This is to certify that the

dissertation entitled

PERCEPTIONS OF FATHER/SON INTERACTION AND THEIR RELATIONSHIP TO SELF-ESTEEM IN SONS

presented by

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has been accepted towards fulfillment
of the requirements for

MA degree in Psychology

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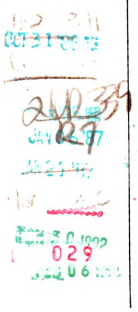
Date 11/11/83



PERCEPTIONS OF FATHER/SON INTERACTION AND THEIR RELATIONSHIP TO SELF-ESTEEM IN SONS

By

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A THESIS

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

MASTER OF ARTS

Department of Psychology

1983

ABSTRACT

PERCEPTIONS OF FATHER/SON INTERACTION AND THEIR RELATIONSHIP TO SELF-ESTEEM IN SONS

By

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To probe theoretically formulated linkages between fathers' son-oriented behavior and their sons' self-reported self-esteem, 66 undergraduate students and their fathers independently completed self-esteem (Self-Esteem Inventory and Texas Social Behavior Inventory) and interpersonal style (Interpersonal Check List and Interpersonal Chart) inventories.

Multiple regression analyses revealed that sons' perceptions of fathers assertiveness best predicted sons' self-esteem ($p < .01$). Sons' and fathers' descriptions of fathers' interactional style generally yielded modest positive correlations. Congruent father/son views of fathers' assertiveness linked positively with sons' self-esteem, but the latter did not correlate significantly with congruent father/son views of high affiliative paternal style.

ACKNOWLEDGEMENTS

I wish to thank John Hurley, my chairman, for his myriad of critiques from which I am beginning to understand the process and production of quality research. I also wish to thank my other committee members, Larry O'Kelly and Gilbert DeRath, for their invaluable suggestions and encouragement. Each of these three scholars has been and continues to be a role model for me as a developing psychologist.

Thank you Jane, Nick, and Fred for your help in wrestling HAL into submission. Without you I'd still be writing format statements... Thanks Mark for your help with the word processor as well as your editorial assistance.

A very special thanks to you Patricia for your help, continual encouragement, and faith in me as a valuable person. You've given me more than words can describe. Thank you.

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INTRODUCTION

Evidence from diverse sources suggested that the quality and style of the parent/child interaction plays a major role in the child's development of a concept of self (Mead, 1934; Stoke, 1950; Bandura, 1969; Tesser 1980). The intent of the present exploration was to question the relationship between the acceptance/rejection dimension of the father/son interaction and self-concept development in the son. Wylie (1979) provided an excellent review and integration of the literature intended to define the self-concept. While self-identity is a subfactor of self-concept and has been variously described (Wylie, 1974; Robinson & Shaw, 1974), it herein refers to an individual's awareness and appreciation of those qualities, attributes and nuances of the self which define him/her as a unique and separate person and/or which define his/her membership within subgroups of society. Self-esteem is that aspect of self-identity that represents one's internalized sense of worth or value, and it is this particular facet of the self-concept that is under present consideration.

Pertinent Theories of Self-Concept Formation

Bandura (1969) and Bandura and Kuppers (1964) described the acquisition of behavioral characteristics, attitudes, and the self-concept as resulting from the child's identification with, and imitation of, significant others. According to Bandura (1969), incorporation of modelled behavior into the child's behavioral and attitudinal repertoire occurs as a result of selective reinforcement. Bandura and Kuppers (1964) previously reported that the parental self-concept is positively related to the child's self-concept. This perspective is distinct from the symbolic interactionist perspective of mirroring (Mead, 1934; Gecas, 1978). Mirroring, according to Gecas, Colonico, and Thomas (1971), purports that the self-concept is a product of reflected appraisals of others and that parental evaluation is positively related to the child's self-concept. Both mirroring and modelling seem to be factors in the process of self-concept formation. Reflected appraisals of significant others may effect one's self-image; selective reinforcement could mold behavioral patterns and thus self-perceptions. Man appears to be inescapably a joint product of both how his environment defines him, and also of how he defines his environment.

Satellization theory (Ausubel, 1954; Ausubel & Sullivan, 1970; Berzonski, 1978) described an ideal family relationship based on relatively unconditional parental

acceptance and love for the child as a human being of intrinsic worth. Rogers (1961) further emphasized the importance of relatively unconditional acceptance. A supportive environment was thought to facilitate the child's formation of internal feelings of security and self-worth and also provide a basis for identification (with parents) and value internalization. As unconditional self-worth and personal security are established, self-identity will not be jeopardized by the external milieu. Individuation (or desatellization) occurs as intra- and extrafamilial experience gradually replaces the individual's former derived status, based on unconditional acceptance and love, with primary or achieved status, based on reinforcement secondary to successful interaction with the greater environment. Identity formation is seen as a continuing and progressive response to the ever-increasing body of experience accumulated through experimental interaction. If, on the other hand, the parent/child relationship is based on rejection or qualified acceptance, the child enjoys little derived status and self-worth is externally based. Experiential trauma are defined in terms of personal inadequacy and the self-concept is devalued. Self-identity, contigent upon external events, translates into incomplete individuation and compromised self-actualization.

Parent/child Interactions

Much effort has been directed toward understanding the nature of the parent/child interaction and toward distinguishing the salient variables that define this primary relationship (Hurley, 1965; Shaefer, 1965; Hower, 1978). At least two viewpoints have emerged. One contends that three dimensions are required to adequately describe interpersonal relationships (Shaefer, 1965); the other suggests that two dimensions will suffice (Hurley, 1965).

Shaefer (1965), employing the Child's Report of Parental Behavior Inventory (CRPBI), concluded that three bipolar dimensions were necessary and sufficient to adequately illuminate the parent/child relationship. These dimensions were Acceptance versus Rejection, Psychological Autonomy versus Psychological Control, and Firm versus Lax Control. With each factor having a thesis and antithesis, parental locus in this tri-dimensional space was thought to delimit the boundaries of the offspring's potential growth and self-concept. Cross (1969), Armentrout and Burger (1972), and Hower (1978) concurred that the CRPBI revealed three bipolar dimensions defining primary parent/child relationships. Hower and Edwards (1979) demonstrated that late adolescent socialization, as defined by the degree to which an individual regards the rules; values and prohibitions of society to be personally mandatory, and empathy correlated positively with the accepting, noncontrolling parental stance

and negatively with the rejecting, controlling stance. Interestingly, autonomy (i.e., independent moral behavior) did not correlate with either parental orientation. A similar study by Nuttall and Nuttall (1976) found that acceptance and psychological autonomy correlated with high academic achievement motivation.

Hurley (1976a, 1980), in a review of the pertinent literature, described human social interaction as a function of two interpersonal dimensions: Acceptance versus Rejection of Self (ARS) and Acceptance versus Rejection of Others (ARO). The latter (ARO) seems comparable to Benjamin's (1976, 1978) bipolar Affiliation dimension and Leary's (1957) LOV (love--hate) factor. ARO identifies the interpersonal emotive variables warm, helpful, gentle, and accepting versus cold, harmful, harsh, and rejecting. Acceptance versus Rejection of Self seems comparable to Benjamin's (1976, 1978) Interdependence dimension and Leary's DOM (dominance--submission) factor. It (ARS) identifies the intrapersonal variables (and their expressions) active, expressive, self-assertive, and self-disclosing versus passive, guarded, self-effacing, and self-concealing. Wiggins (1979), using cluster analytic techniques, partially succeeded in replicating the Leary system with traitdescriptive adjectives. The primary bipolar and orthogonal traits specified by Wiggins (1979) were Ambitious--Dominant versus Lazy--Submissive, similar to Hurley's ARS, and Cold--Quarrelsome versus Warm--Agreeable, similar to ARO.

Relating parental style to the child's development, Hurley (1965) demonstrated a modest positive relationship between parental acceptance and their children's IQ scores. Acceptance was defined "as representing one extreme of a bipolar continuum, epitomized by parental behaviors oriented toward encouraging the child to interact fully and freely with the environment within the context or parental approval and support" (p. 19). A later study (Hurley, 1967) revealed an inverse linkage between parental malevolence and the children's IQ scores. Hurley (1976a) subsequently provided evidence of the functional independence of ARS and ARO and suggested that sound measures of each were likely to be beneficial in assessing the effects of any intervention in the interpersonal realm. Other works supported the contention that two dimensions adequately describe interpersonal transactions (Becker and Krug, 1964; Lorr and McNair, 1970; Hurley & Force, 1973; Hurley, 1976b) and also suggested that environments high in ARO and ARS are conducive to psychological growth (Hurley, 1975; Siegalman, Block, Block, & von der Lippe, 1976).

Both these two and the three dimensional perspectives agreed that the variable of Acceptance versus Rejection of Other (Acceptance versus Rejection) was a crucial dimension for appraising the quality of the parent/child interaction. Both contended that Acceptance versus Rejection of Self (Psychological Autonomy versus Psychological Control) was a second crucial dimension describing the interaction. And,

both points supported a hypothesized relationship between parental acceptance of the child and self-esteem development in the child. A strong linkage between these latter variables was also supported by cross cultural studies (Rohner, 1975; Halpin, Halpin, & Whiddon, 1980). These two acceptance versus rejection dimensions can be conceptualized as the axes on a grid of cartesian coordinates. The acceptance versus rejection of self axis represents interpersonal assertiveness while the acceptance versus rejection of other axis represents affiliation. Along this acceptance-rejection matrix one can assess the validity of the supposition that parent's perceptions of the parent/child interaction is congruent with the child's perceptions of the relationship. Also, a determination can be made as to whether the child's perceptions of the relationship seems to have a greater impact on his own self-esteem formation than either his parents' corresponding perceptions or a congruent perception of the relationship by both parent and child.

While much of the present discussion revolves around the role of a child's relationship with his parents, other influences clearly effect the child's development of a sense of self. These include genetic predispositions, birth order, socioeconomic factors, peer relationships, academic achievement, and/or other variables. The child's own interpersonal style may effect, albeit indirectly, his development of a self-concept. The present study merely focuses on the relationship between child-oriented parental

behaviors and the child's self-esteem development. This focus is not to minimize the importance of other factors influenceing the individual's development. Parent/child relationships are circular events. An individual responds selectively, not indiscriminantly to his environment dependent upon perceptions of the past, present, and anticipations of the future. One's perceptions of the event, as well as one's experience contribute to the definition of the event, and one's reaction to it.

Hypotheses

The particular interaction selected for scrutiny was that of the father/son dyad. Evidence to the importance of this system abounds in the literature (Payne & Mussen, 1956; Nash, 1965; Cattell, 1980). The present study directed itself to the relationship between the bidimensional concept of father/son acceptance and self-esteem in the son. I hope to determine how self-esteem varies with respect to the son's perception, the father's perception, and a congruent perception of the relationship on the acceptance/rejection matrix.

Congruence and incongruence of paternal/filial perception was defined in terms of relative agreement of perceptions as gauged by individual's scores on the research measures. Individual's perceptions were measured along both the assertiveness and affiliation axis of the acceptance-

rejection matrix. Instances in which both father and son scored above or below the pertinent subsample's median value for a particular measure were defined as congruent with regard to that measure. Instances in which one member of a pair scored above the median while the other scored below were considered incongruent. The assertiveness and affiliation scores were divided into high and low categories dependent upon their relationship to the median score for that particular dimension and participant group.

The hypotheses being tested were:

Hypothesis 1: Congruent father/son perceptions of high acceptance are associated with high self-esteem in the sons.

Hypothesis 2: Congruent father/son perceptions of low acceptance (i.e., rejection) are associated with low self-esteem in the sons.

Hypothesis 3: Incongruent perceptions of the relationship described as high acceptance by the sons are associated with moderate self-esteem in the sons.

Hypothesis 4: Incongruent perceptions of the relationship described as low acceptance by the sons are associated with moderate self-esteem in the sons.

Hypothesis 5: Self-esteem in the sons will be positively related to self-esteem in the fathers.

METHODS

Subjects

The relevant population was comprised of 66 undergraduate male students enrolled in a general or social psychology course at Michigan State University and their fathers. All participants were volunteers and elected to participate in exchange for extra credit applied to the final grade in the introductory psychology course for undergraduates. They ranged from 18 to 23 years of age with an average of 19. Eighty-four percent of the participants were Michigan residents; the remainder were from other states.

Sign-up sheets for subject participation, which contained dates, location, and time of study, were posted in the undergraduate psychology classes. The sheets indicated that the author wished to conduct a study of father/son interactions and that both parents must reside at the student's permanent residence. Three potential participants were omitted from this study as their families were from foreign cultures.

Data Collection

To assure subject anonymity no identifying information was collected. In groups of approximately ten subjects, student participants signed informed consent forms

(Appendix A) and completed numbered research measures during scheduled appointments. Subsequently, the participants addressed packets (see Appendix B) which were sent to their respective fathers. Each packet contained: (a) A brief description of the intended research; (b) A statement requesting the father's involvement in the research; (c) A statement describing the credit to be awarded the sons; (d) A self-explanatory, numbered research file with the measures to be completed; and (e) An addressed stamped envelope for returning the completed measures. The addressed research packets were mailed to the father participants, or sons hand-carried the packets home to their fathers. After addressing the research packets, the student participant received a numbered card awarding the credits earned and specifying the credits yet to be awarded. Measures given to each student, measures given to his father, and the student's card documenting extra credit earned were correspondingly numbered so that anonymity could be maintained and students could receive appropriate credit for their participation. The identifying numbers of the fathers' returned research measures were posted in the students' psychology classroom. Students holding correspondingly numbered documentation cards were then given appropriate credit upon presentation of their cards to the author.

Measures

Two measures were employed to provide an indication of self-esteem in the subjects, and two additional measures were employed to provide an indication of the acceptance/rejection dimension on the father/son relationship. Each of these latter measures provided an index of assertiveness and affiliation.

Self-Esteem Inventory, form B (SEI). The Self-Esteem Inventory, form B (Self-Esteem Institute, 1974) is a self-report measure derived from an item analysis of Coopersmith's (1967) longer Self-Esteem Inventory. Whereas originally designed for use with children, form B has been modified and used successfully in both college (Bedian, 1978) and industrial populations (Latham & Yukl, 1976). This latter modification (shown in Appendix C) was used with the present subjects. It consisted of 25 statements to which the subjects responded by indicating "like me" or "unlike me". It was scored by the methods described in the Norms for the Coopersmith Self-Esteem Inventory (Self-Esteem Institute, 1974). Possible scores range from "0" to "100".

Test-retest reliability and internal consistency data offered by Bedian, Teague, and Zmud (1977) provided support for the internal characteristics of this measure. Correlation of the shorter with the longer, original questionnaire was reported as $r = .86$ (Self-Esteem Institute, 1976). Bedian (1976) indicated a statistically significant positive

relationship (r = .86) in university students between self-esteem as measured by the SEI-B and need achievement as measured by the Adjective Check List (Gough & Heilbrum, 1965). The probabilities reported were $p < .01$ and $p < .04$ for males and females, respectively. Bedian (1976) further argued that such a relationship provided concurrent validity for the SEI-B. However, a follow-up report (Bedian and Zmud, 1977) interpreted this prior finding as failing to provide strong support for the convergent validity of the measure. Neither Wylie (1974, 1979) nor Burrows (1978) addressed the validity or reliability issues relating to the short form of this inventory.

The Texas Social Behavior Inventory (TSBI). The Texas Social Behavior Inventory: An Objective Measure of Self-Esteem or Social Competence (Helmreich, Stapp, & Ervin, 1974) is a multiple-choice scale designed to "be used reliably to categorize individuals as a function of perceived social competence" (p.1). A factor analytic condensation of a 60-item pool dealing with aspects of personal worth and social interaction, the 32-item inventory was demonstrated to have test-retest reliability (over an unspecified interval) of r = .94 for 271 male and r = .93 for 235 female university students. As the same measure correlated highly ($p < .01$) with the California Personality Inventory's (Gough, 1964) self-esteem scale, it displayed adequate construct validity (Helmreich et al, 1974). Stapp (1974) showed that the measure also related significantly

and positively to academic achievement; however, Helmreich et al. (1974) reported the "the TSBI is not significantly related to intelligence (as measured by the Scholastic Aptitude Test)" (p. 4).

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

Interpersonal Chart. The Interpersonal Chart (Hurley, 1978), based on an eight-item inventory of ratings of self and others, spatially locates an individual on a graded matrix of interpersonal competence. As noted earlier, it defines human social interaction as a function of the ARS and ARO interpersonal dimensions. Warm--Cold, Helps Others--Harms Others, Gentle--Harsh, and Accepts

Others--Rejects Others were the four bipolar subscales employed to measure ARO. Shows Feelings--Hides Feelings, Expressive--Guarded, Active--Passive, and Dominant--Submissive operationally measured ARS. Each scale provides for a "Ø" to "9" rating with "9" representing the favorable or positive pole and "Ø" denoting its opposite.

Hurley (1976a) and Hurley and Rosenthal (1978) provided evidence supporting the construct validity (Cronbach & Meehl) 1955) of earlier versions of this measure. A high positive correlation (r = .86) between Likes Self--Dislikes Self and total ARS also supported the ARS's validity as a general label for the behaviors represented by the relevant subscales (Hurley, 1976b). The same study also showed that Likes Self--Dislikes Self contributed more to ARS's total variance than any other subscale. ARO correlated most highly (r = .85) with the Accepts Others--Rejects Others scale (Hurley, 1976b). In the present study, ARO scores above the group median were considered indicators of high affiliative style while ARS scores above the group median were considered indicators of high assertive style.

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

instructed to: "Please mark the location that best represents your behavior toward your son along each dimension."

Interpersonal Check List (ICL). The Interpersonal Check List (Leary, 1957) is a 128-item self-report inventory of descriptive phrases which are answered "true" or "false." The present inventory was developed through four revisions and reductions of a 344-item adjective check list prepared by Suczek to be representative of trait lists extant in the psychological literature up to 1950 (LaForge & Suczek, 1955). This fourth revision (see Appendix F) defined a circumplex of interpersonal traits oriented about a dominant--submissive axis and a love--hate axis. Leary (1957) reported "that extensive validation of the circular continuum of interpersonal variables has demonstrated that it is satisfactorily congruent with empirical facts. While the units around the scale are not completely equidistant, the arrangement is correctly ordered" (p. 66). Foa (1961) supported the use of dominance--submissive and love--hate as the principle axes of the interpersonal circumplex and agreed that a circular ordering of the variables was essentially correct. Other evidence (LaForge & Suczek, 1955) further documented the predicted pattern.

Wiggins (1979), in a review of the literature concerning circumplex models of interpersonal behavior, emphasized the finding that the units around the Leary Interpersonal Circle are not completely equidistant. He (Wiggins) has consequently developed a similar 128-item adjective check

list of trait descriptive terms. Unfortunately, some of the adjectives selected by Wiggins appear so infrequently in everyday usage as to be confusing. More recent evidence (Lyons, Hirshberg & Wilkinson, 1980) supported the circular ordering of the ICL traits and also emphasized the radex structure of the interpersonal circle.

Directions for use of the ICL with the present subject population were modified so that sons were instructed to: "Please indicate whether you view each of the attributes listed below as being mostly true or mostly false as they apply to your father's behavior toward you." Fathers were similarily instructed to: "Please indicate whether you view each of the attributes listed below as being mostly true or mostly false as they apply to your behavior toward your son"

RESULTS

A matrix of Pearson correlations was made for all relevant data, (see Table 1). One-tailed tests of significance were used for all comparisons, except where otherwise specified, based on the the 66 pairs of father/son data. This represented 89% of the total population sampled. Eight other cases were excluded because of incomplete or nonreturned fathers' data. Means and standard deviations of all measures for both complete and incomplete pairs are listed in Table 2. Two-tailed *t*-tests showed that these eight did not differ significantly from the rest of the recruited sample with regard to any variable. An experimental error rate (Keppel, p. 88; 1973) was employed to offset for the probability of increased type I errors in this series of *t*-tests.

Factor analysis using McQuitty's (1961) technique established the clusters shown in Figures 1 through 3. Figure 1 was derived from fathers' data. Figures 2 and 3 resulted from separate analyses of sons' data and all data, respectively.

Figure 1 showed that the fathers' measures clustered around a nuclear bond (r = .69) between the Self-Esteem Inventory (FSEI) and the Texas Social Behavior Inventory (FTSBI). This correlation supported the linkage of intrapersonal (FSEI measured) and interpersonal (FTSBI measured) indicators of self-esteem. The dominance--submission factor

Table 2: Means and Stasndard Deviations for All Data

	Complete Data Sets (N = 66)		Incomplete Data Sets (N = 8)	
	Mean	Std Deviation	Mean	Std Deviation
FLOV	2.87	5.17	-	-
FDOM	6.00	4.89	-	-
FARO	28.62	5.98	-	-
FARS	25.27	6.63	-	-
FSEI	81.87	14.18	-	-
FTSBI	46.47	9.39	-	-
S:FLOV	1.30	5.68	4.60	2.74
S:FDOM	6.46	3.82	7.61	4.40
S:FARO	26.89	6.00	25.25	7.13
S:FARS	24.21	5.76	27.63	3.78
SSEI	77.41	17.18	71.50	17.36
STSBI	44.77	7.82	42.50	6.46

Table 1: Pearson Correlation Coefficients for All Father and Son Pairs (N = 66).

	Fathers						Sons					
	FLOV	FDOM	FARO	FARS	FSEI	FTSBI	SFLOV	SFDOM	SFARO	SFARS	SSEI	STSBI
FLOV	-	-05	[29^{c}]	16	-01	-14	(23)	-05	18	16	23	19
FDOM	-05	-	09	[35^{b}]	46^{a}	44^{a}	-04	(31^{b})	-06	21	16	07
FARO	[29^{c}]	009	-	32^{b}	12	14	17	-17	(35^{b})	19	03	05
FARS	16	[35^{b}]	32^{b}	-	35^{b}	46^{a}	15	12	13	(34^{b})	15	02
FSEI	-01	46^{a}	12	35^{b}	-	[69^{a}]	-14	25^{c}	-12	-16	(33^{b})	17
S:FLOV							-	-08	[71^{a}]	36^{b}	18	25^{c}
S:FDOM							-08	-	-05	[25^{c}]	41^{b}	30^{c}
S:FARO							[71^{a}]	-05	-	38^{b}	21	24^{c}
S:FARS							36^{b}	[25^{c}]	38^{b}	-	28^{c}	03
SSEI							18	41^{a}	21	28^{c}	-	[63^{a}]
STSBI							25^{c}	30^{c}	24^{c}	03	[63^{a}]	--

^{a}p .001 by one-tailed test

^{b}p .01 by one-tailed test

^{c}p .05 by one-tailed test

( ) = same measure, different sources

[ ] = conceptually similar measure from the same source

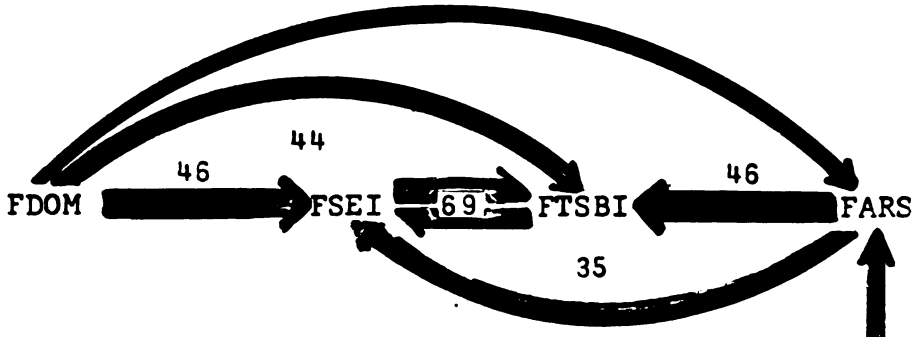

Figure 1. Cluster analysis based solely on fathers' data.

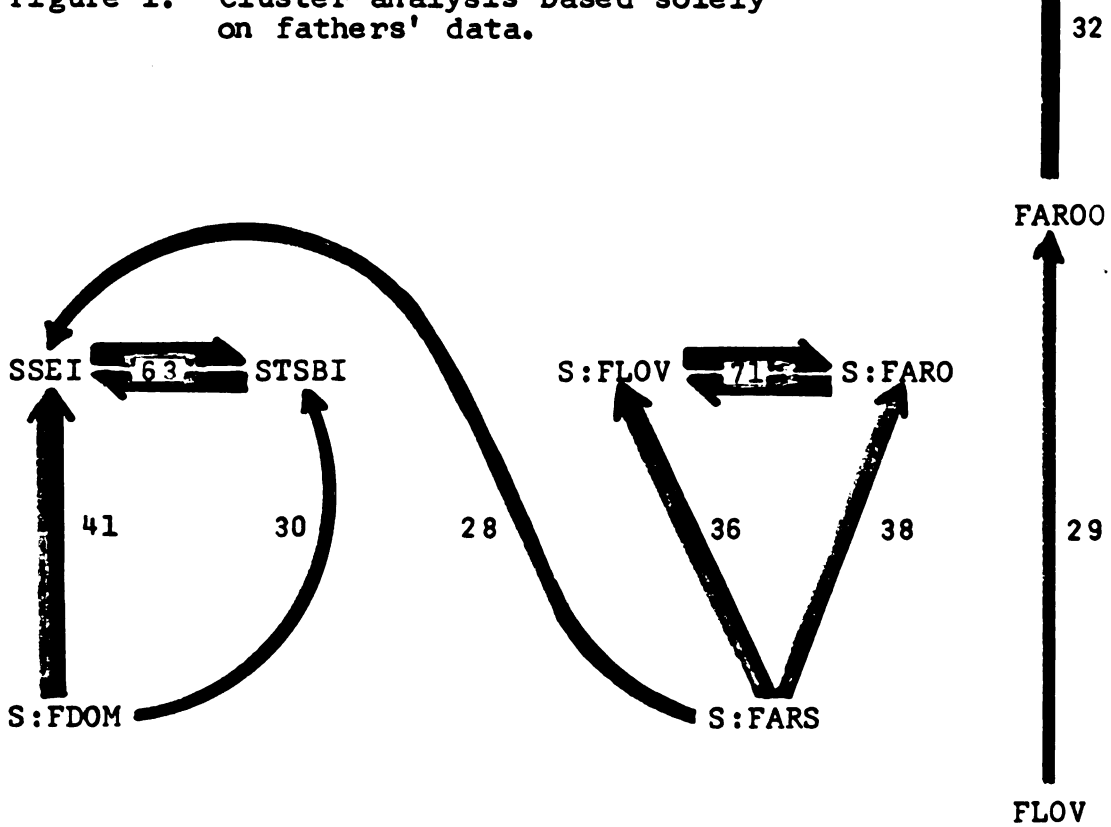

Figure 2. Cluster analysis based solely on sons' data.

Note. Modified after McQuitty (1961). The length and thickness of the line represent the strength of the correlation (given adjacent to the appropriate connection). Arrowhead indicates the variable that contributed the greater covariance within the total matrix of correlations.

(DOM) correlated most highly (r = .46) with FSEI, and fathers' Acceptance versus Rejection of Self (FARS) correlated most highly (r = .46) with FTSBI; these bonds showed firm linkages between fathers' self-perceived assertiveness and self-esteem. The additional correlations of FARS with FSEI (r = .35), and FDOM with FTSBI (r = .44) reinforced this association. In contrast, neither of the affiliative measures, Acceptance versus Rejection of Others (FARO) and fathers' Love--Hate (FLOV), correlated significantly with either self-esteem measure.

Figure 2 delineated two separate clusters in the sons' perceptions of fathers' son-oriented behavior. One cluster was anchored (r = .71) by the two affiliative measures (S:FLOV and S:FARO). Sons' data also identified a moderate association (r = .38) between the sons' perceptions of paternal assertiveness (S:FARS) and their perceptions of paternal affiliative style (S:FARO); that was reinforced by the secondary linkage (r = .36) between S:FARS and S:FLOV. The second cluster in the sons' reports was anchored by the strong positive correlation between sons' self-esteem measures (SSEI versus STSBI, r = .63). The cluster demonstrated a moderate bond (r = .41) between sons' perceptions of fathers' assertiveness (S:FDOM) and sons' expressions of self-esteem (SSEI). Sons' perceptions of their fathers' assertiveness (S:FDOM) also correlated (r = .30) with the interpersonal measure of sons' self-esteem (STSBI). SARS linked modestly to SSEI (r = .28, p < .02).

The data presented in Figure 3 revolved around two central clusters. The first, converging on the connections between SSEI and STSBI (r = .63) and between FSEI and FTSBI (r = .69), revealed the parallel nature of the relationship between assertiveness and self-esteem in sons and fathers. DOM correlated moderately with SEI for fathers (r = .46) and sons (r = .41). It also corrlated moderately with TSBI for fathers (r - .44) and sons (r = .35). The second cluster, anchored by S:FLOV and S:FARO (r = .71), demonstrated intermeasure agreement about fathers' affiliative behavior. Hurley's ARO affiliative measure correlated moderately for fathers and sons (r = .35) while Leary's LOV index (not shown in Fig. 3) closely approached a significant bond (S:FLOV versus S:FLOV, p = .23, p < .06). FLOV and FARO correlated modestly (r = .29) as did fathers' DOM and ARS scores (r = .35). Though both sets of affiliative measures correlated reasonably well with each other, only S:FLOV and S:FARO correlated with any self-esteem indicator.

Congruence and incongruence of paternal/filial perceptions was defined in terms of relative agreement of perceptions as gauged by individual's scores on each measure. Sons achieved significantly higher (p < .005) intrapersonal self-esteem scores (SSEI) when sons and fathers perceptions of a high assertive style (DOM) were congruent than when both described fathers' behaviors differently (see Table 3). In those cases of congruent perceptions of low assertiveness (DOM), sons reported significantly lower (p < .012) self-

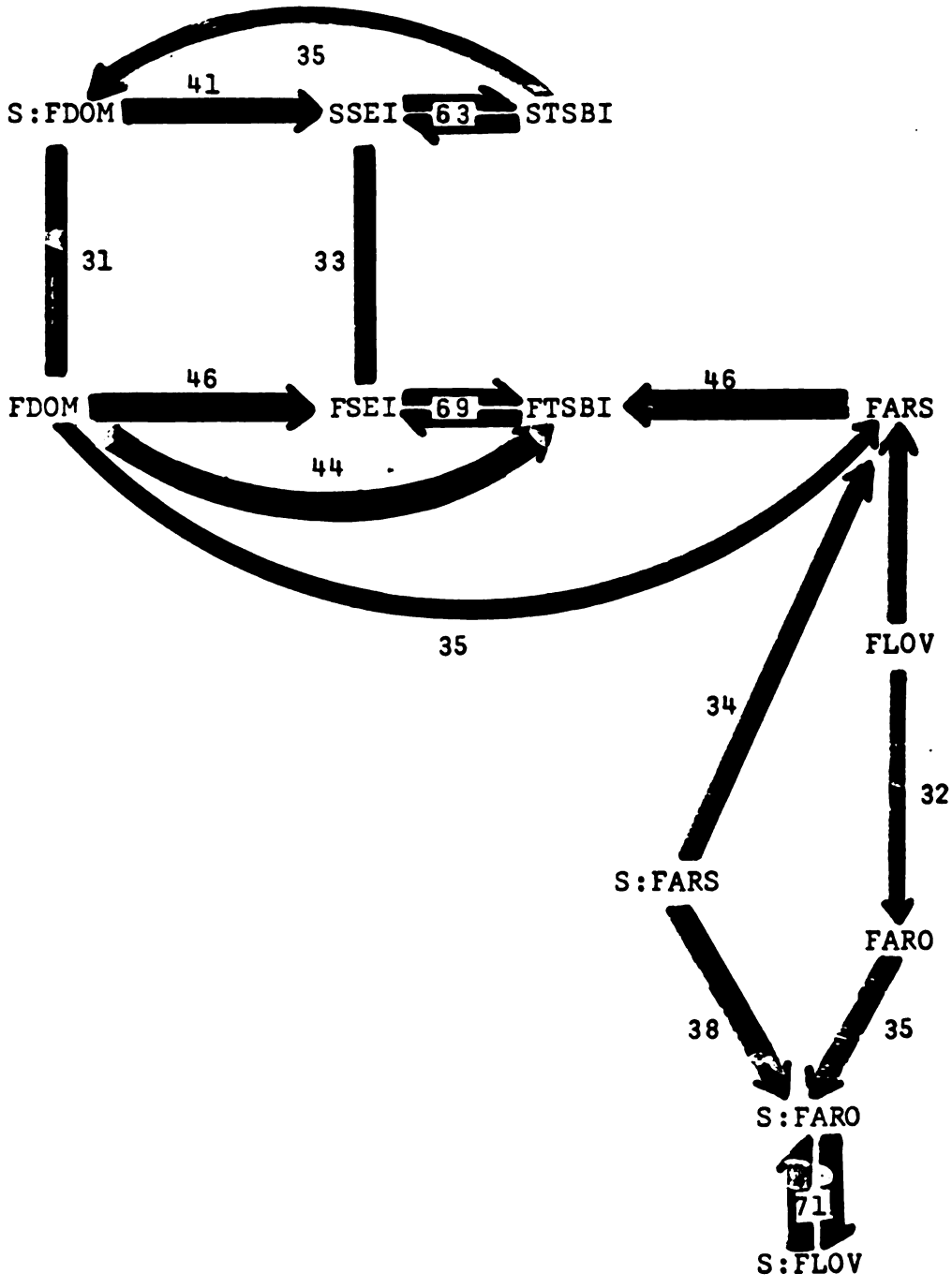

Figure 3. Cluster analysis based on sons' and fathers' data.

Note. Modified after McQuitty (1961). The length and thickness of the line represent the strength of the correlation (given adjacent to the appropriate connection). Arrowhead indicates the variable that contributed the greater covariance within the total matrix of correlations.

esteem scores (SSEI) than did dyads whose descriptions of low paternal assertiveness disagreed. Incongruent perceptions of paternal assertiveness (DOM) related to significantly higher ($p < .001$) self-esteem scores (STSBI) only among those sons who described their fathers' behavior as high assertive. No other significant relationships were noted between sons' self-esteem and perceived paternal style on the assertiveness dimension (DOM or ARS).

The semi-independence of SSEI and STSBI scores ($r = 0.63$) allowed for computation of joint probabilities for sons' self-esteem varying as a function of congruence of perception (see Table 3). Congruent perceptions of DOM consistently demonstrated positive linkages with both self-esteem scores. The joint probability of the correlations found for congruent high perceptions was $p < .001$; the probability for congruent low perceptions was $p < .003$. Congruent perceptions of high LOV showed a similar strong positive connection with self-esteem. The joint probability of the linkages lay at $p < .007$. Incongruent perceptions of paternal style demonstrated sons' perceptions of DOM and ARO to relate most to sons' self-esteem (joint self-esteem probabilities of $p < .001$ and $p < .001$, respectively).

Cases of incongruent perceptions of paternal affiliative style (ARO) yielded higher sons' self-esteem (STSBI) when sons described their relationship as high affiliative, while their fathers viewed it as less affiliative, than in all other cases. No other significant linkages between

Table 3: Comparisons of Self-Esteem Means as a Function of Congruence of Father/Son Perceptions Along the Affiliative or Assertive Dimensions LOV, ARO, DOM, and ARS. and ARS.

Comparison Groups (m = median)	N	SSEI			STSBI			Joint p
Congruent Perceptions		$\bar{X}$	t	p	$\bar{X}$	t	p	Joint p
FDOM > m, S:FDOM > m	20	84.3	2.60	.005	46.1	.97	.17	.001
all others	46	74.4			44.2			
FARS > m, S:FARS > m	25	80.1	1.03	.16	44.5	- .22	.42	.067
all others	41	75.8			44.9			
FDOM < m, S:FDOM < m	18	68.4	-2.14	.012	42.8	-1.26	.22	.003
all others	48	80.8			45.5			
FARS < m, S:FARS < m	18	72.0	-1.58	.06	44.9	- .17	.87	.052
all others	48	79.4			44.9			
FLOV > m, S:FLOV > m	20	82.7	1.80	.04	46.1	.93	.18	.007
all others	46	75.1			44.2			
FARO > m, S:FARO > m	23	79.9	.89	.17	45.3	.39	.35	.060
all others	43	76.1			44.5			
FLOV < m, S:FLOV < m	17	73.3	- .96	.18	43.5	- .72	.24	.043
all others	49	78.7			45.2			
FARO < m, S:FARO < m	19	73.9	-1.15	.13	42.5	-1.44	.08	.010
all others	47	79.8			45.7			
Incongruent Perceptions								
FDOM < m, S:FDOM > m	14	82.9	1.63	.06	49.0	3.20	.001	.001
all others	52	75.9			43.6			
FARS < m, S:FARS > m	14	83.0	1.40	.18	45.7	.56	.29	.052
all others	52	75.9			44.5			
FDOM > m, S:FDOM < m	14	73.6	- .74	.47	41.1	-1.64	.06	.028
all others	52	78.4			45.8			
FARS > m, S:FARS < m	18	72.0	-1.58	.12	44.9	- .17	.87	.104
all others	48	79.4			44.9			
FLOV < m, S:FLOV > m	15	76.2	- .31	.38	46.3	.95	.18	.068
all others	51	77.8			44.3			
FARO < m, S:FARO > m	11	85.2	1.57	.07	49.3	2.92	.008	.001
all others	55	75.9			43.9			
FLOV > m, S:FLOV < m	14	75.7	- .36	.36	42.9	- .91	.19	.068
all others	52	77.9			45.3			
FARO > m, S:FARO < m	13	71.8	-1.04	.16	43.5	- .59	.28	.045
all others	53	78.8			45.1			

sons' self-esteem and congruence or incongruence of perception along the affiliative dimension (LOV or ARO).

Incongruent perceptions of the relationship were hypothesized to associate with moderate levels of self-esteem in the sons. Sons from incongruent pairs were anticipated to generate self-esteem scores midway between the self-esteem scores of sons from dyads with congruent high or congruent low perceptions of the relationship. The research findings were inconsistent in this regard. Mean SSEI scores from incongruent pairs ranked between mean SSEI scores for sons from congruent dyads, high or low (see Table 3). This ranking was shown only when comparisons for congruence along the dimensions LOV or DOM were considered. Incongruent father/son perceptions on the ARO and ARS measures did not relate to SSEI scores. Mean STSBI scores from sons of dyads with disparate viewpoints (along the assertive or affiliative dimension) were not midway between the mean STSBI ratings of pairs with congruent high or low perceptions.

Multiple regression analyses, conducted using all variables versus SSEI and versus STSBI, resulted in the findings shown in table 4. S:FDOM was the sole predictor of SSEI at the .01 significance level. FLOV, FSEI, and S:FARO were found to be indicators of SSEI at the .05 level. S:FDOM and S:FLOV were the only significant predictors of STSBI ($p < .015$ and $p < .021$, respectively).

Analyses using complex notions of father/son congruence (intrameasure and intersource congruence) along the

Table 4: Regression Analysis Summary Table for All Variables Versus Sons' Self-Esteem Inventory and Versus Sons' Texas Social Behavior Inventory.

	SSEI		STSBI	
Variable	F value	Probability	F value	Probability
S:FDOM	12.76	.001	6.22	.015
FLOV	5.18	.026	2.66	.108
FSEI	4.92	.030	.09	.760
S:FARO	4.28	.043	1.99	.164
FARO	.70	.405	.04	.844
FTSBI	.25	.617	2.07	.155
S:FLOV	.23	.634	5.64	.021
FDOM	.22	.641	.13	.724
S:FARS	.12	.731	2.45	.122
FARS	.12	.726	2.00	.163

affiliative or assertiveness dimension were precluded by inadequate sample size. Likewise, an evaluation of the impact of acceptance as a simultaneously bidimensional concept (assertiveness and affiliation) was, unfortunately, omitted from this study. Limited sample size similarly precluded analysis of the relationship between the complex concept of acceptance (LOV and ARO considered simultaneously) and sons' self-esteem scores.

DISCUSSION

These college students' SSEI and STSBI scores were commensurate with normative data. Helmreich and Stapp (1974) reported a mean TSBI score of 40.45 and a standard deviation of 8.87 for university students, while Bedian, Teague, and Zmud (1977) reported an SEI mean of 77.72 with a standard deviation of 15.00 for a college population. The present sample's TSBI and SEI means of 44.77 and 77.41 were quite similar to these comparable populations, although they averaged a bit higher.

The key results in this study centered around five findings. (1) Individuals' interpersonal and intrapersonal measures of self-esteem correlated substantially. (2) Self-reports of self-esteem consistently correlated positively with assertiveness. (3) Self-reported measures of self-esteem appeared relatively independent of the affiliative measures. (4) Sons' and fathers' perceptions of the fathers' interpersonal styles correlated moderately. (5) Congruence of father/son perception along the assertiveness dimension corresponded more with sons' self-esteem reports than did congruence of perception along the affiliative dimension.

The high positive correlation between the two self-esteem measures completed by each individual was expected and supports the construct validity of each measure (Cronbach & Meehl, 1965). Self-esteem thus seems to be a

relatively stable attribute as has been earlier reported (Wylie, 1974, 1979). Part of the substantial intermeasure correlation might be due to overlapping items. Nearly 25% of the SEI form-B items refer directly to evaluation of the self relative to others as did most TSBI items.

Another key finding in this study, that fathers' self-esteem reports consistently linked to perceptions of assertiveness, was also expected. Bandura's notion of self-efficacy (1977) and the assertiveness training movement (Alberti, 1974) were predicated on positive connections between assertive behavior and self-regard. Seemingly then, the perceived control of one's environment relates to self-identity. This connection was most clearly shown in the network of positive correlations among fathers' reports of FARS, FDOM, FSEI, and FSTBI depicted in figure 1. An explication of the direct connection between sons' self-esteem ratings and their perceptions of their fathers' assertive behavior cannot be readily provided by this study. These linkages between perceptions of fathers' behavior and sons' self-esteem might have resulted from either oppositional or accordant responses in the sons. In the former case, the son's self-esteem might develop as a defense or reaction against the father's dominance and control. In the latter, the son's self-esteem might develop as an imitative reaction to the father's apparent dominance. This study simply confirmed the positive bond between sons' perceptions of paternal assertiveness and sons' self-reported self-esteem.

Further study of this interesting phenomenon seems warranted.

Self-esteem's relative independence from the affiliative measures was suprising. This finding seemed contradictory to Ausubel's (1954) satellization theory. Both Ausubel (1954) and Rogers (1961) proffered that a warm accepting environment was requisite for the development of a positive concept of self. Only weak (S:FLOV, r = .25; S:FARO, r = Ø.24) correlations obtained between sons' self-esteem scores and their perceptions of affiliative behavior by their fathers. The interpersonal style questionnaires requested an indication or each participant's perception of the present conditions of the father/son interaction. Developmental theory (above) referred to an association of early parental regard for the child with the child's level of self-value. The child's internalization of positive parental evaluation presumably relates to increased self-regard. This potential discrepancy between the son's present and past perceptions of his father's interactive style might account for the observed independence between sons' self-esteem scores and their perceptions of their fathers' affiliative behavior. A different pattern might have emerged had the questionnaires more explicitly addressed perceptions of fathers' interactive styles earlier in their sons' lives.

Another factor influencing this independence between perceptions of fathers' affiliative style and sons' self-

esteem concerns the differential parenting roles of mothers and fathers. Fathers may have greater impact in the realm of dominance or assertiveness, while mothers' impact may focus more in the affiliative realm.

That sons' and fathers' perceptions of paternal assertiveness were in relative agreement suggested intersource and intermeasure accord between ARS and DOM (i.e., construct validity was shown), as documented in Figure 3. Sons' and fathers' reports on these measures permitted some subjective interpretation of the scale markers (as "expressive," "active," or "dominant") rather than limiting definition to concrete, observable indices. This allowed for variability of marker definition and permitted more participant subjectivity in the descriptive discriminations on the research task. Considering the affect-laden and subjective nature of the items that constituted each scale, along with the relative homogeneity of the population sampled, these correlations (mean $\underline{r}$ = .33) seemed more meaningful than would comparable correlations between rigorously objective measures.

Relationships Hypothesized and Observed

The research hypotheses probed the relationship between congruent father/son perceptions of fathers' behavior toward their sons and sons' self-esteem reports. Congruent perceptions of high paternal acceptance were hypothesized to asso-

ciate with high self-esteem in sons while congruent perceptions of low acceptance (rejection) were hypothesized to associate with low self-esteem scores. Sons' self-esteem reports were anticipated to associate directly with fathers' self-esteem reports. The concept of acceptance was subdivided into affiliative (ARO and LOV) and assertive (ARS and DOM) components.

The impact of congruent father/son perceptions along the assertiveness dimension DOM manifested itself as significant differences in sons' self-esteem reports and covaried with the common perception. That sons' self-esteem associated directly with the congruent perspective of fathers' assertiveness was anticipated. Having strong and dominant paternal role-models could promote a greater sense of self by providing increased consistencey and accuracy of prediction on environmental variables. Such fathers also appear more congruent with the culturally prescribed male stereotype. Sons who perceive their fathers as consistent with social role expectations could develop more constant and concrete notions of self in terms of sex role identity. These assumptions are consonant with Bandura's notion of self-efficacy (1977). Behavior consistent with social expectations seems likely to yield positive regard more than less socially appropriate behavior would.

Congruent father/son perceptions of fathers' affiliative style failed to relate to sons' self-esteem reports. That is, sons' self-esteem scores were not significantly

distinguishable as a function of congruence of perception along the affiliative dimension. This unexpected finding does not concur with prior reports (Lamb, 1981; Sears, 1970), and may be attributable to the temporal frame of reference used in the participants' completion of the research questionnaires.

Incongruent perceptions of paternal assertiveness linked with significantly higher self-esteem scores (STSBI) in sons of fathers described as highly assertive. This finding suggested that sons' self-esteem is more directly related to the sons' perceptions of fathers' assertive behavior than to fathers' view of their own assertiveness. One would expect that an individual's view of his environment would link more strongly to his own self-evaluation than would another's viewpoint. This contention was further supported by the finding that sons' reports of paternal assertive and affiliative behavior correlated positively with sons' self-esteem scores (SSEI and STSBI), while neither father's report of assertive or affiliative style correlated significantly with sons' self-esteem.

Only the assertiveness aspect of acceptance was a useful indicator of sons' self-esteem when congruence of perception was considered. The research hypotheses concerning congruent perceptions of acceptance were, therefore, partially supported.

While SSEI and STSBI intercorrelated strongly ($r = .63$, $p < .001$), they generally failed to link simultaneously with

congruent or incongruent father/son reports of paternal affiliative or assertive style. S:FDOM was the sole indicator to correlate significantly with SSEI and STSBI scores. All other variables linked with only one of the sons' self-esteem measures or failed to correlate significantly. No explanation of this inconsistency was apparent; however, SEI and STSBI shared only about 40 (r = .63) to 48 (r = .69) percent of each others' variance. About 56% was unshared. This finding supported the relative independence of the interpersonal from the intrapersonal self-esteem construct. Had the correlation between SSEI and STSBI been perfect, their conceptual distinctions would have been irrelevant. This independence of measures also allowed for the examination of the joint probabilities for self-esteem's linkages.

Sons' self-esteem scores were expected to relate directly with fathers' self-esteem scores. SEI scores correlated significantly between fathers and sons, but TSBI unexpectedly failed to correlate significantly. This inconsistency may have been due to the intra/interpersonal focus differences distinguishing the SEI from the TSBI. Bandura and Kupper's (1964) modelling theory was, therefore, only partially supported.

Implications for Future Research

Difficulties in analysis of the present study have

arisen due the limited sample size (N = 66 pairs) and the complex nature of the theoretical constructs. While the sample was adequate to test for construct validity between measures and for intersource and intermeasure agreement, it was insufficient to adequately test the hypotheses using the complex definitions of acceptance and congruence of perception. The construct of acceptance as operationally defined by two of the research measures was divided into the orthogonal dimensions assertiveness and affiliation. Each of these dimensions further bifurcated into high and low categories. The data finally articulated into classifications of congruent or incongruent father/son perceptions. Figures 4 and 5 depict all possible levels of stratification. A data base approximately ten times the size of the study population would be necessary to adequately test the impact of these various specifications.

The anticipated positive linkages between sons' perceptions of their fathers' assertiveness and the sons' self-esteem reports were partially confirmed by the research findings. A more precise description of the son's perceptions of his father's behavior, as well as the son's response to that behavior, might be helpful in ascertaining causal ties between these variables. The question of primary interest is this regard is whether son's self-esteem develops in accordance with or in opposition to fathers' assertive behaviors toward them. The Structural Analysis of Social Behavior (Benjamin; 1976, 1978)

Intersource Congruence on Same Measure(s)

high affiliative behavior
high FARO & high S:FARO
high FLOV & high S:FLOV
high FARO & high S:FARO and high FLOV & high S:FLOV

high assertive behavior
high FARS & high S:FARS
high FDOM & high S:FDOM
high FARS & high S:FARS and high FDOM and high S:FDOM

low affiliative behavior
low FARO and low FLOV
low FLOV & low S:FLOV
low FARO & low S:FARO and low FLOV & low S:FLOV

low assertive behavior
low FARS & low S:FARS
low FDOM & low S:FDOM
low FARS & low S:FARS and low FDOM & low S:FDOM

Intersource Incongruency on Same Measure(s)

Fathers' perceptions of high affiliative behavior
high FARO & low S:FARO
high FLOV & low S:FLOV
high FARO & low S:FARO and high FLOV & low S:FLOV

Fathers' perceptions of high assertive behavior
high FARS & low S:FARS
high FDOM & low S:FDOM
high FARS & low S:FARS and high FDOM & low S:FDOM

Sons' perceptions of high affiliative behavior
low FARO & high S:FARO
low FLOV & high S:FLOV
low FARO & high S:FARO and low FLOV & high S:FLOV

Sons' perceptions of high assertive behavior
low FARS & high S:FARS
low FDOM & high S:FDOM
low FARS & high S:FARS and low FDOM & high S:FDOM

Figure 4: Groupings for intrameasure and intersource comparisons of father/son perceptions of fathers' son-oriented behavior.

Fathers' Perceptions of high acceptance
high FARO & high FARS
high FLOV & high FDOM
high FARO & high FARS and high FLOV & high FDOM

Fathers' Perceptions of low acceptance
low FARO & low FARS
low FLOV & low FDOM
low FARO & low FARS and low FLOV & FDOM

Fathers' inconsistent perceptions of acceptance
high FARO & low FARS, or low FARO & high FARS
high FLOV & low FDOM, or low FLOV & high FDOM
inconsistent FARO & FARS and inconsistent FLOV & FDOM

Sons' perceptions of high acceptance
high S:FARO & high S:FARS
high S:FLOV & high S:FDOM
high S:FARO & high S:FARS and high S:FLOV & high S:FDOM

Sons' perceptions of low acceptance
low S:FARO & low S:FARS
low S:FLOV & low S:FDOM
low S:FARO & low S:FARS and low S:FLOV & low S:FDOM

Sons' inconsistent perceptions
high S:FARO & low S:FARS, or low S:FARO & high S:FARS
high S:FLOV & low S:FDOM, or low S:FLOV & high S:SDOM
inconsistent S:FARO & S:FARS and inconsistent S:FLOV & S:FDOM

Father/son congruent perceptions of high acceptance
high FARO & high FARS and high S:FARO & high S:FARS
high FLOV & high FDOM and high S:FLOV & high S:FDOM
all dimensions high for fathers and sons

Father/son congruent perceptions of low acceptance
low FARO & low FARS and low S:FARO & low S:FARS
low FLOV & low FDOM and low S:FLOV & low S:FDOM
all dimensions low for both fathers and sons

Father/son incongruent perceptions of acceptance
high FARO & high FARS and low S:FARO & low S:FARS
high FLOV & high FDOM and low S;FLOV & low S:FDOM
low FARO & FARS and high S:FARO & S:FARS
low FLOV & FDOM and high S:FLOV &S:FDOM

Figure 5: Groupings for intermeasure and intersource comparisons, and for intermeasure and intrasource comparisons, or fathers', sons', and father/son perceptions of fathers' acceptance for their sons.

is a measure that might be useful in this capacity. The instrument could also be used to determine the connection between the mother/son relationship and the son's self-esteem. Certainly, this mother/son interaction is also a critical determinant of the offspring's self-concept and should be analyzed jointly with the father/son relationship.

Self-esteem as a psychological construct was operationally defined in terms of two self-report measures. While these measures (interpersonal and intrapersonal) intercorrelated strongly, their separate relationships to individual dimensions of paternal style were inconsistent. Presently, one must question whether the employed definitions of self-esteem adequately measured the construct or whether the inter/intrapersonal distinction is insufficient to fully describe the construct validly. A richer understanding and more encompassing definition of self-esteem would be useful in answering this question. One might benefit by using scale items which distinguish better between the interpersonal and intrapersonal characteristics of self-evaluations. Inclusion of parents' evaluations of their son's level of self-esteem might also be productive in further specifying this concept operationally. Such information would allow analysis of the relationship between an individual's self-reports of self-esteem and the reports from significant others.

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APPENDICES

APPENDIX A

Sons' Informed Consent Form

Sons' Informed Consent Form

I understand that the present study is an exploration of how sons and fathers view their relationship. I further realize that my participation along with my father's participation will earn me five one-half hour points toward my general psychology course grade this term. I have been assured that no identifying information will be collected and that subject response anonymity will be maintained. My participation is completely voluntary and I cam withdraw from this study at any time.

signed _____

date _____

Investigator: Michael Jan Nelson
Research Measures Involved:
Interpersonal Chart
Interpersonal Check List
Self-Esteem Inventory, form B
Texas Social Behavior Inventory

APPENDIX B

Letter to Fathers

Michael Jan Nelson
135 Snyder Hall
Department of Psychology
Michigan State University

Dear :

I am a graduate student in clinical psychology and am presently working on a Master's thesis.

Your son, , has agreed to participate in my exploration of how sons and fathers view their relationship, and he suggested that you might be willing to assist me. I will collect information from about 50 father/son pairs. Your participation would be very helpful to me and greatly appreciated. Your assistance will also help to earn extra credit toward your son's grade in general psychology this term. He has already earned partial credit for his own participation. Your help will enable him to earn additional credit.

If you are willing to participate, please complete the four enclosed measures according to each's directions. This will likely require less than one hour or your time. Please return the questionnaires to me in the enclosed stamped envelope. If you choose not to participate in this study, please return the blank forms anyway as they could then be used with a different father/son pair.

Strict confidentiality and anonymity will be maintained and you need not sign your name to any of the forms. The mechanism devised to give appropriate credit to your son involves the number printed at the upper right hand corner of each measure. Your son's measures have the same code number printed at the top of each, and he also has a credit documentation card with the same number. Your son has already received patial credit listed on his documentation card. As soon as I receive your returned measures, he will receive the additional credits.

If you have any questions concerning this study, please send them to me under separate cover and I will respond at once. Also, if you desire feedback on the outcome of this study, please send me your address and I will mail to you a summary upon my completion of the analysis. Thank you for your cooperation.

Sincerely,

Michael Jan Nelson

APPENDIX C

Self-Esteem Inventory

APPENDIX D

Texas Social Behavior Inventory

APPENDIX E

Interpersonal Chart

APPENDIX F

Interpersonal Check List

Self-Esteem Inventory

INSTRUCTIONS: Please mark each statement in the following way: If the statement describes how you usually feel, put a check (√) in the column "Like Me." If the statement does not describe how you usually feel, put a check (√) in the column "Unlike Me." There are no right or wrong answers.

1. Things don't usually bother me.
2. I find it very hard to talk in front of a group.
3. There are lots of things I'd change about myself if I could.
4. I can make up my mind without too much trouble.
5. I'm a lot of fun to be with.
6. I get upset easily at home.
7. It takes me a long time to get used to anything new.
8. I'm popular with persons my age.
9. My family usualy considers my feelings.
10. I give in very easily.
11. My family expects too much from me.
12. It's pretty tough to be me.
13. Things are all mixed up in my life.
14. People usually follow my ideas.
15. I have a low opinion of myself.
16. There are many times when I would like to leave home.
17. I often feel upset with my work.
18. I'm not as nice looking as most people.
19. If I have something to say, I usually say it.
20. My family understands me.
21. Most people are better liked than I am.
22. I usually feel as if my family is pushing me.
23. I often get discouraged with what I am doing.
24. I often wish I were someone else.
25. I can't be depended on.

Texas Social Behavior Inventory

Please mark the response which is characteristic of your attitudes.

1. I am not likely to speak to people until they speak to me.
2. I would describe myself as self confident.
3. I feel confident of my appearance.
4. I am a good mixer.
5. When in a group of people, I have trouble thinking of the right thing to say.
6. When in a group of people, I usually do what others want rather than make suggestions.
7. When I am in disagreement with other people, my opinion usually prevails.
8. I would describe myself as one who attempts to master situations.
9. Other people look up to me.
10. I enjoy social gatherings just to be with other people.
11. I make a point of looking other people in the eye.
12. I cannot seem to get other people to notice me.
13. I would rather not have very much responsibility for other people.
14. I feel comfortable being approached by someone in authority.
15. I would describe myself as indecisive.
16. I have no doubts about my social competence.

Interpersonal Chart
(f)

INSTRUCTIONS: The following eight scales represent continua along the dimensions indicated at the ends of each scale. Please mark the location that best represents your behavior toward your son along each dimension. Bars closest to each pole indicate behavior similar to the relevant bar.

Hides Feelings	I	I	I	I	I	I	I	I	I	I Shows Feelings
Warm	I	I	I	I	I	I	I	I	I	I Cold
Guarded	I	I	I	I	I	I	I	I	I	I Expressive
Helpful	I	I	I	I	I	I	I	I	I	I Harmful
Active	I	I	I	I	I	I	I	I	I	I Passive
Harsh	I	I	I	I	I	I	I	I	I	I Gentle
Submissive	I	I	I	I	I	I	I	I	I	I Dominant
Accepting	I	I	I	I	I	I	I	I	I	I Rejecting

Interpersonal Check List

INSTRUCTIONS: Please indicate whether you view each of the attributes listed below as being mostly true or false as they apply to your father's behavior toward you. It is very important that you check either "true" or "false" for each item, even if you are somewhat uncertain of your choice. Also try to work quickly, most people can complete this measure in about 15 minutes.

1 well thought of
2 makes a good impression
3 able to give orders
4 forceful
5 self-respecting
6 independent
7 able to take of self
8 can be indifferent to others
9 can be strict if necessary
10 firm but just
11 can be frank and honost
12 critical of others
13 can complain if necessary
14 often gloomy
15 able to doubt others
16 frequently disappointed
17 able to critise self
18 apologetic
19 can be obedient
20 usually gives in
21 grateful
22 admires and imitates others
23 appreciative
24 very anxious to be approved of
25 cooperative
26 eager to get along with others
27 friendly
28 affectionate and understanding
29 considerate
30 encourages others
31 helpful
32 big-hearted and unselfish
33 often admired
34 respected by others
35 good leader
36 likes responsibility
37 self-confident
38 self-reliant and assertive
39 business-like

40 likes to compete with others
41 hard-boiled when necessary
42 stern but fair
43 irritable
44 straightfoward and direct
45 resents being bossed
46 skeptical
47 hard to impress
48 touchy and easily hurt
49 easily embarassed
50 lacks self-confidence
51 easily led
52 modest
53 often helped by others
54 very respectful of authority
55 accepts advice readily
56 trusting and eager to please
57 always pleasant and agreeable
58 wants everyone to like him
59 sociable and neighborly
60 warm
61 kind and reassuring
62 tender and soft-hearted
63 enjoys taking care of others
64 gives freely of self
65 always giving advice
66 acts important
67 bossy
68 dominating
69 boastful
70 proud and self-satisfied
71 thinks only of himself
72 shrewd and calculating
73 impatient with others mistakes
74 self-seeking
75 outspoken
76 often unfriendly
77 bitter
78 complaining
79 jealous
80 slow to forgive a wrong
81 self-punishing
82 shy
83 passive and unagressive
84 meek
85 dependent
86 wants to be led
87 lets others make decisions
88 easily fooled
89 too easily influenced by friends
90 will confide in anyone
91 fond of everyone
92 likes everybody

93 forgives anything
94 oversympathetic
95 generous to a fault
96 overprotective of others
97 tries to be too successful
98 expects everyone to admire him
99 manages others
100 dictatorial
101 somewhat snobbish
102 egotistical and conceited
103 selfish
104 cold and unfeeling
105 sarcastic
106 cruel and unkind
107 frequently angry
108 hard-hearted
109 resentful
110 rebels against everything
111 stubborn
112 distrusts everybody
113 timid
114 always ashamed of self
115 obeys too willing
116 spineless
117 hardly ever talks back
118 clinging vine
119 likes to be taken care of
120 will believe anyone
121 wants everyone's love
122 agrees with everyone
123 friendly all the time
124 loves everyone
125 too lenient with others
126 tries to comfort everyone
127 too willing to give orders
128 spoils people with kindness