profile II, developed by the University of Minnesota Institute of Child Development and Welfare. The measure is a teacher rating scale consisting of a ten item Likert type design. It has a five-point designation of behavior for each item in general adjustment, realism, persistence, responsibility, attentiveness, dependency, flexibility, calmness, sensitivity, and compliance. A copy of the instrument is included in Appendix B.

Johnson and Bonmarito (1976) cite the wide use of the instrument for a diversity of predictive purposes with various sample populations. According to Harris (1980) the score weights at the five positions in each scale item were arrived at by consensus of six judges as representing desirability from a general functional mental health viewpoint. The scoring weights represent an approximation to a simple ordinal scale of

TABLE 2

Parent Evaluation of Child Responsibility: Percentage of
Fathers and Mothers Who Agreed with the Statements.

Scale Items	Fathers % (N=41)	Mothers % (N=41)
Child is a caring person.	95 (39)	98 (40)
If home alone during tornado watch, child would know what to do.	100 (41)	98 (40)
Child can prepare own meal.	90 (37)	95 (39)
If lost in strange city, child could find help.	88 (36)	95 (39)
Child is effective in solving own problems.	88 (36)	90 (37)
If friend were injured, child would know what to do.	90 (37)	90 (37)
Child usually finishes what starts.	88 (36)	88 (36)
Child can stay alone for several hours.	88 (36)	85 (35)
Child regularly participates in extra-curricular activities.	83 (34)	85 (35)
Child is more mature than others same age.	54 (22)	68 (28)
*I must remind my child to finish household tasks.	68 (29)	64 (25)
Child gets up without being called.	51 (21)	51 (21)
*I must be continually after my child to finish things.	34 (14)	51 (21)
*Child wastes a lot of time.	21 (9)	24 (10)
*Child is occasionally in trouble at school.	19 (8)	17 (7)
*Child forgets to give me phone notes.	22 (9)	15 (6)
*It's hard for child to find something to do if adults don't suggest.	2 (1)	15 (6)
*Getting to meals on time is hard for my child.	7 (3)	10 (4)
*I must usually call my child several times to get up for school.	14 (6)	10 (4)
*My child often finds excuses to stay home from school.	2 (1)	2 (1)

*These items were reverse scored for the responsibility scale. Disagreement was the response indicating the more responsible behavior.

psychological desirability. Though no normative data were established, the ratings did correlate substantially with post-high school performance adjustment, according to Harris. Five was the desirable answer for each item.

For the Employed Mother-Child Responsibility Pilot Study, five scale items were added to this instrument. Of the final 15 items on the scale, 11 were considered as meeting the criteria established for measuring the child's level of responsibility for this dissertation research. The teachers' evaluation instrument, with the 11 selected items identified, may be found in Appendix C.

The teachers indicated that over 75 percent of the children in the sample are sensitive individuals, they will go out of their way to please, and are compliant enough to agree to sensible requests. Teachers rated less than 45 percent of the children as high in leadership or extra-curricular activities. From 60 to 70 percent of the children were rated as responsible on the remaining scale items. Teacher responses are summarized in Table 3.

The original value range for the responses to this scale was 11 to 55. The range was transformed by simple proportion to 0 to 20 to provide equal weighting when combined with the other three child responsibility scales. The teacher responses were found to have a mean of 13.78 and a standard deviation of 4.09. The Cronbach alpha reliability coefficient for the teacher scale was .900.

It was determined that a combination of the four measures of the child's responsibility level would be taken as the responsibility variable of the child for statistical procedures. The rationale for that decision

TABLE 3

Teacher Evaluations of Child's Responsibility: Percentage
of Children Judged Responsible by Teachers for each Scale Item.¹

Scale Items	Frequencies	
	%	(N=41)
Compliant	83	(34)
Sensitive/insensitive	78	(32)
Accepts responsibility for own actions	68	(28)
Considerate of classmates	68	(28)
Dependent	68	(28)
Persistent	68	(28)
Reliability	68	(28)
Attentive at school	64	(26)
Frequency of task completion	61	(25)
Extra-curricular activities	41	(17)
Leadership	24	(10)

¹Teacher responses 4 and 5 on the five point scale were combined to compute the above frequencies.

was that each evaluator (child, father, mother and teacher) sees the child from different perspectives and that all observations together reflect a more composite view of the child than any of the separate viewpoints.

The combined child responsibility scale, the result of adding the evaluations from the child, the father, the mother, and the teacher, was found to have a Cronbach alpha reliability coefficient of .884. The value range was 0 to 80 with a mean of 60.10 and a standard deviation of 9.37.

Locus of Control Measure

The review of literature suggested that in order to behave responsibly in a democratic social system one would need some sense of being able to influence outcomes. It seemed reasonable to expect that children would need to gain a sense of internal locus of control before they would be willing to make many decisions, present new ideas, or accept the consequences of their actions which are all important aspects of responsibility. Rotter's I-E scale was chosen to measure the child's sense of locus of control.

Rotter's 29-item, forced choice I-E instrument (Appendix B) was produced after several revisions based on item analysis, social desirability controls, and studies of discriminant validity (Robinson and Shaver, 1973). The item-total correlations were based on data from 200 male and 200 female elementary psychology students. A Kuder-Richardson internal consistency analysis yielded $r=.70$ for both males and females. A sub-group of that population produced a test-retest reliability coefficient after one month of $r=.72$ ($N=60$). Another sub-group yielded a coefficient of $r=.55$ after two months ($N=117$), according to Robinson and Shaver. Hersch and Scheibe (1967) found Rotter's I-E scale consistently related to a variety of personality scales.

During the pre-test of the instrument, fifth grade children seemed to understand most of the scale items even though it was not designed for their age group. However, it seemed too long for them and they tired of it well before they had finished. The scale was therefore reduced to 13 items (Appendix C). The reduction was based on the item correlations shown in Robinson and Shaver. Items with

highest correlations were used. Anastasi (1968) explained that rejecting items with low correlations increases the homogeneity of a scale but narrows the criterion coverage.

The Cronbach alpha reliability coefficient for this thirteen item scale and this sample population was .318. The reliability analysis revealed three items with extremely low or negative item-total correlations. Those three items were removed from the locus of control scale. The remaining ten-item scale was found to have a reliability coefficient of .395. Although a reliability coefficient of .40 is often considered a minimum acceptable statistical level, the ten-item scale was retained in this pilot study on conceptual grounds. The range of values for the locus of control scale was 0 to 10. The mean response was 6.85 and the standard deviation was 2.14.

Over 75 percent of the children in this sample agreed with the following scale items, indicating an internal perception of locus of control: (1) Misfortune results from one's own mistakes, (2) People get the respect they deserve, (3) Success is a matter of hard work, not luck, (4) Getting others to do something depends on ability, not luck, and (5) The number of friends you have depends on how nice a person you are. Less than 50 percent of the sample agreed with: (1) When I make plans, I'm certain they will work and (2) I don't believe luck or chance has a large role in my life. A summary of all the agreement responses to items indicating an internal perception of locus of control is shown in Table 4.

TABLE 4

Locus of Control: Percentage of Children Who Agreed with Each of the Internally Focused Statements.

Internally Focused Scale Items	Frequencies	
	%	(N=41)
Getting others to do something depends on ability, not luck.	93	(38)
The number of friends you have depends on how nice you are.	83	(34)
Misfortune results from one's own mistakes.	78	(32)
Success is a matter of hard work--not luck.	78	(32)
People get the respect they deserve.	76	(31)
Getting what I want is not a matter of luck.	73	(30)
When capable persons don't become leaders, it is because they missed opportunities.	59	(24)
By being active in political affairs, citizens can control world events.	54	(22)
When I make plans I'm certain they'll work.	42	(17)
I don't believe luck or chance has a large role in my life.	29	(12)

Authoritarian-Authoritative Measure

The literature review supported the concept of identifying the attitude of parents along a continuum from authoritarian to authoritative as a variable related to a child's locus of control and responsibility level. There was evidence to indicate that one should expect authoritative parents to relate to responsible children through influence on the child toward an internal sense of locus of control.

Based on the literature review it seemed apparent that authoritative parents would be expected to exhibit the following characteristics:

- (a) confidence in and open-mindedness toward influence from others,
- (b) fairness about equal rights, opportunities, and responsibilities,
- (c) friendliness and goodwill in attitude and action toward others,
- (d) openness toward individual autonomy,
- (e) acceptance of group norms as necessary to the maintenance of any group,
- and (f) respect for rules, regulations, and authority figures established within the framework of the five preceding characteristics.

Item criteria were established, each of which, related directly to one or more of the characteristics of authoritative parents as described in the previous paragraph. Letters in parentheses following each criterion indicate one or more of the above characteristics with which it relates.

Instrument items were sought which would indicate the degree to which:

1. Each family member is encouraged and expected to have a voice in family decisions, solving family problems, and in performing family tasks. (a,b,c,d)
2. The children in the family are helped to understand the reason behind family rules, regulations, and values. (b,c,d,e)
3. Family norms encourage flexibility and self direction among family members. (a,b,d)
4. There is opportunity for consensus among family members about role allocation within the family. (a,b,d,f)

The scale chosen for measuring parents' authoritarian-authoritative orientation was the Traditional Family Ideology (TFI) Scale by Levinson and Huffman (1955). The scale was designed to assess differences in family ideology along an autocratic-democratic continuum. It appears from the literature review and an examination of the TFI scale that the term "authoritarian-authoritative" can be substituted for "autocratic-democratic" with reference to the scale, without negative consequences.

In fact, the former term is considered more precise and is used in the remainder of this study when referring to the TFI scale.

The scale is based on five personality factors: conventionalism, authoritarian submission, exaggerated masculinity and femininity, extreme emphasis on discipline, and a moralistic rejection of impulse life. The authoritarian extreme of the continuum is characterized by hierarchical conceptions of family relationships, discipline in child-rearing, and sharp dichotomization of sex roles. Characteristics of the authoritative extreme of the continuum include decentralization of authority, greater equality in husband-wife and parent-child relationships, and increased individual self-determination.

The TFI scale is essentially an application of ideas gained from clinical interviews dealing with childhood recollections and family relationships. Each scale item was kept simple, casual, and chosen to represent as many as possible of the five aspects of personality identified earlier (Levinson and Huffman). The scale was composed of 40 items. The (corrected) split-half reliability for the TFI scale was .84 for a sample of 109 adults. The sample was composed of 67 men and 42 women, aged 20 to 40, enrolled in psychology classes at Cleveland College. On four projective questions concerning various family roles and practices, the responses of the lowest and the highest scoring quarters on the TFI were compared. The results indicated that the categories which differentiate high and low scorers reflect the variables on which the TFI was originally constructed.

An abbreviated twelve-item form of the TFI scale was presented to five groups (total of 507 subjects) in Boston. The groups tested

included Harvard Summer Session, Boston University sophomores and freshmen, registered nurses, and student nurses. The Harvard summer group had a split-half reliability on the initial test of .92 and a six-week test-retest reliability of .93. The Levinson and Huffman hypothesis that individuals are relatively consistent in their tendency to take an authoritative or an authoritarian stand in various ideological spheres is supported by significant correlation with other scales including Religious Conventionalism.

The twelve items were selected from the 40 item scale according to discriminatory power and simplicity of each item, and considering the broadness of over all item content. The abbreviated version yielded about the same results as the 40-item original instrument, according to Levenson and Huffman.

After a careful examination of the twelve-item TFI, it was concluded that each of the twelve items met one or more of the criteria established in this study for discriminating authoritarian-authoritative parents. It was accepted as the total measure of that variable, and is included in Appendix C. Each parent was asked to check the scale individually without conferring with the other. Their responses were on a seven-point range from "very strongly agree" to "very strongly disagree." As scale items were stated, agreement was an authoritarian position and disagreement was a more authoritative answer. "Very strongly agree" was coded 1 and "very strongly disagree" was coded 7, making the higher score the more authoritative position.

On only one item the majority of the parents agreed with the more authoritarian position: "The Family is a divinely ordained sacred

institution." On all other items at least half of the parents supported an authoritative position. On the following four scale items more than 75 percent of the mothers and fathers evidenced an authoritative position: if children are told too much about sex they will experiment; a man should not be expected to have respect for a woman if they have had pre-marital sexual relations; it is unnatural for women to have authority over men, and if a child is unusual in any way parents should try to make the child become more like other children. The mother and father responses to the authoritarian-authoritative scale are summarized in Table 5.

Overall, in aggregate percentages, the fathers scored more towards the authoritarian end of the continuum and the mothers more toward the authoritative end. However, there were no items in which the percentages exceeded a difference of more than ten percent between mothers and fathers. This would suggest that most of the parents in the sample population tended to be more authoritative than authoritarian. This is supported when examining the means and standard deviations as described below.

The value range for this scale was 12 to 84. The reliability coefficient for the scale was .856 for fathers and .787 for mothers. The mean score for fathers was 62.22 with a standard deviation of 14.22. For mothers the mean score was 63.65 with a standard deviation of 12.47. A score of 48 would be the theoretical neutral point between the two ends of the scale continuum. All scores within a range of one standard deviation on either side of the mean scores for both fathers and mothers were on the authoritative side of the mid-point of the scale. The frequency distribution for this and all the other scales used in this study are summarized in Table 6.

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TABLE 5

Authoritativeness: Percentage of Mother and Father Disagreement
with TFI Scale Items.¹

Scale Items	Frequencies			
	Fathers		Mothers	
	%	(N=41)	%	(N=41)
If child is unusual, parents should try to make the child more like others.	93	(38)	95	(39)
If children are told too much about sex they will experiment.	78	(32)	85	(35)
Man should not be expected to have respect for a woman if they've had pre-marital sexual relations.	78	(32)	83	(34)
It's unnatural for women to have authority over men.	76	(31)	78	(32)
Determination and drive are the most important male qualities.	68	(28)	76	(31)
Mother has failed if children are messy or rowdy.	66	(27)	76	(31)
Husbands should have main say-so.	56	(23)	66	(27)
Don't let child talk back to parents, or they'll lose respect for parents.	66	(27)	61	(25)
Women don't understand wife role if they object to "obey" in marriage ceremony.	56	(23)	61	(25)
There's nothing lower than one who does not feel love, gratitude, and respect for parents.	63	(26)	54	(22)
Sex and crime facts show need to crack down on children to save moral standards.	56	(23)	51	(21)
Family is a divinely ordained sacred institution.	24	(10)	15	(6)

¹"Very strongly disagree," "strongly disagree," and "disagree" were combined to compute the above frequencies.

TABLE 6

Distribution of the Responses to the Scales Used in this Study.

Scales	Reliability Coefficient	Possible Range	Actual Range	Mean	Standard Deviation
Responsibility:					
Child	.833	0-20	12-18	13.88	1.79
Father	.562	0-20	8-20	15.88	3.11
Mother	.640	0-20	10-20	16.56	3.55
Teacher	.900	0-20	7-19	13.78	4.09
Combined	.884	0-80	37-77	60.10	9.37
Locus of Control	.395	0-10	2-10	6.85	2.14
Authoritarian, Authoritative Style:					
Father	.856	12-84	25-81	62.22	14.22
Mother	.787	12-84	20-78	63.65	12.47

Statistical Analysis

Analysis was done on the CDC 6500 Computer at Michigan State University, using the Statistical Package for the Social Sciences.

Bivariate regression was selected for analysis of the relationship between child responsibility and locus of control, to determine if the children with a strong sense of internal control exhibited higher levels of responsibility acceptance than did the children with a more external sense of control.

Bivariate regression was also used to analyze the relationship between locus of control and style of parent, to learn if children of more authoritative parents felt a greater sense of internal locus of control than did the children of the more authoritarian parents in the sample.

Step-wise multiple regression was used to compare the influence upon child responsibility from the child's sense of locus of control with influence from parent style. The purpose here was to learn if there was any direct relationship between the authoritarian-authoritative style of parents and the level of responsibility observed in their children.

IV. FINDINGS AND DISCUSSION

Bivariate and multivariate regression analyses were employed to test the hypotheses. The findings from these procedures have been reported in this chapter in three major sections; parent characteristics and the child's sense of locus of control, child sense of locus of control and child responsibility, and parent characteristics and child responsibility. The final section is a composite regression analysis examining, simultaneously, the relationships found to be significant in the three hypotheses.

Parent Characteristics and Child Locus of Control

Of particular interest to this study was the child's sense of locus of control. Internal locus of control was considered basic to responsible action in a democratic social system. It was considered likely that the nature of the parent child interactions was an important influence on the development of a sense of locus of control within the child. The specific interest in this research was to examine if a child's locus of control might be affected by the authoritarian or authoritative interaction of the parents.

Hypotheses 1A and 1B

- 1A - The more authoritative the mother the greater is the child's sense of internal locus of control.
- 1B - The more authoritative the father the greater is the child's sense of internal locus of control.

Findings. Hypothesis 1A was supported by bivariate regression analysis. Authoritativeness of the mother was regressed on locus of control and was found to be significant at the probability level of .037.

Hypothesis 1B was not supported. The fathers' scores, when regressed on locus of control, were not significant with a probability of .692. The zero order correlation was $-.064$. Less than one percent of the variance was explained by this relationship.

Multivariate analysis was carried out to determine the combined effect of mother's and father's level of authoritativeness. A stepwise forward regression procedure was used. Mother and father scores were regressed on locus of control. Mother scores entered the equation on step one with a beta weight of .507 and an overall significance of .037, explaining 10.9 percent of the variance. Father scores entered the equation on step two with a $-.333$ beta weight and an overall significance of .021, explaining an additional eight percent of the variance. Both variables together explained 18.9 percent of the variance. The multivariate analysis supports the findings of the authoritative mother as being positively related to the development of locus of control in children this age. In addition this analysis demonstrated that the father's level of authoritativeness, after taking into account the mother's score, contributed significantly to the child's locus of control but not in the direction hypothesized. These findings are summarized in Table 7.

Discussion. Further examination of the data was carried out to clarify understanding of these relationships. Fifty-one percent of all children in the study scored above the mean for locus of control.

TABLE 7

Authoritarian-Authoritative Parent Style and Child's Locus of Control:
Bivariate and Multivariate Analysis.

Analysis	Beta	F to Enter- Remove	Sig.	Multi. R	r ²	Over- all F	Sig.
Bivariate:							
Mother Style Regressed on Locus of Control	.331	4.67	.037	.331	.109	4.67	.037
Father Style Regressed on Locus of Control	-.064	- .159	.692	.064	.004	- .159	.692
Multivariate:							
Parent Styles Regressed on Locus of Control							
Step 1. Mother	.507	4.67	.037	.331	.109	4.67	.037
Step 2. Father	-.333	3.65	.064	.435	.189	4.32	.021

Sixty-one percent of the mothers who were above the mean (63.65) on the authoritative scale had children who scored above the mean (6.85) on the locus of control scale. Of the mothers with authoritative scores below the mean, 38.8 percent had children above the mean for locus of control.

In comparing households where one parent had an authoritative score above the mean and the other parent had a score below the mean the findings were strikingly different. When it was the mothers who were above the mean, 85.7 percent of the children were high on locus of control scores, indicating internal control. When the mothers were the parent with the low score, 16.7 percent of the children were above the mean. When both parents were either above or below the mean for authoritativeness, their children were equally divided by the mean of the locus of control scale. See Table 8 for the summarized data.

With the available data two additional explanations for locus of control variance were explored: sex of child and rurality of residence. If the difference had a developmental base, a tentative hypothesis would be to expect girls to show higher levels of internal locus of control than boys. If location of residence was an influence one might expect rural children to show higher levels of internal locus of control than urban children. Due to the sample size it was necessary to examine data for significant bivariate relationships.

Cross tabulation showed that 61.9 percent of the girls and 40.0 percent of the boys scored above the mean, toward higher levels of internal locus of control. In the total sample 51.2 percent of the children scored above the mean. Analysis of variance was computed and a

TABLE 8

Cross Tabulation: Internal and External Locus of Control
by Mother's and Father's Authoritative Level,
Combined Mother-Father Authoritative Level,
Sex of Child, and Rurality of Sample.

Locus of Control		
	% Below Mean (External)	% Above Mean (Internal)
Total Sample	48.8(N=20)	51.2(N=21)
Mother's Authoritative Score:		
Above Mean	39.0(9)	61.0(14)
Below Mean	61.2(11)	38.8(7)
Father's Authoritative Score:		
Above Mean	59.1(13)	40.9(9)
Below Mean	36.8(7)	63.2(12)
Combined Mother and Father, Authoritative Scores:		
Both Above Mean	50.0(8)	50.0(8)
Both Below Mean	50.0(6)	50.0(6)
Mother Above-Father Below Mean	14.3(1)	85.7(6)
Mother Below-Father Above Mean	83.3(5)	16.7(1)
Sex of Child: Male		
Female	60.0(12)	40.0(8)
	38.1(8)	61.9(13)
Residence: Urban		
Rural	55.0(11)	45.0(9)
	42.9(9)	57.1(12)

significant relationship was found ($F=4.163$, $p=.048$). The cross tabulations are shown in Table 8.

Cross tabulation showed 45 percent of the urban and 57.1 percent of the rural children had scored above the mean for locus of control. Analysis of variance found the difference between urban and rural children not to be significant ($F=.015$, $p=.902$).

Multiple forward regression was used to analyze the relative effect of the most significant variables, sex of child and parent style on locus of control variance. Sex of child and parent style were regressed on locus of control. Over 25 percent of the variance was explained. Sex of child entered the regression on step one, suggesting the strongest bivariate relationship. Mother's parent style entered on step two, suggesting that given the sex of the child, an additional 6.8 percent of the variance could be explained. On step three, the father's authoritative score entered and explained an additional 10.4 percent of the variance.

This forward stepwise regression supports the hypothesis that all three variables contribute significantly to the variance in locus of control. The relationships supported suggest higher levels of internal locus of control if the child is female, the mother is more authoritative in parenting style and the father is less authoritative. The stepwise forward regression is summarized in Table 9.

Empirical evidence from these data does support that parents have a significant influence on a child's sense of locus of control. The evidence indicates that authoritative mothers encourage a perception of internal locus of control in their children. The evidence also indicates

TABLE 9

The Effect of Sex of Child and Parent Style on Child's Locus of Control:
Stepwise Forward Regression.

Analysis	Beta	F to Enter- Remove	Sig.	Mult. R	r ²	Over- all F	Sig.
Sex of Child and Parent Style Regressed on Child's Locus of Control:							
Step 1. Child's Sex	.193	3.404	.073	.287	.082	3.404	.073
Step 2. Mother's Authoritative Score	.483	2.978	.093	.388	.151	3.280	.049
Step 3. Father's Authoritative Score	-.396	5.040	.031	.505	.255	4.105	.013

that the authoritativeness of fathers has a significant influence on the child's locus of control but toward an external perception. Authoritativeness of the parents explained 18.9 percent of the child's locus of control variance when sex of the child was not controlled.

In considering these findings, it is necessary to remember that only seven of the 80 parents in the sample scored in the authoritarian half of the value range on the authoritarian/authoritative scale, and most of those were near mid-range. Nearly all parents in the sample exhibited some level of authoritativeness. The number of authoritarian parents was too small to make conclusions about strongly authoritarian parents.

Child Locus of Control and Responsible Behavior

It is difficult to conceptualize a person who behaves responsibly in a democratic social system, according to the definition for responsibility, without a substantial sense of internal locus of control. The objective here was to look for evidence that responsible behavior is significantly related to internal locus of control in fifth grade children. The literature suggested that orientation toward responsible behavior was well established by age eight or nine (Gurin et al., 1969).

Hypothesis 2

The greater the child's sense of internal locus of control, the higher is the level of responsible behavior observed in the child.

Findings. Hypothesis 2 was supported by bivariate regression analysis. Locus of control regressed on the child's responsibility level was found to be significant at a probability level of .067. The value

used for the child's responsibility level included evaluations from the child, the teacher, the mother, and the father.

Hypothesis 2 was also supported by bivariate analysis when locus of control was regressed on the responsibility evaluations from the child and from the teacher. Significance at the probability level of .016 was found for the child's self evaluation and at a probability of .038 for the teacher's evaluation.

Hypothesis 2 was not supported by bivariate analysis when locus of control was regressed on the father or the mother evaluations of the child's responsibility. Significance was at a probability level of .298 for the father score and at .691 for the mother score. The zero order correlations were .166 and .064 respectively. These analyses are summarized in Table 10.

Discussion. Empirical evidence supports the concept of a relationship between locus of control and responsibility, when the responsibility measure includes evaluations from the child, the teacher, the father, and the mother. According to the evidence, children with a greater sense of internal locus of control were evaluated as being more responsible than the children with a more external locus of control perception.

When subscales of the child responsibility measure were used in the analysis differing results were obtained. It was found that children evidencing internal locus of control were more responsible than those evidencing external locus of control, according to the child and the teacher evaluations. Neither parent appeared to evaluate the internally controlled child as being significantly more responsible than the externally controlled child.

TABLE 10
Locus of Control and Responsibility: Bivariate Analysis.

Analysis	Beta	F to Enter- Remove	Sig.	Mult. R	r^2	Over- all F	Sig.
Bivariate: Locus of Control Regressed on Child Responsibility -							
Total Score	.293	3.564	.067	.293	.086	3.564	.067
Child Score	.374	6.339	.016	.374	.140	6.339	.016
Teacher Score	.326	4.634	.038	.326	.106	4.634	.038
Father Score	.166	1.111	.298	.166	.028	1.111	.298
Mother Score	.064	.160	.691	.064	.004	.160	.691

It is important to keep in mind, as reference to Table 6 will show, that each child responsibility scale evaluates the children at various high levels of responsibility. None of the subscales found the children to be seriously lacking in responsibility. The teacher evaluations had the lowest mean and the greatest variance. The child self evaluations showed the next lowest mean. Both parents evaluated the children as responsible with all the scores within one standard deviation below the mean falling above the midpoint of the possible range for that scale. It appears that the data compared children with various levels of responsible behavior, not responsible and irresponsible children.

The child and teacher evaluations may have had a common reference point in the other children in the age group at school. Parents may have lacked such a reference point for comparison and tended to estimate highly their child's level of responsible behavior. The evaluation of responsibility by the teacher for the children in the control group demonstrated no significant differences between those who responded to the study and those who did not. This rules out likelihood that families with more responsible children responded. An alternate explanation is that the instrument used for the parent evaluation does not provide for enough variation of responsibility; the data suggest revisions of that instrument may be necessary.

To examine alternative explanations for the responsibility variance, sex and place of residence were cross tabulated with responsibility. The males divided 70 percent on the lower responsibility side of the mean and 30 percent on the higher responsibility side. Female scores were 23.8 percent below the mean and 76.2 percent above the mean.

Analysis of variance between responsibility and sex found an F value of 15.76 with a probability of .001. With a sample population of 20 boys and 21 girls, the girls outnumbered the boys in the portion of the sample above the mean responsibility score by three to one. There was no significant difference in responsibility levels between rural and urban children. Cross tabulations are shown in Table 11.

TABLE 11

Cross Tabulation: Responsibility by Sex of Child,
Place of Residence, and Locus of Control.

		Responsibility	
Total Sample		% Below Mean 46.3(N=19)	% Above Mean 53.7(N=22)
Sex of Child:	Males	70.0(14)	30.0(6)
	Females	23.8(5)	76.2(16)
Place of Residence:	Urban	40.0(8)	60.0(12)
	Rural	52.4(11)	47.6(10)
Locus of Control:	External	55.0(11)	45.0(9)
	Internal	38.1(8)	61.9(13)

Authoritarian-Authoritative Parent Style and Child Responsibility

The purpose here was to learn if there were direct relationships between the authoritarian-authoritative nature of parents and the level of responsibility observed in their children. The interest was in examining relationships which did not involve locus of control as an intervening variable.

Hypotheses 3A and 3B

3A - The more authoritative the mother, the higher is the level of responsibility observed in the child.

3B - The more authoritative the father, the higher is the level of responsibility observed in the child.

Findings. Hypotheses 3A and 3B were not supported by bivariate regression analysis. Mother authoritativeness was regressed on child responsibility with a probability level of .843. A probability of significance at the .487 level was found when father authoritativeness was regressed on child level of responsibility.

For further analysis a stepwise multiple forward regression was used. Locus of control as well as parent style scores were regressed on child responsibility. Locus of control entered the equation on step one with a beta weight of .335 and an overall significance of .067, explaining 8.6 percent of the variance. Mother scores entered the equation on step two with a beta weight of $-.132$ and $p = .130$, explaining an additional 1.9 percent of the variance. Father scores entered the equation on the final step with a beta weight of $-.022$ and $p = .257$, explaining less than one percent of the variance. These findings are shown in Table 12.

Discussion. The evidence did not indicate significant positive parent style influence directly on a child's responsibility level. The mothers' authoritative scores had a significant but negative relationship to responsibility scores of the children, explaining three percent of the variance. To keep that influence in perspective, one should keep in mind that sex of the child explained 27 percent of the variance, when locus of control was not in the equation.

TABLE 12

Authoritarian-Authoritative Parent Style and Child Responsibility:
Bivariate and Multivariate Analysis.

Analysis	Beta	F to Enter- Remove	Sig.	Mult. R	r ²	Over- all F	Sig.
Bivariate: Parent Style Regressed on Responsibility							
Mother	-.032	.040	.843	.032	.001	.040	.843
Father	-.113	.493	.487	.113	.013	.493	.487
Multivariate: Parent Style and Locus of Control Regressed on Responsibility							
Step 1. Locus of Control	.335	3.564	.067	.293	.086	3.564	.067
Step 2. Mother	-.132	.774	.385	.323	.104	2.159	.130
Step 3. Father	-.022	.013	.911	.324	.105	1.405	.257

The evidence from this study indicates that the authoritativeness of the parents influences responsible behavior in children, primarily through locus of control.

Summary

The conceptual model hypothesized for this study was presented in Figure 1, page 17. It was proposed that more authoritative parents would have children with a greater sense of internal locus of control than would less authoritative or authoritarian parents. Children with a greater sense of internal locus of control were expected to exhibit higher levels of responsibility than children with a more external sense of locus of control. Direct relationship was also expected between authoritativeness of parents and the responsibility level of their children.

Support was not found for direct positive relationship between parent authoritativeness and child responsibility. Parent style influence on responsibility was shown to be mediated through locus of control. Analyses, when controlling for additional measures available in the data set, demonstrated the significant impact of sex of the child. Higher levels of internal locus of control and responsibility were present when the children were female. No significant difference was apparent due to place of residence.

One final analysis procedure, a hierarchical multivariate regression, was deemed necessary to test the theoretical model and to summarize the findings. Responsibility of child was regressed on locus of control (step 1), mother's authoritative score (step 2), sex of child (step 3), and father's authoritative score (step 4).

This analysis explained 32.6 percent of the variance. The results are presented in Table 13.

Locus of control explained 9.1 percent of the variance, mother's score an additional 2.3 percent and sex of the child explained 21.2 percent. The father's authoritative score did not contribute significantly to the model. Internal locus of control did relate to the higher levels of responsibility, however, for whatever reason, being female at this age also had a highly significant affect on responsibility. Any model not taking sex into account, as an explanation of responsibility in children this age, would appear to be inadequate.

TABLE 13

The Effect of Child's Locus of Control, Parent Style and Sex of Child
on Child's Level of Responsibility: Hierarchical Multivariate Regression.

Analysis	Beta	F to Enter- Remove	Sig.	Mult. R	r ²	Over- all F	Sig.
Locus of Control, Parent Style, and Sex of Child Regressed on Child Responsibility:							
Step 1. Locus of Control	.134	3.789	.059	.301	.091	3.789	.059
Step 2. Mother's Score	.124	.964	.333	.337	.114	2.374	.107
Step 3. Sex of Child	.491	11.326	.002	.571	.326	5.80	.002
Step 4. Father's Score	.081	.213	.647	.574	.329	4.308	.006

V: SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Low levels of responsible behavior by adults and youth have often been the focus of media attention. Responsible citizens seem to be a prerequisite for a democratic social system, hence in this study, the development of responsible behavior was investigated. Responsible people were defined as self accepting, self confident, self directing, innovative persons who participate in their social settings with care and concern for others.

The goal of this study was to explore why some children become highly responsible persons but others do not. The main thrust of the study was to identify the differing effects of authoritarian and authoritative parents on a child's locus of control and the effect of locus of control on a child's level of responsibility. The literature suggested that one's basic orientation to be a responsible or a less responsible person may be well established by age ten or when one is a fifth grader. The study focused on the responsibility level of fifth graders.

The research questions investigated included:

1. Do children of more authoritative parents have a greater sense of internal locus of control than do the children of more authoritarian parents?
2. Do children who have a greater sense of internal locus of control exhibit higher levels of responsibility acceptance than do children with stronger external locus of control perceptions?

3. Is there a direct relationship between the authoritative characteristics of parents and the level of responsibility observed in their children?

The data for this study were gathered as part of a pilot study entitled, "The Acceptance of Responsibility in Children: A Comparison of Families with Employed and Non-Employed Mothers," funded by an All University Research Initiation grant from Michigan State University.¹ The sample population included forty families, each composed of a mother, a father, and at least one fifth grade child. Half the families were rural residents and half lived in an urban area. The sample could be described as being representative of the fifth grade classes in two non-randomly selected schools within large school districts in mid Michigan.

Conclusion

Several conclusions can be drawn from the analysis. Conclusions relative to influences on locus of control development will be discussed first, followed by conclusions about the development of responsible behavior in the sample population.

Influences on Locus of Control

Higher level of mother authoritativeness was found to be positively related to an internal locus of control perception in the children. Of the authoritative mothers 61 percent had children with higher measures of internal control. Only 38.8 percent of the less authoritative mothers had children with high levels of internal locus of control. Mother

¹All University Research Initiation, Family and Child Ecology Department, Grant #681.

scores on the authoritarian-authoritative scale accounted for 10.9 percent of the child variance on the locus of control scale.

The authoritativeness of fathers was negatively related to locus of control but not at a significant probability level when considered alone. However, when analyzed with and mediated through the mother's influence, the parent style of the father was significant at a .021 probability level, in a negative direction.

The mothers' and the fathers' authoritativeness accounted for 18.9 percent of the children's locus of control variance.

When the authoritativeness of the father and the mother were the same, both higher or both lower, their children were equally divided between internal and external locus of control perceptions. When one parent was high and the other low on authoritativeness the child's locus of control perception was positively related to the mother's score rather than the father's. When mothers were the high parent 85.6 percent of the children scored high on internal control. When it was the mother who was the low parent only 16.7 percent of the children were high on internal locus of control.

Sex of child was shown to have a significant relationship with locus of control. Nearly 62 percent of the girls, but only 40 percent of the boys, perceived locus of control to be internal. The relationship was significant ($p = .048$). Only 8.2 percent of the variance was explained by sex, while 17.2 percent was explained by parent level of authoritativeness.

Influences on Responsibility Development

The children's locus of control perceptions were found to have a significant positive relationship to their levels of responsibility. The more they perceived locus of control to be internal the higher were their responsibility levels. When the responsibility measure included evaluations from the child, the teacher, the mother and the father, the relationship was significant at the .067 probability level.

When analyzed separately, locus of control was found to be significantly related to the child's self evaluation at the .016 probability level and to the teacher evaluation at a probability level of .038. Mothers and fathers did not consider children who were internal controlled to be more responsible than externally controlled children. The analysis found non-significant relationships between the child's locus of control scores and mother and father evaluations of responsible behavior in children ($p = .298$ for fathers, $p = .691$ for mothers).

Sex of the child was found to be a strong predictor of responsible behavior in this sample population. High responsibility girls outnumbered high responsibility boys by about three to one, though the total sample was composed of 20 boys and 21 girls. Over three-fourths (76.2%) of the girls scored high on responsibility compared to less than one-third (30%) of the boys, who scored high on responsibility. The relationship between responsibility and sex was found to be highly significant. Analysis of variance produced an F value of 15.76 with a probability of .001.

In this sample population authoritarian-authoritative parent styles did not have significant direct effect on the responsibility of children

but were indicated through locus of control perceptions ($p = .843$ for mothers, $p = .487$ for fathers).

Stepwise forward multiple regression was used to analyze the influence of locus of control and father and mother authoritativeness on responsibility levels of children. Locus of control was found to have a significant influence ($p = .067$), explaining 8.6 percent of the variance. Hierarchical multivariate regression found locus of control explained 9.1 percent, sex of child 21.2 percent, and mother's authoritativeness another 2.3 percent. Father's score did not contribute significantly to the child's responsibility variance.

A myriad of variables have impacted on children from conception to fifth grade. The list would include genetics, social relations with parents, grandparents, peers, siblings and teachers, health, and temperament to name a few. The limitations of the sample size and data collected prohibited controlling for all those variables. However, it was among those variables that locus of control accounted for 8.6 percent of the responsibility variance and that parent authoritativeness accounted for 18.9 percent of the locus of control variance. The conclusion seemed evident that parent style was an important force in the development of responsible behavior in the children in this sample, operating through impact on locus of control. An important aspect of this conclusion is that the parent style variance was almost entirely within the authoritativeness range as defined for this study. There were few if any authoritarian parents.

Implications

The vocabulary available for use in this discussion was inadequate in at least one respect. The word "authoritative" sounds so much like "authoritarian" that the reader may be confused. "Less authoritative" was always used in this discussion to identify persons lower on the parent style scale, since few if any parents in the sample were truly authoritarian. A permissive or laissez faire parent style could also be appropriately called "less authoritative" though that meaning was never intended here. There is need for a word to replace "authoritative" in this usage; one which would not be confused with authoritarian, democratic, or permissive.

This study became more complex than first anticipated. The relationships studied became more complicated as they were examined. The number of variables which may affect one's responsibility level may be nearly limitless when genetic, biologic, social, and psychological aspects of environment are considered. Consequently, numerous implications could be drawn from the study, but only a few were selected for discussion here.

Implications for Parents

It seemed likely that children with a perception of internal locus of control over outcomes would want to exercise that power over outcomes. They would ask questions, make decisions, seek changes, and participate in the activities around them. If they did this with care and concern for others they would likely be regarded as responsible children, especially by themselves and by their teachers, according to the evidence from this study.

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Paradoxically, those very behavioral traits, viewed in this study as responsible, may add stress to family relations. Even the parent who relates to children authoritatively and helps create those traits, may wish for a child who is more compliant, obedient, unquestioning, and less anxious to decide for self at the fifth grade level. It would appear that in many ways parenting a responsible child as defined for this study might well be more difficult than parenting a more passive child. If this observation is valid, it may help explain why the father and mother evaluations of responsibility were not significantly related to the child's sense of internal locus of control. Parents may have been judging the more obedient, more passive, less questioning, more external child as being responsible because the parenting of such a child was comparatively easier. Parents may wish for their children to be always obedient and unquestioning while children at home, but be self directing, independent, innovative, and responsible when away from home and when they become adults.

Parents may not be aware of the contradiction or discontinuity in such a point of view. Educational efforts could be devised to help parents recognize that the stress of explanation, verbal give and take, and shared responsibilities with young children are necessary if they are to become responsible self directing adults. A major objective of such a parent education program would be to help parents understand the connection between authoritative parenting, an internal sense of locus of control and the development of responsible behavior in children. The use of experiential methods, providing opportunity for parents to practice behaving authoritatively and to distinguish accurately

authoritative from authoritarian and permissive behavior, would be important components of such an educational effort. Success in teaching parents about authoritative parenting and the development of responsibility in children might not make the parenting job any easier, but could well result in greater numbers of more responsible persons.

The evidence suggests implications relative to the changes that have been occurring in the division of parenting roles between fathers and mothers. Mothers are spending more time out of the home in economic careers. Fathers are just beginning to spend increased time in the home sharing the homemaking and child nurturing roles. Some few fathers are assuming the major child nurturing role as the mother advances her career in the business or professional world. In other families, mother still holds the major homemaking and child nurturing role along with a career, receiving little extra support at home from husband and children.

The different effect of mother and father on locus of control in children shown in this study is a concern. If the quantity of interaction time with children changes for father and/or mother, what happens to the authoritativeness of that interaction and its effect on locus of control in the children? It will be important to learn what happens to the total quantity of parent-child interaction, as well as the quality of that interaction, as parent roles shift between the father and the mother. This discussion is expanded in the section on implications for research.

Implications for 4-H and Other Youth Serving Organizations

Abundant references in the literature review indicated that children are stimulated to become responsible when their contributions are needed,

when there is opportunity for them to make and help make important decisions, and when there is ample time for them to be with, imitate, and help responsible adults. (Bronfenbrenner, 1979; Coleman, 1974; Fingarette, 1967; Matteson, 1975; Stephens, 1979; Whiting and Whiting, 1975) By definition, authoritative parents were expected to interact with children much as described above. In this sample population, the more authoritative parents tended to have children with internal perceptions of locus of control and children with higher levels of internal control tended to be more responsible than children with lower internal control, consistent with similar studies reported in the literature.

White and Lippitt (1960) suggested that if children could experience authoritative relationships in all or most of their social interactions, the chances for development of responsible persons would be greatly enhanced. The leaders and administrators of Scouts, 4-H Clubs, Little Leagues, Boys' and Girls' Clubs, and other youth serving organizations have the choice, as parents do, of being authoritarian or authoritative. The implications from this study are that young people would be better aided toward responsibility if youth programs were planned and carried out in authoritative rather than authoritarian manner.

This implication is important for young people who already experience authoritative relationships at home. The authoritative youth organization could serve to confirm, reinforce, and repeat the lessons learned at home. Authoritative youth organizations could serve a role of even greater importance for young people who otherwise would experience mainly authoritarian relationships with adults.

What might an authoritative youth serving organization look like? The literature review as well as the empirical evidence from this study would seem to indicate that an authoritative youth serving organization would provide: (1) a chance for children to feel that others depend on them for important contributions; (2) opportunity for children to have a voice in decisions that will affect them; and (3) experiences that permit children to be with, observe, and help adults at work or play.

Dr. Rene Dubos, in a recent interview, stated that we must rearrange our society so that young people become a real part of it. If they remain on the margins, they will never enter it and trouble for the future is enormous (Freese, 1981).

Implications for Further Research

This study suggests the need for development of better instruments. An internal-external locus of control measure with higher than the .395 reliability of the instrument used for this sample population is highly desirable.

The instrument developed for this pilot study and used for parent evaluation of child responsibility found small variance among the children. An instrument which would help parents discriminate responsibility levels of their children to a greater degree is needed.

The child self evaluation instrument showed high reliability and had been validated in other studies. It did not show much variance in this study. The children evaluated themselves near the middle (mean-13.88) of a possible range of 0-20 with a standard deviation of 1.79. This study shows the need for a better instrument for the child's self report of responsible behavior.

In considering implications and generalizations from this study it is important to keep the limitations of the sample in mind. One purpose of the pilot study was to identify and validate need for further research in the area of parenting and responsibility development. Preliminary agreement was obtained from the participants to contact them for a follow-up study before the children leave high school.

It would be of interest to learn whether or not the children rated as responsible in this study would still be the responsible ones in the follow-up investigation. There was a striking difference between boys and girls in the proportion evaluated as responsible in this study. Will that difference remain, disappear, or become greater as the children mature? It would be of interest to learn if the authoritarian-authoritative measure of parent style will remain stable. Will the more authoritative parents of the fifth grader remain the more authoritative parents of the high school senior? Which type of parent will experience the most stress as the children reach adolescence, the more or the less authoritative?

If the findings of this study should be confirmed by replication on a more representative population sample, there would be important implications for the future development of responsible children. The finding that father influence on locus of control perception was negative and significant only when mediated through the mother influence suggests a research area which seems important. Why was father's influence negative and mother's positive even though both were authoritative and there was only a small difference in the mean scores (fathers=62.22, mothers=63.65)?

If the male and female sex roles continue to become more similar in and outside the home, several research questions will become increasingly

important to the development of responsible young people. If father assumes more of the direct child nurturing role with younger children, will the authoritativeness of the father continue to affect the child's locus of control negatively? Will the effect become significant with more time spent nurturing children? Will the father's effect become significant without mediation through the mother's interaction? If mothers reduce their quantity of nurturant interactions with young children will the mother influence also become negative? If mothers assume roles outside the family more similar to traditional male roles will their authoritarian-authoritative scores become less authoritative? If so, how will that change affect their influence on locus of control perceptions in their children?

Some research questions are suggested by the finding that more girls than boys scored high on internal locus of control and high on responsibility levels. Was the difference due to genetics or maturation or to difference in social interaction or role expectations between the sexes? Is it a temporary difference which will disappear or does the difference remain through life? If the difference remains, for whatever reason, what are the implications for assuming adult roles in a democratic society? What are the implications for equality between the sexes in the business and political world, so long dominated by males?

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APPENDICES

APPENDIX A

AUTHORIZATION FOR STUDY

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
238 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824

September 9, 1980

Dr. Anne K. Soderman
Family & Child Sciences

Dear Dr. Soderman:

Subject: Proposal Entitled "The Acceptance of Responsibility in
Children: A Comparison of Families with Employed and
Non-Employed Mothers"

The above referenced project was recently submitted for review to the UCRIHS.

We are pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and the Committee, therefore, approved this project at its meeting on September 8, 1980.

Projects involving the use of human subjects must be reviewed at least annually. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to the anniversary date noted above.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,



Henry E. Bredeck
Chairman, UCRIHS

HEB/jms

cc: Dr. John Cantlon
Dr. Joanne Keith

MICHIGAN STATE UNIVERSITY

COLLEGE OF HUMAN ECOLOGY
DEPARTMENT OF FAMILY AND CHILD ECOLOGY

EAST LANSING • MICHIGAN • 48824

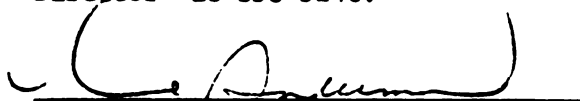
November 4, 1980

Dear Parents:

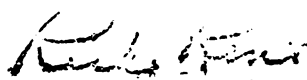
A subject of growing concern today with both parents and educators is the teaching of responsibility to children so they will be useful and contributing members of society. In order to better understand characteristics in individuals and families that lead to responsibility, a study has been proposed for the Charlotte area by Dr. Anne K. Soderman and Dr. Joanne G. Keith, Assistant Professors in the College of Human Ecology at Michigan State University.

You and other parents of fifth graders in the Charlotte System are invited to consider participating in this research project. Knowledge gained from the study will be valuable to parents, teachers, administrators, and school counselors, as well as for inclusion in university courses dealing with family and child development. All information gathered will be handled in a manner to prevent specific data from being identified with specific families in the study. Selection of families will be considered on a first-response, first-chosen basis.

If you would consider being a part of this research project or desire more information, please complete and return the attached response slip to the school with your child. Returning the slip does not commit you to participate in the study, but it will lead to a contact with you by the researchers for a discussion of the proposed study. At that time, you can decide whether or not to take part. More details can also be obtained by contacting Mr. Richard Hill, Research Assistant in Charlotte at 543-8908, or Dr. Anne Soderman, Project Director at 353-5248.



Anne K. Soderman, Ph.D.
Project Director, M.S.U.



Rick Kent, Principal, Parkview
Elementary School
Charlotte, Michigan



Richard W. Hill
Research Assistant

Please return response slip by Wednesday, November 12, 1980

RESPONSE SLIP

Please contact us to discuss possible participation in the Charlotte study of responsibility in children.

Name _____

Address _____

Telephone _____ Best time of day to phone is _____

Consent Form

"The Acceptance of Responsibility in Children: A Comparison of Families with Employed and Non-Employed Mothers"

Names of Participants in Family: _____

Address: _____

We have been informed of the nature of the research project, "The Acceptance of Responsibility in Children: A Comparison of Families with Employed and Non-Employed Mothers" and understand that our participation would include the parental views, response of our child to two questionnaires, and response of our child's teacher to the Minnesota Profile.

We understand that the investigators will preserve, in conformity with state and federal law, the confidentiality of information gathered and that a summary with results will be sent to us upon request. We also understand that our participation is voluntary, that we can refrain from answering questions at any time, that we may withdraw from the project at any time, and that no benefits are guaranteed from such participation. We further understand that a debriefing session to discuss any questions or feelings we have related to the study may be held upon request.

We hereby agree to participate in this research study conducted by Anne K. Soderman and Joanne G. Keith, Assistant Professors in the Department of Family and Child Ecology, Michigan State University.

_____ Signature of parent	_____ date
_____ Signature of parent	_____ date
_____ Signature of subject child	_____ date

APPENDIX B
SOURCE INSTRUMENTS

Social Attitude Scale

Institute of Child Welfare

University of Minnesota

Directions: Here are some statements on which some people feel one way and others feel another way. Since people do not agree, there are no right or wrong answers. Read each statement and then UNDERLINE the answer which shows how you feel about these things. Do not skip any items. Work rapidly. Don't think too long about each statement--just give your first and honest feeling about it.

Underline "AGREE" if you agree with the statement, or think it is true, or if your answer is yes.

Underline "DISAGREE" if you disagree with the statement, or think it is not true, or if your answer is no.

-
- | AGREE | DISAGREE | |
|-------|----------|--|
| | | 1. It is always very important to finish anything one has started. |
| | | 2. At school, it is easy to find things to do when the teacher doesn't give us enough work. |
| | | 3. Police cars should be especially marked so that you can always see them coming. |
| | | 4. It is no use worrying about current events or public affairs; I cannot do anything about them anyhow. |
| | | 5. We ought to worry about our own country and let the rest of the world take care of itself. |
| | | 6. In school my behavior gets me into trouble. |
| | | 7. I am hardly ever on time for meals. |
| | | 8. I have been in trouble with the law or police. |
| | | 9. When a person does not tell all his income in order to get out of paying some taxes, it is just as bad as stealing money from the government. |
| | | 10. A person who does not vote when he can, is not a good citizen. |

- | | | |
|-------|----------|---|
| AGREE | DISAGREE | 11. I hardly ever get my school work done on time. |
| AGREE | DISAGREE | 12. I have played hookey from school. |
| AGREE | DISAGREE | 13. Every citizen should take the time to find out about current events even if it means giving up some spare time. |
| AGREE | DISAGREE | 14. In school I am sometimes sent to the principal for being bad. |
| AGREE | DISAGREE | 15. Maybe some minority groups (Negroes, Indians, Mexicans, Jews, etc.) do get bad treatment, but it's no business of mine. |
| AGREE | DISAGREE | 16. We ought to let Europe get out of its own mess. |
| AGREE | DISAGREE | 17. People criticize me for wasting time. |
| AGREE | DISAGREE | 18. When I work on a committee, I usually let other people do most of the planning. |
| AGREE | DISAGREE | 19. I am often late for school. |
| AGREE | DISAGREE | 20. If it is worth starting at all, it is worth finishing. |
| AGREE | DISAGREE | 21. I am the kind of person that people can count on. |
| AGREE | DISAGREE | 22. In school, I am one of those who can go on working even though the teacher is out of the room. |
| AGREE | DISAGREE | 23. People can count on me to get things done, without checking on me. |
| AGREE | DISAGREE | 24. I am frequently chosen as a room helper or to run errands. |
| AGREE | DISAGREE | 25. I do my chores the very best I know how. |
| AGREE | DISAGREE | 26. I have been elected leader or president of my class. |
| AGREE | DISAGREE | 27. Nothing is more important than to be honest with other people. |
| AGREE | DISAGREE | 28. My teacher often complains because I don't finish my work. |
| AGREE | DISAGREE | 29. When you can't do a job, it is no use to try to find someone else to do it. |

- | | | | |
|-------|----------|-----|---|
| AGREE | DISAGREE | 30. | It is more important to get the job done than worry about hurting other people's feelings. |
| AGREE | DISAGREE | 31. | Why bother to vote when you can do so little with just your one vote. |
| AGREE | DISAGREE | 32. | "Never give a sucker an even break." |
| AGREE | DISAGREE | 33. | Letting your friends down is not so bad because you can't do good all the time for everybody. |
| AGREE | DISAGREE | 34. | Our country would be a lot better off if we didn't have elections and people didn't have to vote. |
| AGREE | DISAGREE | 35. | It's a good thing the Atlantic Ocean separates us from Europe because then we don't have to worry about them. |
| AGREE | DISAGREE | 36. | It's more important to work for the good of the team than to work for your own good. |
| AGREE | DISAGREE | 37. | I would never let a friend down when he expects something of me. |
| AGREE | DISAGREE | 38. | People would be a lot better off if they could live far away from other people and never had to do anything for them. |
| AGREE | DISAGREE | 39. | Every person should find some time for the good of his town or city. |
| AGREE | DISAGREE | 40. | If everyone pitches in to do a job it can always get done. |
| AGREE | DISAGREE | 41. | It is a good rule to do something for your neighbor only if he does something for you. |
| AGREE | DISAGREE | 42. | Doing things which are important should come before things you enjoy doing. |
| AGREE | DISAGREE | 43. | When a person doesn't like something he is supposed to do, he will try to get someone else to do it if he is smart. |
| AGREE | DISAGREE | 44. | Cheating on examinations is not so bad as long as nobody ever knows. |
| AGREE | DISAGREE | 45. | People have a real duty to care for their parents when they are old even if it costs a lot. |

- | | | | |
|-------|----------|-----|--|
| AGREE | DISAGREE | 46. | I usually work things out for myself rather than get someone to show me how. |
| AGREE | DISAGREE | 47. | I usually volunteer for special projects at school. |
| AGREE | DISAGREE | 48. | Children often get punished when they don't deserve it. |
| AGREE | DISAGREE | 49. | When given a task I stick to it even if things I like to do better come along. |
| AGREE | DISAGREE | 50. | It doesn't really matter whether parents attend Parent-Teacher meetings regularly. |

Personality Profile II

Institute of Child Welfare

University of Minnesota

Instructions: On the line at the left of each item, write the number of the word or phrase that corresponds to your rating of the child.

____ 1. In my opinion, this child's general adjustment is:

Poor 1	Fair 2	Average 3	Good 4	Excellent 5
-----------	-----------	--------------	-----------	----------------

____ 2. How realistic is he?

Knows his own faults and good points 5	Fairly realistic about himself 4	Somewhat realistic 3	Doesn't seem to know the score about himself 2	Completely unaware of what he is 1
---	-------------------------------------	-------------------------	---	---------------------------------------

____ 3. How well does he persist at a task?

Gives up very easily 1	Gives up when he has a little trouble 2	Takes quite a bit to make him give up 4	Sticks to a job when it is very trouble-some 5	Won't give up in spite of anything 3
---------------------------	--	--	---	---

____ 4. How well does he take responsibility for what he does?

Takes responsibility for what he does 5	Seldom makes excuses 4	Sometimes alibis 3	Tries to pass the buck 2	Definitely blames others when he is in the wrong 1
--	---------------------------	-----------------------	-----------------------------	---

____ 5. How attentive is he?

Inattentive most of the time 1	Tends to be inattentive 2	Moderately attentive 3	Usually attentive 4	Very attentive 5
-----------------------------------	------------------------------	---------------------------	------------------------	---------------------

_____	6. How dependent is he?	Tackles problems very much on his own 5	Independent 3	Uses own skill first, then seeks help 4	Dependent 2	Seeks help at slightest difficulty 1
_____	7. How flexible is this child?	Very easily led or influenced 1	Tends to "drift with the tide" 4	Takes sensible suggestions rejects others 5	Slow to adapt to new ideas 2	Rigid, inflexible 3
_____	8. How much at ease is he?	Passive 2	Relaxed 5	Settles down after excitement 4	Nervous 1	Tense 3
_____	9. How well can he "take it"?	Tough, nothing offends 4	Insensitive, hard to hurt 2	Has feelings but controls them 5	Soft, sometimes can't take it 3	Touchy, very easily hurt 1
_____	10. How compliant is he?	Does opposite of what he is told 2	Often contrary, resistive 1	Agrees to sensible requests 5	Goes out of his way to please 4	Too anxious to please, apple-polishes 3

Rotter's I-E Scale

(Correlations are those of each item with total score, excluding that item.)

- | | |
|---|--------|
| 1. a. Children get into trouble because their parents punish them too much. | |
| b. The trouble with most children nowadays is that their parents are too easy on them. | Filler |
| 2. <u>a.</u> Many of the unhappy things in people's lives are partly due to bad luck. | .26 |
| b. People's misfortunes result from mistakes they make. | |
| 3. a. One of the major reasons why we have wars is because people don't take enough interest in politics. | |
| <u>b.</u> There will always be wars, no matter how hard people try to prevent them. | .18 |
| 4. a. In the long run people get the respect they deserve in this world. | |
| <u>b.</u> Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries. | .29 |
| 5. a. The idea that teachers are unfair to students is nonsense. | |
| <u>b.</u> Most students don't realize the extent to which their grades are influenced by accidental happenings. | .18 |
| 6. <u>a.</u> Without the right breaks one cannot be an effective leader. | .32 |
| b. Capable people who fail to become leaders have not taken advantage of their opportunities. | |
| 7. <u>a.</u> No matter how hard you try some people just don't like you. | .23 |
| b. People who can't get others to like them don't understand how to get along with others. | |
| 8. a. Heredity plays the major role in determining one's personality. | |
| b. It is one's experiences in life which determine what they're like. | Filler |
| 9. <u>a.</u> I have often found that what is going to happen will happen. | .16 |
| b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action. | |

10. a. In case of the well prepared student there is rarely if ever such a thing as an unfair test.
- b. Many times exam questions tend to be so unrelated to course work that studying is really useless. .24
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- b. Getting a good job depends mainly on being in the right place at the right time. .30
12. a. The average citizen can have an influence in government decisions.
- b. This world is run by the few people in power, and there is not much the little guy can do about it. .27
13. a. When I make plans, I am almost certain that I can make them work.
- b. It is not always to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. .27
14. a. There are certain people who are just no good.
- b. There is some good in everybody. Filler
15. a. In my case getting what I want has little or nothing to do with luck.
- b. Many times we might as well decide what to do by flipping a coin. .29
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first. .31
- b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control. .36
- b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings. .31
- b. There is really no such thing as "luck."

19. a. One should always be willing to admit mistakes.
 b. It is usually best to cover up one's mistakes. Filler
20. a. It is hard to know whether or not a person likes you. .27
 b. How many friends you have depends on how nice a person
 you are.
21. a. In the long run the bad things that happen to us are .15
 balanced by the good ones.
 b. Most misfortunes are the result of lack of ability,
 ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption,
 b. It is difficult for people to have much control over things .23
 politicians do in office.
23. a. Sometimes I don't understand how teachers arrive at the .26
 grades they give.
 b. There is a direct connection between how hard I study
 and the grades I get.
24. a. A good leader expects people to decide for themselves
 what they should do.
 b. A good leader makes it clear to everybody what their
 jobs are. Filler
25. a. Many times I feel that I have little influence over .48
 the things that happen to me.
 b. It is impossible for me to believe that chance or
 luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
 b. There's not much in trying too hard to please people, if .20
 they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
 b. Team sports are an excellent way to build character. Filler
28. a. What happens to me is my own doing.
 b. Sometimes I feel I don't have enough control over the .24
 direction my life takes.
29. a. Most of the time I can't understand why politicians .11
 behave the way they do.
 b. In the long run the people are responsible for bad
 government on a national as well as on a local level.

Note: Score is the total number of underlined choices
 (i.e., external items endorsed).

APPENDIX C
INSTRUMENTS FOR THIS STUDY

CHILD'S SELF EVALUATION

Directions: Here are some statements on which some people feel one way and others feel another way. Since people do not agree, there are no right or wrong answers. Read the statements and then circle the answer which shows how you feel about these things. Do not skip any items. Work rapidly. Don't think too long about each statement--just give your first and honest feeling about it.

Circle always if the statement is true all of the time.

Circle often if the statement is true most of the time.

Circle sometimes if the statement is true once in awhile.

Circle never if the answer is never true, or if the answer is no.

1. I finish what I start without being reminded.	Always	Often	Sometimes	Never
2. At school, it is easy to find things to do when the teacher doesn't give us enough to do.	Often	Sometimes	Never	Always
*3. I consider policemen as helpful.	Sometimes	Never	Always	Often
4. I am concerned about current events or public affairs.	Never	Always	Often	Sometimes
5. I am concerned about what happens to people in other countries.	Always	Often	Sometimes	Never
!6. In school, my behavior gets me into trouble.	Often	Sometimes	Never	Always
7. I am on time for meals.	Sometimes	Never	Always	Often
!8. I have been in trouble with the law or police.	Never	Always	Often	Sometimes
9. If a cashier gave me back too much change while shopping, I would return it.	Always	Often	Sometimes	Never
10. To be a good citizen, a person should vote.	Often	Sometimes	Never	Always
!11. I have trouble getting my school work done on time.	Sometimes	Never	Often	Always

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|---|-----------|-----------|-----------|-----------|
| !12. I stay away from school when I don't have a good reason. | Never | Always | Often | Sometimes |
| 13. I am capable of staying home alone for several hours. | Always | Often | Sometimes | Never |
| !14. In school, I have been sent to the principal for being bad. | Always | Often | Sometimes | Never |
| 15. I am concerned when I see other people being treated unfairly. | Often | Sometimes | Never | Always |
| 16. I have regular jobs to do around the house. | Sometimes | Never | Always | Often |
| !17. I waste time. | Never | Always | Often | Sometimes |
| !18. When I work in a group, I let other people do most of the planning. | Always | Often | Sometimes | Never |
| !19. I am late for school. | Often | Sometimes | Never | Always |
| 20. My parents are satisfied with the way I spend money. | Sometimes | Never | Always | Often |
| 21. People can rely on me. | Never | Always | Often | Sometimes |
| 22. I get up by myself with an alarm clock or when called only once, or when I wake up. | Always | Often | Sometimes | Never |
| 23. In school, I am one of those who can go on working when the teacher is out of the room. | Often | Sometimes | Never | Always |
| 24. I have been chosen as a room helper or to run errands. | Sometimes | Never | Always | Often |
| 25. I do the very best I know how. | Never | Always | Often | Sometimes |
| 26. I have been elected leader of a group or captain of a team. | Always | Often | Sometimes | Never |
| 27. The most important thing is to be honest with people. | Often | Sometimes | Never | Always |

128. My teacher complains because I don't finish my work.	Sometimes	Never	Always	Often
29. If I became lost in a strange city, I could find help.	Never	Always	Often	Sometimes
130. I have to be reminded to keep myself neat and clean.	Always	Often	Sometimes	Never
*31. One person's vote makes a difference on the way things turn out.	Often	Sometimes	Never	Always
*32. People deserve what they get.	Sometimes	Never	Always	Often
33. I feel bad when I have to disappoint my friends.	Often	Sometimes	Never	Always
134. Our country would be better off if we didn't have elections and people didn't have to vote.	Sometimes	Never	Always	Often
135. My parents usually have to remind me to put away my things I use around the house.	Never	Always	Often	Sometimes
*36. It's more important to work for the team than it is to work for myself.	Always	Often	Sometimes	Never
137. I would let a friend down when he expects something of me.	Often	Sometimes	Never	Always
38. I like to organize things.	Sometimes	Never	Always	Often
39. Every person should spend some time helping his town or city.	Never	Always	Often	Sometimes
40. If everyone pitches in to do a job it can be done.	Always	Often	Sometimes	Never
141. It is a good rule to do something for your neighbor only if he does something for you.	Often	Sometimes	Never	Always
42. It's important to do necessary things before doing things that are fun.	Sometimes	Never	Always	Often

- | | | | | |
|--|-----------|-----------|-----------|-----------|
| !43. When you don't like something you are supposed to do, you will try to get someone else to do it if you are smart. | Never | Always | Often | Sometimes |
| !44. Cheating on tests if all right if no one knows. | Always | Often | Sometimes | Never |
| 45. You should take care of your parents when they are old. | Often | Sometimes | Never | Always |
| 46. I work things out for myself rather than have others show me how. | Sometimes | Never | Always | Often |
| 47. I volunteer for special projects at school. | Never | Always | Often | Sometimes |
| *48. Children get punished when they don't deserve it. | Always | Often | Sometimes | Never |
| 49. When given a job to do, I stick to it even if things I like to do better come along. | Often | Sometimes | Never | Always |
| *50. My parents attend Parent-Teacher Conferences. | Sometimes | Never | Always | Often |
| 51. I know what to do if I am home alone and there is a tornado watch. | Never | Always | Often | Sometimes |
| 52. If a friend were injured, I will know what to do. | Always | Often | Sometimes | Never |
| *53. I can spend my allowance as I please. | Often | Sometimes | Never | Always |

*These items were not included in the total score for this scale.

!These items were reverse scored.

Parent Evaluation of Child

Note: Parents were given verbal instructions to have in mind only the focal child when responding to the statements, not another child nor all of their children. Parents were asked to circle the response which best expressed their feeling about each statement, without consulting each other.

1. My children are given regular jobs to do around the house.	Agree	Disagree
2. Extra-curricular activities, such as athletics or music, are more important for children than helping around the house.	Agree	Disagree
3. Assigning extra work around the house is a good way to punish/discipline children.	Disagree	Agree
4. It is important to punish/discipline a child for failing to complete a specific task.	Agree	Disagree
*5. My child usually finishes what he starts.	Agree	Disagree
6. School attendance is extremely important.	Disagree	Agree
7. My child gets a regular allowance.	Disagree	Agree
!*8. I find I have to be continually after my child to get him/her to finish a job.	Agree	Disagree
9. It's important to keep good track of what children are doing and where they are going.	Disagree	Agree
10. On the whole children are less responsible than they were several years ago.	Agree	Disagree
11. A child's allowance should not be connected with the tasks he/she performs around the house.	Agree	Disagree
12. My child manages money to my satisfaction.	Agree	Disagree
!*13. I usually have to call my child several times before he/she will get up for school.	Disagree	Agree

- | | | | |
|-------|--|----------|----------|
| *14. | I feel my child is competent to stay by himself for several hours at a time. | Disagree | Agree |
| !*15. | I have to remind my child to complete tasks assigned around the house. | Agree | Disagree |
| *16. | I would say my son/daughter seems more mature than other children the same age. | Disagree | Agree |
| 17. | My child occasionally earns extra money by working outside the home. | Agree | Disagree |
| *18. | My child participates in extra curricular activities. | Agree | Disagree |
| *19. | My child is able to prepare his own meals if necessary. | Disagree | Agree |
| 20. | My child gets along well with other neighborhood children. | Disagree | Agree |
| *21. | My child gets up for school without being called. | Disagree | Agree |
| !*22. | My children have a hard time finding something to do when adults do not suggest activity. | Agree | Disagree |
| *23. | If my child became lost in a strange city, I'm confident he/she would be able to find help. | Agree | Disagree |
| 24. | Housework and or meal preparation should pretty much be the responsibility of the wife/mother in the family. | Disagree | Agree |
| !*25. | My child forgets to give me telephone messages when people call. | Agree | Disagree |
| !*26. | Getting to the table on time seems hard for my child. | Agree | Disagree |
| 27. | Childhood should be a time when children are free to pursue their own interests. | Disagree | Agree |
| 28. | Our school is effective in teaching children to become responsible citizens. | Agree | Disagree |
| !*29. | My child's behavior occasionally gets him/her in trouble at school. | Disagree | Agree |
| !*30. | My child often finds excuses for staying home from school. | Disagree | Agree |

!*31. My child wastes a lot of time.	Agree	Disagree
32. I look forward to hearing what my child's teacher has to say when I go to school conferences.	Disagree	Agree
33. Our family believes in and practices teamwork.	Disagree	Agree
*34. At this point in his/her life, my child could be described as a caring person.	Agree	Disagree
35. We prefer to give out money to our child as he/she needs it rather than giving a regular allowance.	Disagree	Agree
36. As a family, we have talked about what jobs individual family members should perform.	Disagree	Agree
37. I have a habit of ignoring things my child leaves undone for a while but eventually will punish/discipline him.	Agree	Disagree
38. In our home, we still pretty much have girls/women do housework and men/boys do work pertaining to the yard and cars.	Disagree	Agree
39. Children in the fifth grade are still a bit young to be relied on for much house or yard work.	Agree	Disagree
*40. I feel my child is pretty effective at solving his/her own problems.	Disagree	Agree
41. It's important for parents to keep children on a regular schedule for meals, bedtimes, and self care.	Agree	Disagree
*42. My child would know what to do in case of a tornado watch if home alone.	Disagree	Agree
*43. My child would know what to do if a friend were injured.	Disagree	Agree
44. My child's allowance is related to tasks he/she performs.	Agree	Disagree

*Only these items totaled to compute a score for this scale.
 !These items were reverse scored.

Teacher Evaluation of Child

Instructions: On the line to the left of each item, write the number of the word or phrase that corresponds to your rating of the child for that item.

_____	*1. In my opinion, this child's general adjustment is:			
	Poor	Fair	Average	Good
	1	2	3	4
				Excellent
				5
_____	*2. How realistic is s/he?			
	Knows own faults and good points	Fairly realistic about self	Somewhat realistic	Doesn't seem to know the score about self
	5	4	3	2
				Completely unaware of what s/he is like
				1
_____	3. How well does s/he persist at a task?			
	Gives up very easily	Gives up when s/he has a little trouble	Takes quite a bit to make give up	Sticks to a job when it is very troublesome
	1	2	4	5
				Won't give up in spite of anything
				3
_____	4. How well does s/he take responsibility for what he or she does?			
	Takes responsibility for it	Seldom makes excuses	Sometimes alibis	Tries to pass buck
	5	4	3	2
				Definitely blames others when in the wrong
				1
_____	5. How attentive is this child in school?			
	Inattentive most of the time	Tends to be inattentive	Moderately attentive	Usually attentive
	1	2	3	4
				Very attentive
				5

- _____ 6. How dependent is this person?
- | | | | | |
|-----------------------------------|-------------|--------------------------------------|-----------|------------------------------------|
| Tackles problems very much on own | Independent | Uses own skill first then seeks help | Dependent | Seeks help at slightest difficulty |
| 5 | 3 | 4 | 2 | 1 |
- _____ *7. How flexible is this child?
- | | | | | |
|-------------------------------|--------------------------------|---|----------------------------|-------------------|
| Very easily led or influenced | Tends to "drift with the tide" | Takes sensible suggestions - rejects others | Slow to adapt to new ideas | Rigid, inflexible |
| 1 | 4 | 5 | 2 | 3 |
- _____ *8. How much at ease is this child?
- | | | | | |
|---------|---------|-------------------------------|---------|-------|
| Passive | Relaxed | Settles down after excitement | Nervous | Tense |
| 2 | 5 | 4 | 1 | 3 |
- _____ 9. How sensitive/insensitive is this person?
- | | | | | |
|------------------------|---------------------------|--------------------------------|-------------------------------|--------------------------|
| Tough, nothing offends | Insensitive, hard to hurt | Has feelings but controls them | Soft, sometimes loses control | Touchy, very easily hurt |
| 4 | 2 | 5 | 3 | 1 |
- _____ 10. How compliant is s/he?
- | | | | | |
|----------------------------|---------------------------|-----------------------------|---------------------------|---------------------------------------|
| Does opposite of what told | Often contrary, resistive | Agrees to sensible requests | Goes out of way to please | Too anxious to please, apple-polishes |
| 2 | 1 | 5 | 4 | 3 |

- ____ 11. How considerate is this child of classmates?
- | | | | | |
|-----------------------------|-------------------------------------|---------------------------------------|-------|---|
| Very con- siderate, helpful | Usually sensi- tive to others needs | Sometimes insensitive to others needs | Often | Very inconsi- derate, insensi- tive, uncaring |
| 5 | 4 | 3 | 2 | 1 |
- ____ 12. How involved is s/he in extra-curricular activities?
- | | | | | |
|---------------------------------------|--|--|-----------------|--------------------------------|
| Very active, often chosen as a leader | Fairly involved sometimes chosen as leader | Involved but more often follower than leader | Seldom involved | Never takes part in activities |
| 5 | 4 | 3 | 2 | 1 |
- ____ 13. How would you rate this person's leadership?
- | | | | | |
|--|---|---|--|--------------------------------|
| Provides posi- tive leader- ship often | Demonstrates developing leadership skills | Interested in leading but needs to develop skills | Passive; no interest in being a leader | Bossy, needs to control others |
| 5 | 4 | 3 | 2 | 1 |
- ____ 14. How reliable is this child?
- | | | | | |
|-----------------|---------------------------|---------------------|------------------------------|---------------------------|
| Highly reliable | Almost always accountable | Usually accountable | Seldom able to be counted on | Not able to be counted on |
| 5 | 4 | 3 | 2 | 1 |
- ____ 15. How often are outside assignments completed?
- | | | | | |
|--------------------------------|-------------------------------------|---|-----------------------------------|-----------------------|
| Without fail; always completed | Work usually completed and accurate | Work usually completed but sometimes inaccurate | Work sloppily done when completed | Work seldom completed |
| 5 | 4 | 3 | 2 | 1 |

*These items were not totaled to compute a score for this scale.

Locus of Control Scale

Directions: For each number there are two statements.
Please circle 'a' or 'b' to show which of the
statements in each pair you most agree with.

1. a. Many unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
2. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
3. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
4. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.
- *5. a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do.
6. a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
7. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
8. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
9. a. As far as world affairs are concerned, most of us are victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.

- *10. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 - b. There is really no such thing as "luck."
- 11. a. It is hard to know whether or not a person really likes you.
 - b. How many friends you have depends on how nice a person you are.
- *12. a. Sometimes I can't understand how teachers arrive at the grades they give.
 - b. There is a direct connection between how hard I study and the grades I get.
- 13. a. Many times I feel that I have little influence over the things that happen to me.
 - b. It is impossible for me to believe that chance or luck plays an important role in my life.

*These items were deleted from the scoring after factor analysis.

The underlined letter indicates the statement considered to represent the external locus of control position.

Authoritarian/Authoritative Scale

Instructions: Circle the number in front of each item to indicate your response to that item, as explained below.

VSA = Very strongly agree.	VSD = Very strongly disagree.
SA = Strongly agree.	SD = Strongly disagree.
A = Agree.	D = Disagree.
N = Neutral or undecided.	

VSA	SA	A	N	D	SD	VSD	
3	2	1	0	1	2	3	1. Some equality in marriage is a good thing, but by and large the husband ought to have the main say-so in family matters.
3	2	1	0	1	2	3	2. If children are told too much about sex, they are likely to go too far in experimenting with it.
3	2	1	0	1	2	3	3. Women who want to remove the word obey from the marriage service don't understand what it means to be a wife.
3	2	1	0	1	2	3	4. The most important qualities of a real man are determination and a driving ambition.
3	2	1	0	1	2	3	5. A child should never be allowed to talk back to his parents, or else he will lose respect for them.
3	2	1	0	1	2	3	6. A man should not be expected to have respect for a woman if they have had sexual relations before they were married.
3	2	1	0	1	2	3	7. It is somehow unnatural to place women in positions of authority over men.
3	2	1	0	1	2	3	8. The family is a sacred institution, divinely ordained.

VSA SA A N D SD VSD

- | | | | | | | | | |
|---|---|---|---|---|---|---|-----|---|
| 3 | 2 | 1 | 0 | 1 | 2 | 3 | 9. | A woman whose children are at all messy or rowdy has failed in her duties as a mother. |
| 3 | 2 | 1 | 0 | 1 | 2 | 3 | 10. | If a child is unusual in any way, his parents should get him to be more like other children. |
| 3 | 2 | 1 | 0 | 1 | 2 | 3 | 11. | There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents. |
| 3 | 2 | 1 | 0 | 1 | 2 | 3 | 12. | The facts on crime and sexual immorality show that we will have to crack down harder on young people if we are going to save our moral standards. |