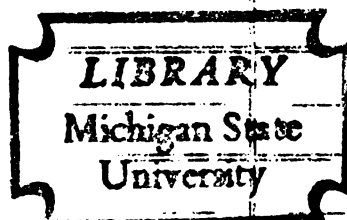




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PARENT-CHILD RELATIONSHIPS  
AND  
SCHOOL ACHIEVEMENT  
(A Study of High and Low Achieving  
Eighth Grade Pupils of Superior Ability)

By

CHARLOTTE R. JOLLY

A PROBLEM

Submitted to  
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## TABLE OF CONTENTS

	page
Acknowledgments . . . . .	ii
Table of Contents . . . . .	iii
List of Tables . . . . .	v
chapter	
I. Introduction . . . . .	1
Family Relationship's Influence on Child's	
Development . . . . .	1
Review of the Literature . . . . .	3
The Adolescent's Perception of His Parents	3
The Parent-Child Relationship and School	
Achievement . . . . .	6
Value of Studying Adolescent's Perception.	18
The Problem . . . . .	18
Selection of the Problem . . . . .	18
Statement of the Problem . . . . .	19
Basic Assumptions . . . . .	20
Hypothesis . . . . .	20
II. Design and Methodology . . . . .	21
The Instrument . . . . .	21
Description of the Scales . . . . .	21
Selection of Subjects . . . . .	24
Administering the Test . . . . .	27
Data Processing . . . . .	27a
III. Findings . . . . .	28
Parental Approval . . . . .	28
Parents' Sympathetic Encouragement of	
Achievement . . . . .	28
Sharing Ideas and Confidences . . . . .	29
Lack of Parental Restrictiveness. . . . .	29
Lack of Over-Insistence on Achievement . . . . .	29
Lack of Severe Parental Discipline . . . . .	29
Parental Trust in Child . . . . .	29
Overall Family Morale Rating . . . . .	30
Interpretation of Results . . . . .	30



chapter	page
IV. Summary and Conclusions . . . . .	37
Sample . . . . .	37
Data Collection . . . . .	37
Analysis . . . . .	38
Results . . . . .	38
Limitations of Study . . . . .	39
Regarding the Sample . . . . .	39
Regarding the Instrument . . . . .	39
Conclusions . . . . .	40
Regarding the Use of the Instrument . . . . .	40
Regarding Adolescents' Perception of Parent-Child Relationship . . . . .	40
Suggestions for Further Study . . . . .	41
BIBLIOGRAPHY . . . . .	44
APPENDIX A . . . . .	49
Introduction of Instrument to Subjects . . . . .	50
The Family Relations Scale . . . . .	51
APPENDIX B . . . . .	55
Additional Tables . . . . .	56

## LIST OF TABLES

Table	Page
1. Grade Point Cut-Off for High and Low Groups . .	26
2. Median Intelligence Quotients, Grade Point Averages, and Ages . . . . .	27
3. Ranges in Intelligence Quotient, Age, and Grade Point Average . . . . .	56
4. Fathers' Occupations . . . . .	57
5. Results of t-test for High and Low Achievers .	58
6. Subjects According to Age . . . . .	59
7. Subjects According to Intelligence Quotient . .	60

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## CHAPTER I

### INTRODUCTION

#### Family relationships' Influence on Child's Development

The family is one of the most important contributors to a child's development. The child is born into a world of people. What he does affects others and what others do affects him. The family is the first part of the world that the child encounters. Later groups such as the schools, churches, neighbors, and children in the child's environment influence his development but the family influences often set the stage for the child's encountering other segments of his environment. The family is the keynoter in the child's development, specifically in the development of attitudes and as a source of experiences for the child. Bacmeister emphasized, "the theme that it (the family) sets is likely to persist as background music throughout life."<sup>1</sup>

Glueck<sup>2</sup> contends that parental attitudes have great significance for the destiny of the individual child. He also believes that the mental context of the family does not necessarily assure an intelligent and healthy management of the parent-child relationship.

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<sup>1</sup>R. Bacmeister, "The Family Comes First," Childhood Education, XXV, September 1948, pp. 8-11.

<sup>2</sup>B. Glueck, "The Significance of Parental Attitude for the Destiny of the Individual," Mental Hygiene, XXII, October, 1928, p. 723.



He holds that the important curriculum of the family depends for its success, much more than does the formal school or the classroom, upon atmosphere, upon the subtle and intangible forces, which are implicit in the situations created by the human beings who compose it.

The vital importance of the home for the child's psychological health is evidenced by the widespread interest in effects of parental attitudes on child development found in publications written for parents and educators. There seems to be an agreement among many authorities that the family exerts a tremendous influence upon child development. The agreement seems to be expressed in the statement of Faegre and Anderson:

Granting the extent to which the responsibility for some types of training has been shifted to the school, the home still offers the earliest and in many respects the most thorough education which the child receives . . . We have seen that the personality of the child is emerging among all the influences of the early environment and is being shaped by them, and that the family represents the world of the child in which, long before he reaches school age, he has been meeting situations and developing ways of reacting to them. Because he is more frequently and more profoundly moved or stimulated by persons than by inanimate parts of his environment, the home with its close associations with a number of personalities, becomes the field in which the child tests out and comes to appreciate the values of certain types of behavior.<sup>3</sup>

Hawkes<sup>4</sup> reports a project of the Agricultural Experiment Station of Iowa State College. This project has as its objective the problem of determining factors within the family environment which influence personal and social development. These factors, explains Hawkes, are

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<sup>3</sup>M. L. Faegre and J. E. Anderson, Child Care and Training, 4th Edition, Revised. (Minneapolis: University of Minnesota Press, 1947), p. 279.

<sup>4</sup>G. R. Hawkes, "Family Influences on Personality," J. of Home Economics, XLIV, 1952, pp. 767-769.

even more influential factors than those of economic conditions and physical environment, and operate to influence the development of children living in the family. He also states, "The factors are certainly the subtle and more difficult to measure psychological factors of the interpersonal environment . . ."<sup>5</sup>

The cooperating workers on the project reported by Hawkes accepted as a theoretical core: "Whatever each individual sees, hears, and reacts to is the world or the environment which is real to the individual . . . For each, however, there is a highly unique interpretation which we can understand only if we see through his eyes as it were. To understand what a relationship means to an individual, we must know what he sees there."

## REVIEW OF THE LITERATURE

### The Adolescent's Perception of His Parents

With few exceptions, behavioral scientists who treat the parent-child relationship are preoccupied with the attitudes of the parent toward the adolescent. It has been noted, however, that children, and particularly adolescents, form attitudes toward parents which are not necessarily a reflection of parental attitudes toward them.

The critical evaluation of parents by adolescents can be expected to occur in any heterogeneous, open class society; that is, any society in which there is considerable diversity in family be-

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<sup>5</sup>Ibid.

havior patterns and in which achieved status predominates.<sup>6</sup> In a social milieu of this type, ample opportunity is afforded for the comparison of parents with those of one's own peer group, or to some extent, with the other actual or idealized parents.

The motivation for evaluation lies in the crucial role that the parent continues to play in the life of the adolescent. Parents meet some adolescent needs directly through food, clothing, spending money, family recreation, affection, and enforcement of family and societal rules for his safety and welfare. Parents are perhaps even more crucial in helping or hindering the adolescent's adjustment to his peer group, school, and community. They initially determine his socio-economic status, equip him with a set of attitudes and skills for interaction outside the family and further affect his relationships by their own interaction with his friends, school, and community.

Coincidental with this evaluative aspect of adolescence is an extended period of role-change during which the child passes from a dependent to an independent relationship with the parent. Insofar as parent-child adjustment is concerned this involves the relinquishment of parental power and prerogatives and the assumption of duties and responsibilities by the adolescent. Since neither the exact timing of these changes nor their exact nature are clearly defined in contemporary American society, some friction is probably inevitable. The evaluative process is affected by such friction but its

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<sup>6</sup>E. B. Reuter, "The Sociology of Adolescence," Amer. J. of Sociology, 43 (November, 1937), p. 414.

outcome is dependent on much more fundamental and extensive phenomena: that is, the total personality, status, and social relationships of parents, together with the developmental status of a given adolescent, as these impinge on any part of the adolescent's world.

The result of the evaluative process is the placement of the parent on both specific and general attitude continua; that is, the adolescent develops a generalized attitude of acceptance or rejection, but he also can and does place the parent on generosity, strictness, or other continua. Since behavior patterns which stimulate the formation of attitudes exist on continua, we may infer that the attitudes formed would also be found on continua, rather than falling into discrete categories. We cannot divide parents into selfish and unselfish parents on the basis of one group that is completely selfless and one that has no generous impulse or attitude. Rather, some are more generous or more often generous than others. We may for convenience of analysis divide them into two, three, or more categories but the differences between these categories are differences of degree rather than kind. In the same sense we may divide general attitudes toward parents into "rejecting," but these categories will contain a range of attitudes within each category, and the dividing line is placed for convenience of analysis rather than to separate discrete phenomena.<sup>7</sup>

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<sup>7</sup>F. Ivan Nye, Family Relationships and Delinquent Behavior, (John Wiley and Sons, 1958), p. 71.



The Parent-Child Relationship and School Achievement

Du Pont de Nemours stated in 1800 in his "National Education in the United States" that "a single day of an educated man of genius is of more value to the world than the labor of 100,000 men for a year."<sup>8</sup>

Many educators have struggled to help our superior pupils so as to reduce the lag that so often exists between promise and performance. W. D. Lewis<sup>9</sup> is of the opinion that our information relative to superior children is deficient in that we know far too little about those who are designated as superior by standardized intelligence tests but who are not making effective use of their superior ability, and as a result, often are never recognized as superior.

Horace B. English,<sup>10</sup> in his Dynamics of Child Development, states:

Deprive a child of favorable environmental conditions--of education broadly conceived, or of intellectual stimulation--and his intelligence is apt to be stunted. More subtle but perhaps even more important, however, are the emotional and motivational factors.

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<sup>8</sup>Du Pont de Nemours, "National Education in the United States," 1800, as in John W. Musselman, J. Experimental Education, 1942, 11:53.

<sup>9</sup>W. D. Lewis, "A Comparative Study of the Personalities, Interests, and Home Backgrounds of Gifted Children of Superior and Inferior Educational Achievement," J. Genetic Psych., 1941, 59:207-218.

<sup>10</sup>Horace B. English, Dynamics of Child Development, (New York: Holt, Rinehart and Winston, Inc., 1961), p. 298.



Few studies of school achievement have obtained data regarding family relations correlates. While these few present conflicting findings, most of the studies have indicated a positive association between student achievement and emotionally supportive home situations. This general finding applies to elementary,<sup>11</sup> high school,<sup>12</sup> and college students.<sup>13</sup>

More specifically, parents of high achievers have been found by the above investigators to give their children more praise and approval,<sup>14</sup> to show more interest and understanding,<sup>15</sup> to be closer to their children,<sup>16</sup> to make their children feel more family "belongingness" and identification with parents.<sup>17</sup> On the other hand, parents of under-achievers have been reported to be more domineering and over-restrictive,<sup>18</sup> and to use more severe and frequent punish-

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<sup>11</sup>B. W. Hattwick and M. Stowell,, "Relationship of Parents' Over-Attentiveness to Children's Work Habits in Kindergarten and the First Six Grades," J. Educa. Res., 1936-37, 30:169-176.

<sup>12</sup>J. R. Tibbets, "Role of Parent-Child Relations in Achievement of High School Pupils," Dissert. Abstracts, 1955, 15:232.

<sup>13</sup>D. Harris, "Factors Affecting College Grades: A Review of the Literature," 1930-37, Psychological Bulletin, 1940, 37:125-161.

<sup>14</sup>G. Ricoid, as in Morrow and Wilson, 1961. (See footnote #24)

<sup>15</sup>Tibbets, loc. cit.

<sup>16</sup>B. Kimball, "Case Studies in Educational Failure During Adolescence," Amer. J. Orthopsychiatry, 1953, 23:406-415.

<sup>17</sup>Tibbets, loc. cit.

<sup>18</sup>E. S. Jones, "The Probation Student: What He is Like and What we can do About it," J. Educational Research, 1955, 49:93-102.

ments<sup>19</sup> which is at the same time less effectual.<sup>20</sup> Parents of under-achievers have also been found more likely either to baby their youngsters or to push them excessively<sup>21</sup> and to present to their children either low or extremely high demands for achievement.<sup>22</sup> Finally, homes of under-achievers are reported to show more tension and more parental disagreement as to standards of behavior expected of their youngsters.<sup>23</sup>

In a study of bright high school boys done by William R. Morrow and Robert C. Wilson<sup>24</sup> it was hypothesized that the reported family relations of high achievers, as contrasted with those of low achievers would be characterized by the following:

- a. more emotionally supportive home environments; and more specifically,
- b. greater family sharing in recreation, decision-making, and exchange of confidences and ideas;
- c. greater mutual parent-child affection, acceptance, trust and approval;

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<sup>19</sup>A. M. Conklin, Teach. Coll. Contr. Educ., 1940, #792.

<sup>20</sup>Ibid.

<sup>21</sup>Hattwick and Stowell,, loc. cit.

<sup>22</sup>Ricord, loc. cit.

<sup>23</sup>Tibbets, loc. cit.

<sup>24</sup>W. R. Morrow and R. C. Wilson, "Family Relations of Bright High-Achieving and Under-Achieving High School Boys," Child Development, 32:502.



- d. less parental domination, severity and restrictiveness;
- e. more sympathetic encouragement of achievement but less overinsistence on achievement;
- f. greater harmony between parents and more regularity of home routines.

. . . . .

The sample included two equated groups containing 48 high school boys of superior intelligence (Intelligence quotients of 120 or above). The groups were equated for: grade in school, socio-economic status and intelligence.

The two groups differed greatly in grade point average in academic courses. The high achievers maintained an average of 1.00 to 1.67. (Contrary to common usage, Morrow employed a scale in which 1 was the best grade possible, and 5, the poorest.) The under-achievers' average was 2.57-5.00, 2.75 being regarded as under achievement for superior students. The students' relations to their parents as seen by themselves were evaluated primarily by 16 self-report Family Relations Scales. Each scale consisted of six questions about the student's relations with his parents (or foster parents). The scales were presented in consecutive order, but without scale titles or breaks in spacing. Each student was asked to describe his own situation using the following four response categories:

- |    |              |    |              |
|----|--------------|----|--------------|
| 1. | Not at all   | or | Almost Never |
| 2. | A little     | or | Sometimes    |
| 3. | Considerably | or | Often        |
| 4. | Very much    | or | Very often   |

. . . .

Each student was given a score on each scale by summing his scores on six items in the scale. A score was also obtained on the total of all scales, called the index of Overall Family Morale.

Following are listed the 16 individual scales included in the Overall Family Morale Scale:

1. Family Sharing of Recreation
2. Family Sharing of Confidences and Ideas
3. Family Sharing of Decision-Making
4. Parental Approval
5. Parental Affection
6. Parental Trust
7. Parental Approval of Peer Activities
8. Student Acceptance of Parental Standards
9. Student Affection and Respect for Parents
10. Lack of Parental Over-restrictiveness
11. Lack of Parental Severity of Discipline
12. Lake of Parental Overprotection
13. Lack of Parental Over-insistence on Achievement
14. Parental Encouragement of Achievement
15. Harmony of Parents
16. Regularity of Home Routine

Morrow and Wilson found that:

High achievers more often than under achievers:

a. described their families as typically sharing recreation, ideas, and confidences;

b. described their parents as approving and trusting (the areas of sharpest difference between the two groups;) affectionate, encouraging (not pressuring) with respect to achievement and relatively non-restrictive and non-severe with regard to discipline;

c. described themselves as accepting their parents' standards.

An equal majority of both groups described their parents as having a relatively harmonious relationship, portrayed their homes as having a fairly regular routine, denied that they were either seriously overprotected or excessively pressured to achieve, and said they felt considerable respect and affection for their parents.

In Terman's study of 59 gifted children,<sup>25</sup> the most consistently reported parent's comment was the fact that from the child's earliest years, the parent had answered all the child's questions fully and honestly. Most of the superior children had been given no formal training at home but had been encouraged to use their own initiative and to go at their own pace. Parents also often reported that current events and international affairs were discussed readily and regularly with their children when an interest was shown. From this and other similar information it would seem apparent that the

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<sup>25</sup>Lewis Terman, The Hygiene of the School Child, Boston: Houghton, c1929.

environment must provide the child with a wide range of problems at a level of difficulty suited to his achieved ability; and it must provide him with the necessary means to solve the problems. These means, this author feels, can be blighted or nurtured by parent-child relationships.

John W. Musselman made a study<sup>26</sup> of bright students and their performance and limited it to investigation of two variables: 1) personality and 2) family background. School records were used which included subject marks, conduct and effort marks, attendance, school problems or deficiencies, aim for life, vocational choice, etc. Extensive testing was done in the areas of achievement, personality and home background. For this purpose only two aspects of home environment will be discussed. These are parental discipline and study habits.

The data on the relationship of achievement ratio to home discipline were acquired from the questionnaire in which the pupils were asked which methods were used at home to discipline them. Out of a total of 297 students, it was discovered that the majority of their parents used the method of depriving them of privileges (121). Sixty-seven parents lectured the pupils, and twenty-three parents used a combination of these two methods. Ten parents used whipping, twenty-

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<sup>26</sup> J. W. Musselman, loc. cit.

<sup>27</sup> B. W. Hattwick and M. Stowell, loc. cit.

eight did nothing and the remainder employed miscellaneous forms of discipline.

The pupils who were deprived of privileges had a lower mean achievement than the pupils who were lectured or punished in any way. Those pupils who received no punishment at all were next in mean achievement ratio. According to this study, and in conflict with Morrow and Wilson's findings, low achievement ratio is associated with being deprived of privileges while high achievement is associated with whipping and lecturing by parents. The same situation was true in the case of boys, girls, and the total group.

Hattwick and Stowell<sup>27</sup> have done significant research on the relationship of parental over-attentiveness to children's work habits and social adjustment. The study was carried on at the request of a school superintendent who asked this question: "Does over-attentiveness either in the form of "babying" the child, or in the form of exerting too much pressure upon him, influence the child's performance and social adjustments during kindergarten and the first six grades of school?"

The research source was the file of cumulative records of the children in a Winnetka, Illinois, Public School. A separate record for each child is prepared by each successive classroom teacher at the end of a year's experience with the child. The investigators report that the records are frank, confidential reports for the benefit of

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<sup>27</sup>Hattwick and Stowell, loc. cit.

succeeding teachers who will deal with the child, his interests, activities, problems and home. The authors also state that Winnetka teachers are in unusually close contact with the homes and that they have all had considerable training in approaches to mental health. These records, therefore, are usually reasonably accurate and reliable, especially when one has a series of them by different teachers dealing with the same child.

Verbatim teacher evaluations of the students were taken from the records in order to categorize students in the three groups: Child "Babied," Child Pushed, and Home Well-Adjusted.

In classification of poor work habits, for every descriptive category, examples were far more numerous for children from over-attentive than for children from well-adjusted homes. The second phase of the analysis reported that the work habits of children pushed and children babied were predominantly poor. On the other hand, the work habits of the children from well-adjusted homes were predominantly good. The authors note that there is, however, a tendency for poor work habits to increase in the case of children babied and to decrease in the case of children from well-adjusted homes. Another point of interest discovered by the authors is the similarity in the work habits of children pushed and babied. Apparently over-attentiveness makes for poor work habits, regardless of the manner in which it is expressed, say Hattwick and Stowell.<sup>28</sup>

These findings held throughout the grades investigated. In fact there was a slight tendency for children who were babied to develop more

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<sup>28</sup>Ibid.

social difficulties and poorer work habits through the years. The tendency for children from well-adjusted homes was in the opposite direction.

Dr. David M. Levy<sup>29</sup> reports some interesting findings with regard to overprotectiveness, but the nature of his study related this characteristic of the parent to its effect on difficulty in specific subject areas and types of learning. In his article, "The Relationship of Maternal Over-Protection to School Grades and Intelligence Tests," Dr. Levy relates that overprotected children apparently do average work in reading and language work (possibly due to their almost exclusively adult environment)<sup>30</sup> but they are as much as two years (median) retarded in arithmetic and number skills. Dr. Phyllis Blanchard<sup>31</sup> found similar results in her Philadelphia studies, for the majority of her students with minor to severe reading difficulties come not from over-protected homes, but from rejecting home environments. Many of these children were from excellent educational and cultural backgrounds and had superior vocabularies, but nevertheless, their reading difficulties were great. She concluded however, that as far as children with arithmetic difficulties were concerned (although she had only a small number to work with) they came from both over-protective and rejecting homes.

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<sup>29</sup>David M. Levy, "Relationships of Maternal Overprotection to School Grades and Intelligence Tests," American Journal of Orthopsychiatry, 3: 26-29.

<sup>30</sup>Ibid.

<sup>31</sup>Phyllis Blanchard as reported in Levy (footnote 29).

As an appropriate summary comment on the over-protected child's problems, a quotation from Dr. Hugh Miller-Crichton's "The Home Background of the Pupil" is cited:

Last and commonest of the teacher's problems is the over-mothered child. To him no effort is worth while. He has found all his life that invalidism, incapacity, assumed shyness and diffidence, pay. His self-confidence is nil, for he sees that any effort on his part tends to come between him and the Nirvana of his mother's spoiling. He must be taught self-realization, the need for individual effort, and independence before his work habits and personality will allow him to develop and utilize his often-hidden potential.<sup>32</sup>

We shall now turn our attention from the overprotective parent to home environments in which one or more parent is autocratic, or for various other interrelated reasons, where the atmosphere of the parent-child relationship and the home in general are tense, disturbed, or severely maladjusted. In a study of students on academic probation matched with superior achieving students in an arts and science college, Edward Jones<sup>33</sup> found that more of the poor students had indicated homes which were tense, disturbed, or often not quiet, where one parent autocratically dominated and where there was little talking over of problems with parents. Taking trips with the father and position in the family constellation did not prove significantly different for the two groups; there was, however, a slight tendency for superior students to be oldest and probationers to be youngest.

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<sup>32</sup>Hugh Miller-Crichton, "Home Background of the Pupil," Mental Hygiene, 1932, 16:23-25.

<sup>33</sup>E. S. Jones, loc. cit.



Barbara Kimball made a study of prep school boys,<sup>34</sup> all of whom had measured "high level of intelligence" and all were doing failing work. An intensive investigation revealed two strikingly similar characteristics in case studies of the boys: 1) poor father-son relationships and 2) aggressiveness. (One might well wonder at the observation, which of these characteristics is cause and which effect, if such a relationship could exist; the author does not discuss them individually. Definitely the two are quite interrelated and have their bases in the home.)<sup>35</sup> The research method used was the sentence completion type technique which the author supports because such a test can be structured to reveal information on certain aspects of attitude. The two hypotheses which were significantly upheld by the research were that these boys (the poor achievers) would reveal difficult father-son relationship and more aggression and guilt feelings than do high achievers.

The case study method also yields valuable data in the area of family relationships. Information of this type is provided by Wallach and Ulrich in their illustration of a 15 year old boy with an average I.Q. who was doing failing work in school. They report that Bobby's very complex problems were rooted in the emotional disturbances caused by severe personality conflicts within his family. This home milieu seriously hindered his cognitive functioning and until intensive therapy for parents and child was possible, Bobby continued to perform at a level far below his intellectual capacity.

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<sup>34</sup>Kimball, loc. cit.

<sup>35</sup>Ibid.

Value of Studying Adolescent's Perception  
of Parent-Child Relationship

Ausubel<sup>37</sup> and his associates concluded that the use of children's perceptions of parents' attitudes and behavior as independent variables is predicated upon two assumptions. First, although parent behavior is an objective event in the real world, it affects the child's ego development only to the extent and in the form which he perceives it. Secondly, perceived parent behavior is in reality a more direct, relevant and proximate determinant of personality development than the stimulus content to which it refers.

Ausubel's conclusions suggest the importance of studying children's perceptions of parent-child relationships. An understanding of children's perceptions of parental acceptance, approval, trust, and support is essential to further understanding of the effect of parental behavior, attitudes and performance of the child.

THE PROBLEM

Selection of the Problem

The problem for this study arose from the following questions:

- (1) To what degree does parental behavior toward the child function significantly in the emotional development and the academic performance of the child?
- (2) Do children's perceptions of their parent-child relationship determine, to a great extent, the effect of this relationship?
- (3) Can

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<sup>37</sup>D. Ausubel, "Perceived Parent Attitudes as Determinants of Children's Ego Structure," Child Development, XXV, September, 1954, pp.173-183.

children's perceptions of this parent-child relationship be measured and would a study of its relationship to school achievement be useful in further understanding the effects of the parent-child relationship upon the children's total development?

### Statement of the Problem

Many studies reported in the literature have suggested that there is a positive correlation between warm, emotionally supportive home environments and high academic achievement. However, some few, but significant, studies have indicated results of a contrary nature. Elizabeth Drews and John Teehan<sup>38</sup> found that strict, authoritarian, restrictive parents produced children who were high achievers than were those children reared in more democratic, sharing family environments. However, one point of possible significance to the present study is the fact that the Drews and Teehan study did not deal with the child's perception of this relationship and the ensuing home conditions. Instead the investigators interviewed the mothers of the pupils to determine the family practices and home requirements for the children.

Another reason for undertaking the present study is the fact that no study the author has found thus far has dealt with the specific age group (eighth graders) involved in this investigation. Several studies have included adolescents but there are reasons to believe that by working specifically with early adolescents, one's results might yield more pertinent and useful implications, since it

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<sup>38</sup> Elizabeth Drews and John E. Teehan, "Parental Attitudes and Academic Achievement," Journal of Clinical Psychology, 1957, 13:328-332.

is generally acknowledged that adolescence is a critical period in the total development of the child.

These two factors, the first being the conflicting evidence available at present, and the second being the dearth of studies dealing with the child's perception of the parent-child relationship, and more specifically, the early adolescent's perception--have led this investigator to make the following assumptions and hypothesis.

#### Basic Assumptions

- (1) Eighth grade pupils are capable of communicating some of their perceptions of their parent-child relationships.
- (2) Morrow's Family Relations Scale measures parent-child relationships as viewed by the child.
- (3) The 1957 revision of the California Test of Mental Maturity is a valid and reliable group intelligence test for eighth grade pupils. (Elementary form: grades 4-8)

#### Hypothesis

- (1) There will be a difference in the high and low achievers' perceptions of their parent-child relationships.

## CHAPTER II

### DESIGN AND METHODOLOGY

#### The Instrument

Selection of the Instrument. The first step in the procedure was to select an appropriate instrument. The one chosen for data collection in this study was a questionnaire, the Family Relations Scale, developed by W. R. Morrow in 1956. He developed this instrument for use in the family relations aspects of the Portland (Oregon) Gifted Child Project which he carried on with R. Wilson and others and reported in a 1961 issue of Child Development.<sup>1</sup> After reading this article, permission was received from Dr. Morrow to use his questionnaire in the present study. Dr. Morrow writes that his instrument was adapted from the "Family Relations Questionnaire" developed by A. W. Brown and his associates (reported in R. J. Havighurst and Hilda Taba, Adolescent Character and Personality, Wiley, 1949, chp. 21). Morrow's instrument was developed for use in grades eight through twelve and was thus scaled with the adolescent pupil in mind, making it appropriate for this study.<sup>2</sup>

Description of the Scales. The questionnaire contained sixteen six-item scales in which the respondent was asked to report for each

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<sup>1</sup>W. R. Morrow and R. C. Wilson, "Family Relations of Bright High-Achieving and Under-Achieving High School Boys," Child Development, 32: 501-510.

<sup>2</sup>See Appendix for copy of questionnaire.

item to what extent it applied to his relationship with his parents. Below are the directions given each student, along with the description of the four response categories.

DIRECTIONS: The following questions are about yourself and your family. Read each question carefully and answer it as it applies to the parents WITH WHOM YOU NOW LIVE, (whether they are your real parents, step-parents, or guardians.)

To the right of each question put a check-mark in the column which comes nearest to the truth in your case. If you feel it is NOT AT ALL true or happens ALMOST NEVER, check column marked ALMOST NEVER. If it is a little true or happens SOMETIMES, check column 2. If it is pretty much true or happens very often or almost always, check column 4.

. . . . .

All six items of each scale appeared in sequence in the questionnaires, and the 16 scales followed each other without a break in the questionnaire and of course, without indication of scale titles. The scale titles, given below, indicate what each scale was intended to measure. All titles are stated in a "positive" direction. Items expressing a "negative" situation or attitudes were scored in a direction opposite to that of positively stated items.

1. Family Sharing of Recreation
- \*2. Parental Approval
- \*3. Parents' Sympathetic Encouragement of Achievement
4. Parental Overprotection
- \*5. Family Sharing of Ideas and Confidences
6. Parental Affection

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\*Indicates scales scored for this study.

- \*7. Parental Restrictiveness as to Activities
- 8. Family Sharing in Decision-Making
- 9. Child Acceptance of Parental Standards
- \*10. Parental Over-Insistence on Achievement
- 11. Child Affection for Parents
- \*12. Severity of Parental Discipline
- \*13. Parental Trust in Child
- 14. Parental Harmony
- 15. Parental Approval of Peer Activities
- 16. Orderliness and Regularity of Home

Morrow rated each scale separately, giving each child an individual score for each of the 16 scales, as well as scoring the total, or overall score. In his use of the instrument, the internal consistency reliability of the 16 six-item scales appeared to be "sufficiently satisfactory for purposes of group comparison"<sup>3</sup> i.e., all but three<sup>4</sup> of the corrected odd-even coefficients were above .70. The 10 item<sup>5</sup> Overall Family Morale Score yielded a reliability of .97.

For the purposes of this study it was decided that only seven scales, those found by Morrow to yield a 'p' at the .01 level or beyond would be scored

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<sup>3</sup> Morrow and Wilson, loc. cit.

<sup>4</sup> Scales #4, #8, #10 had coefficients below .70.

<sup>5</sup> The Harmony of Parents Scale (#14) was scored only for students with two parents living together.

individually in addition to the overall score. This would mean that seven scales, numbers 2,3,5,7,10,12, and 13 would be scored individually and, including the overall score, there would be 8 scores for each pupil.

### Selection of Subjects

Children in the eighth grade were selected for this study. The decision was made to use children at this grade and age level for several reasons. First, children thirteen and fourteen years old, normally classed as eighth graders, usually have developed their reading skills far enough to free them from some of the mechanics of reading. Hence, they are able to concentrate on the subject matter. Second, it is commonly believed that children at this age have matured enough to have some degree of reciprocity. They are able, according to Newcomb,<sup>6</sup> to perceive some of the relationships between themselves and others who have perceptions of their own. Third, they are in the stage of growth and development commonly referred to as early adolescence. The values of testing this age group have been suggested earlier in this study and have been emphasized by many investigators. During early adolescence, it seems normal for youngsters to drop their identification with adult society and their acceptance of adult standards and establish a strong identification with their peer groups. Mussen and Conger<sup>7</sup> say the par-

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<sup>6</sup>T. M. Newcomb, Social Psychology, (New York: The Dryden Press, 1950), pp. 308-312.

<sup>7</sup>P. H. Mussen and J. J. Conger, Child Development and Personality, (New York: Harper and Brothers, 1956), p. 324.



ental behavior and attitudes may be a matter of imitation of both his peers and parents.

The subjects for the study were obtained through the principal of Eaton Rapids Jr. High School, Mr. Richard Fransted. The subjects were enrolled in eighth grade classes there. Eaton Rapids is a small farming and industrial community a few miles south of Lansing, Michigan.

The thirty eighth-grade pupils chosen have been classified as having "superior" ability according to California Test of Mental Maturity<sup>8</sup> (I.Q. 120 and above). The scores made by these pupils on this test given last year, in the seventh grade, and recorded on their cumulative records were employed for this criterion.

After the names of pupils with superior ability had been obtained from the school records, the group was divided into two achievement groups. The criterion for achievement level was the grade point average computed from the first semester grades as recorded on the report cards of the students. The grades were evaluations of four academic subjects: arithmetic, history, science, and English. The following point scale is employed by the school and was used for delineating the two achievement groups for this study:

- A - 4.0
- B - 3.0
- C - 2.0
- D - 1.0
- F - 0.

High achievers were those whose averages were 3.0 or better while anything below a 3.0 (2.9-0.) was classified as low achieve-

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<sup>8</sup>120 I.Q. is the low level of the "superior" range as defined in the CTMM Manual. (See footnote 9 on the following page.)

ment. (See Table 1).

TABLE 1

GRADE POINT CUT-OFF FOR HIGH AND LOW GROUPS

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A = 4.0	High Achievers
B = 3.0	
- - - - -	
C = 2.0	
D = 1.0	Low Achievers
F = 0.	

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Finally there were fifteen pupils selected in each group with a total of 30 pupils in all.

Besides being matched for grade in school the groups of children were also matched for age and intelligence quotient.<sup>9</sup> The age range for the total group of 30 pupils extended from 13 years 7 months to 14 years 9 months.

The I.Q. scores covered a large range, extending from scores at the lower end of the superior range (121), to very bright or gifted (159). The median I.Q. scores for the high group were : boys--131; girls--129; and for the low group, boys--132; girls--127.

The median grade point average for the high group came to 3.0 while the low group achieved a mean of 2.0

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<sup>9</sup>E. Sullivan, W. Clark, R. Tiegs, California Test of Mental Maturity, (Los Angeles: California Test Bureau, c 1957). (CTMM E-57 Manual, p. 2).

TABLE 2

MEDIAN I.Q., GRADE POINT AVERAGES, AND AGES

Variable	High Achievers		Low Achievers	
	Boys	Girls	Boys	Girls
I.Q.	131	129	132	127
Grade Point	3.0	3.0	2.0	2.0
Age (yrs.mo.)	14-0	14-0	13-11	13-11

The groups were not matched for socio-economic status, chiefly because, using Warner's I.S.C., nearly all pupils would have been classified in his upper-lower or lower-middle class ranges, since there was very little diversity in the status level of the fathers of the pupils in this sample. (See appendix for occupations table.)

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### Administering the Test

The questionnaire was administered to thirty superior eighth grade pupils in one group, during the final class period of the school day. This period is set up as an "exploratory period" and the children had been notified by the principal's office on the morning of the day they were to meet for the test.

When the group had assembled the principal, Mr. Fransted, introduced the investigator to the students, asking for their cooperation in aiding her in some work she was doing at Michigan State University. The investigator then introduced the questionnaire to the subjects, instructing them in the procedure required. (See appendix for investigator's instructions.)

## Data Processing

Preliminary procedure for analysis of data involved tabulating the seven individual sub-scales and the overall score for each subject in the sample. According to Dr. Morrow's directions, the response categories were weighted so that for "positively" stated questions, the responses were scored from 1 to 4, with answer "almost never" receiving 1 point, "sometimes" receiving 2 points, "often" receiving 3 points, and "very often" receiving 4 points. On the items worded "negatively" the scoring was reversed, rating a response of "almost never" 4, and so on, so that a response, "very often" received 1 point on these items.

As mentioned earlier in the study the seven sub-scales, numbers 2,3,5,7,10,12, and 13, were scored individually and an overall or total score on the 96 items was computed. The subscales (hereafter referred to simply as "scales") which this investigator computed responses for were: #2. Parental Approval, #3. Sympathetic Encouragement of Achievement, #5. Sharing Ideas and Confidences, #7. Lack of Parental Restrictiveness, #10. Lack of Over-insistence on Achievement, #12. Severity of Parental Discipline, and #13. Parental Trust in Child.

After the eight scores were tabulated and recorded for each subject the "t-test" was employed. The "t-test" determined whether or not the mean scores of the two groups --high achievers and low achievers--were significantly different, and if so at what level. This investigation was not designed to determine individual differences, but group differences as they might be related to levels of achievement.

## CHAPTER III



### FINDINGS

Parental Approval. The t-test of significant differences revealed that the difference between the mean scores of high achievers and low achievers was non-significant at the .05 level on scale 2, Parental Approval. ( $t = .867$ .)

Parents' Sympathetic Encouragement of Achievement. The t-test revealed that the difference of the two groups on scale 3, Parents' Sympathetic Encouragement of Achievement, was significant beyond the .001 level ( $t = 4.255$ ). The difference was in the predicted direction with high achievers perceiving their parents as more sympathetically encouraging achievement.

Sharing of Ideas and Confidences. Scale 5, Family Sharing of Ideas and Confidences, also yielded differences significant beyond the .001 level, with the high achievers perceiving their families as sharing more ideas and confidences than low achievers perceived. ( $t = 6.98$ ).

Lack of Parental Restrictiveness. The t-test revealed that the two groups did not score significantly different responses on the scale 7, Lack of Parental Restrictiveness ( $t = 1.660$ ).

Lack of Over-Insistence on Achievement. High achievers and low achievers were rated with differences in mean scores significant at the .05 level on scale 10, Lack of Over-insistence on Achievement. This result was also in the desired direction, i.e., high achievers reported less over-insistence on achievement from their parents than did low achievers. ( $t = 2.446$ ).



Lack of Severe Parental Discipline. Scale 12, Lack of Severe Parental Discipline, failed to yield responses significantly different at the .05 level. ( $t = .820$ ).

Parental Trust in Child. The last sub-scale, Parental Trust in the Child, 13, revealed<sup>ed</sup> difference between the high and low groups, significant at the .05 level. This, too, was in the desired direction with the high achievers perceiving more parental trust in them than the low achievers reported. ( $t = 2.407$ )

Overall Family Morale Rating. The t-test was finally employed to test for significant differences in the mean group scores on the overall test (96 items.) This overall or total score proved to have the highest level of significance of all, except for the scale dealing with sharing of ideas and confidences. Thus, the Overall Family Morale Scores of the high achievers were significantly higher (at .001 level) than the same scores of the low achievers. ( $t = 6.757$ )

#### Interpretation of Findings

Scale 2, Parental Approval of Child, proved to yield non-significant differences in the mean scores of the high and low achieving groups. The high achievers reported slightly more approving parents than did the low achievers, but both groups scored high enough on this scale that there was no significant difference at the .05 level.

Scale 3 dealt with the parents' attitude toward the child's academic performance and the type of emphasis they placed on high achievement. The results revealed that parents who sympathetically

encourage achievement and who are understanding in the area of the child's capabilities and limitations produced higher achievers (in this sample). At the same time, the results of Scale 10, Lack of Over-Insistence on Achievement, support this finding. Here the high achievers scored higher (at the .05 level) on lack of over-insistence

on achievement by their parents. It is a wise parent who learns to understand the limitations of his adolescent son or daughter and accordingly helps him to set a realistic level of aspiration. Unrealistic demands in this area set by parents can be primary contributors to an unhappy, maladjusted low-achiever. Sometimes, however, the result is the opposite, a compulsive, frustrated high achiever who constantly feels the push from his parents who have set the unrealistically high goals for their child. These are the parents who are often forcing the child, unwittingly or consciously, into a mold which they themselves either could not fit, or missed the opportunity to try for.

Scale 5 concerns the facet of family life that sparks an immediate controversy in many circles of discussion on child development and family life today, i.e., the patterns of "authoritarianism" vs. "democracy" as opposite extremes in patterns of parent-child interaction. It is in this area that many studies present conflicting findings. Drews and Teehan,<sup>10</sup> after interviewing mothers of high and low achievers, discovered that mothers who reported that they were strict, demanding, and authoritarian produced children who were achieving at a high scholastic level. The mothers studied in this investigation who were more "laissez-faire," "permissive," or "democratic" concerning family practices produced children who reportedly were lower achievers in school. One chief

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<sup>10</sup>Elizabeth Drews and John E. Teehan, "Parental Attitudes and Academic Achievement," J. of Clinical Psychology, 1957, 13:328-332.

distinction of note here, however, is that this investigation sought to get at the parent's opinion of parental attitudes toward child-rearing practices, while the present study, and others, aimed at the same target, but from a different point of view, i.e., the child's perception. Morrow and Wilson,<sup>11</sup> who developed and first used the instrument employed in the present study, tested high school boys' perceptions of their parent-child relationships and found that high achievers saw their parents as more democratic, saw themselves as sharing more ideas and confidences with their parents, and stated that they had a greater part in planning and decision-making than did low achievers in the same sample. These results contradict Drews and Teehan's findings and support the work of the present investigation. In this study the mean scores were not significantly different on the scale dealing with sharing in decision-making, although the results were in the direction of Morrow and Wilson's, but Scale 5, Sharing of Ideas and Confidences, differentiated significantly at the .001 level; this is perhaps one of the more useful findings of this study in light of the differing results of Drews and Teehan and the supporting evidence of Morrow and Wilson. L.K. Frank<sup>12</sup> says the following about the sharing, democratic home environment:

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<sup>11</sup>Morrow and Wilson, loc. cit.

<sup>12</sup>L. K. Frank and Mary Frank, Your Adolescent at Home and in School, New York, New American Library, 1956, p. 148.

Slowly the concept of democracy is evolving as an aspiration--a continual striving for a way of living in homes, schools, workshops, public affairs, everywhere that people are engaged in human relations. This way of life we are seeking will recognize that every individual is a person, with worth and dignity which we should respect so that he in turn will be able to respect others and participate in maintaining a free society. This means that what happens in families, what we learn in childhood, is as important for good social life as what we do as citizens in the outside world.

The family reflects democratic society when its members have fun together, respect one another, and are given a voice in policy-making. The clash between "old" and "new" climates may produce problems; when father's pride is at stake; when mother feels "put upon;" or when parents think that complete dictatorship or permissiveness is the answer. We need a family system and a school system that will more adequately rear children for democratic families in a democratic nation.

Scale 7, Lack of Parental Restrictiveness, yielded non-significant results at the .05 level. It is interesting to note here that although the high achievers perceived their parents as being less restrictive than did the low achievers, the difference was not large enough to be significant. Perhaps the following statement from F. Ivan Nye<sup>13</sup> will help to clarify this result: "The effectiveness of direct controls, those of restriction, supervision and punishment, are least affected by affectional identification with parents. Evasion of and actual rebellion against direct controls might be expected to be less frequent, however, in cases in which there is an accepting relationship.

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<sup>13</sup>F. Ivan Nye, Family Relationships and Delinquent Behavior, (John Wiley and Sons, 1958), p. 71.

The results of scale 10, Lack of Over-Insistence on Achievement, which proved to be significant at the .05 level, have been discussed earlier, as they are related to the results of scale 3, Sympathetic Encouragement of Achievement.

As might be expected after the non-significant results of the scale dealing with restrictiveness and the comment made by Nye, scale 12, Severity of Parental Discipline, also proved to yield non-significant results at the .05 level. Even though these results were non-significant, here again, the results were in the predicted direction, that high achievers would see their parents as less severe and more reasonable in disciplinary practices than would low achievers.

The last individual scale on which the t-test was used was scale 13, measuring the child's perception of his parents' trust in him. This is a very crucial facet of the parent-child relationship and one which is often negatively misconstrued by the defensive adolescent. According to Gesell,<sup>14</sup> adolescents and adults tend to be their most critical and fault-finding selves at this stage in the child's life. The child who is in the midst of major physical and emotional personal changes is easily discouraged by the slightest criticism from an all-too-demanding parent. His sense of worth is easily damaged if he feels a parent does not accept him as a person in his own right, trusting him for the mature, independent person he wants to believe

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<sup>14</sup> Arnold Gesell et al., Youth: The Years from Ten to Sixteen, New York, Harper and Brothers, 1956.

he has already become. At the same time, it is particularly difficult and trying for a parent who may see nothing but irresponsible, unpredictable behavior from his adolescent --behavior which naturally provokes more than the usual amount of criticism from the parent. The encouraging results of this scale showed that the high achievers did perceive their parents as trusting them more than the low achievers did. The findings were significant at the .05 level. Frank gives this advice to parents on the important subject of helping the adolescent to feel that he is trusted and respected as an individual: "It is time to think ahead --about the trust you must show in your adolescent and his friends, about a renewed effort to say things positively to youngsters who feel grown-up, idealistic, altruistic. The best way to believe in your own child is to know other children in his school or in any group to which he belongs. Every adolescent since time began needed the adult world to talk with him and to trust him."<sup>15</sup>

After testing the significance of the differences in mean scores on the seven individual scales, the t-test was employed for the same purpose with the overall or total scores. This determined the difference in mean scores of the high and low achieving groups on the total questionnaire--and differentiated between their Overall Family Morale Ratings. These results were highly significant,

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<sup>15</sup> Frank, op. cit., p.46.

well beyond the .001 level ( $t = 6.757$ ), indicating that the high achievers scored well above the low achievers not only on scales 3,5,10, and 13, but also in their perceptions of their parent-child relationships as a whole. Only the results of scale 5, Sharing Ideas and Confidences ( $t = 6.98$ ), were more highly significant than the findings on the overall score.



## CHAPTER III

### SUMMARY AND CONCLUSIONS

#### Sample

The sample included two groups of fifteen subjects each, equated for grade in school, age, I.Q., and level of academic achievement. The subjects were eighth grade boys and girls who were all rated "superior" (scoring 120 or above on I.Q. rating) according to the elementary form of the CTMM. For the purposes of the study, they were divided into one high and one low achievement group, depending on the academic grade point averages they held at the time of the study. The high group had averages of B (3.0) or better and the low group, averages below a 3.0. The median I.Q.'s for the two groups were 129.5 for the high achievers and 130 for the low achievers, the difference being non-significant.

#### Data Collection

The subjects were given the Family Relations Scale, a questionnaire developed by William Morrow, to discover their perceptions of their parent-child relationships. The questionnaire consisted of 16 self-report scales (seven of which were individually analyzed for the purposes of this study, though all were completed by the subjects) and an overall or total score. The scales used in this study dealt with the adolescent's perception of his parents and of family practices in his home, more specifically, parental approval, sympathetic encouragement of achievement, sharing ideas and confidences,

Parental restrictiveness, overinsistence on achievement, severity of discipline, and parental trust in the child.

### Analysis

The six items in each sub-scale were rated from 1 to 4, depending on whether the respondent checked "almost never", "sometimes", "often", or "very often." (positively phrased items) On the items which *were* negatively phrased, the scoring was reversed. After a score for each of the seven sub-scales and the overall score had been computed, the t-test of significance of differences was employed to test differences of mean scores of the high and low achievement groups.

### Results

The findings show that high achievers perceived their parents as more sympathetically encouraging achievement, (rather than placing great stress and over-insistence on high achievement), as more trusting, and saw their families as sharing more ideas and confidences than did low achievers in the sample. The above findings were all significant at or beyond the .05 level. Positive, but not statistically significant, were the statements that high achievers saw their parents as less restrictive, less severely disciplining, and more approving than did the low achievers.

The high achievers also made a significantly higher mean score on the overall questionnaire than did the low achievers, indicating that they perceived a more favorable parent-child relationship, as a whole.

### LIMITATIONS OF THE STUDY

#### Regarding the Sample

1. All subjects were from a relatively homogeneous socio-economic background. There were no real opportunities for contrasts in social class status.

2. Grade point averages, used to determine high or low level or achievement grouping were computed from grades made in only one semester's work.
3. I.Q. scores were obtained from one test, the California Test of Mental Maturity. While this is accepted as a valid and reliable group intelligence test, more than one test score would be helpful in differentiating more accurately between "superior" and "below-superior" students.
4. The findings from such a limited number of subjects should not be generalized for groups other than the group in this study.

#### Regarding the Instrument

1. One isolated incident might have distorted the subject's response to the questions. For example, a child might have had a conflict with both or either parent on the morning of the day the instrument was administered. This, of course, is a limitation which applies to most cross-sectional kinds of research.
2. The subject may not have selected an accurate or truthful response. Jenkins<sup>1</sup> says that a subject may answer inaccurately when the accurate response would embarrass, incriminate or is not expedient to him. This is a limitation which applies to all data collected by questionnaire.

## CONCLUSIONS

### Regarding the Use of the Instrument

1. It is possible to measure some aspects of adolescents' perceptions of their parent-child relationships - as a whole - and in some specific areas of the relationship.
2. The instrument can be used to collect data concerning adolescents' perceptions of their parents which can be related to various characteristics of children and their families. Such use of the instrument with a large, random sample can yield information which may contribute to better understanding of parent-child relationships and the child's academic performance.

### Regarding the Adolescent's Perception of the P-C Relationship

The following conclusions regarding adolescents' perceptions of their parent-child relationships can be applied only to the subjects of this study. The limited number of

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<sup>1</sup>J.G. Jerkins, "Characteristics of the Questionnaire as Determinants of Dependability," Journal of Consultant Psychology, V, 1941, pp. 164-170.

subjects and the selective nature of the group do not warrant generalization of the findings to a wider population.

The hypothesis of the study was supported, since the t-test of significant differences revealed that in the sample investigated, the high-achieving superior pupils perceived their parent-child relationships as strikingly different from the low achieving superior pupils in three specific areas. The areas were parents' sympathetic encouragement of achievement versus over-insistence on achievement, perceived parental trust, and sharing of ideas and confidences in the families. In other words the high achievers reported that they were the objects of more sympathetic encouragement of achievement, more parental trust, and that there was in their families, more sharing of ideas and confidences. The scores of the high and low achieving groups had non-significant differences on the scales dealing with parental approval, restrictiveness, and severity of discipline. Finally, overall or total score of the subjects, the Over Family Morale Rating, indicated strongly that the high achievers significantly more often than low achievers, saw their parent-child relationships more favorably as a whole.

#### SUGGESTIONS FOR FURTHER STUDY

The investigator offers the following suggestions for further study:

1. It might prove interesting to check data gathered by using this instrument against results secured from case studies, projective techniques, and/or

other methods of data collection. (One open-ended question dealing with the pupil's impression of the questionnaire he had just completed was written in at the end of the instrument for pupils to answer if they desired. The range<sup>and quality</sup> of answers received suggests that helpful qualitative data might be thus obtained in this subject area.)

2. The instrument was administered to a small group for this study.

The investigator suggests that, after further validation of the instrument (cross-checking results with other types of data), it be administered to a large random sample. Such findings may provide broader and more realistic implications of children's perceptions of their relationships with their parents and of the effect of the relationship on the child's development, specifically his scholastic achievement. Thus, generalizations to a wider population will be warranted.

3. The investigator suggests a study comparing children's perceptions of their relationships with their parents' perceptions of these same relationships. A study of this nature would provide correlations of children's and their parents' perceptions. If these were studied in relation to children's behavior and academic performance, one might gain insight as to what the significant determinants are in the parent-child relationship as it affects the child's behavior and fuller utilization of his potentialities. The writer believes that the parent-child relationship does have significant effects upon children's achievement in school, and that children's perceptions, more than parents' perceptions determine the effects of the parent-child relationship.

child's behavior and fuller utilization of his potentialities. The writer believes that the parent-child relationship does have significant effects upon children's achievement in school, and that children's perceptions, more than parents' perceptions determine the effects of the relationship.

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## APPENDIX A

\*49\*

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APPENDIX A

\*49\*

INVESTIGATOR'S INTRODUCTION OF INSTRUMENT  
TO SUBJECTS.

I am a graduate student at M.S.U. My job is to find out something about boys and girls your age. I would like to know some things about ways you feel about your home and parents.

In a minute I will give each of you a questionnaire. Please leave it face down until I ask you to turn it over. Please answer the questions as honestly as you can. I am the only person who will see your answers. Your responses will not be discussed with your parents, teachers, or with anone who knows you. This is not a test because there are no right or wrong answers -- the best answers are the ones that best describe you and your parents.

(Hand out questionnaires; check to see if every pupil has a pencil with an eraser.)

Now, please look at the first page of the questionnaire. (Investigator proceeds to demonstrate marking technique with a sample item and response.) Are there any questions?

You will have until the end of this hour to complete the questionnaire. If you have a question during the time you are working, please raise your hand and I will come around to your desk. Please begin now. (Note time on wall clock.)

\* \* \* \* \*



(LAST name, 1st initial) yr.-mo.-da.  
NAME \_\_\_\_\_ Date - -

Date of Birth - -

DIRECTIONS:

The following questions are about yourself and your family. Read each question carefully and answer it as it applies to the parents with whom you live now. (whether they are your real parents, step parents, or guardians.)

To the right of each question put a check-mark in the column which comes to the truth in your case. If you feel it is Not at all true or happens Almost Never, check column 1. If it happens sometimes, check column 2. If it is pretty much true or happens Often, check column 3. If it happens Very Often check column 4.

	Almost Never	Some- times	Often	Very Often
1. Do you go to the movies with your parents?				
2. Do you go to games (football, baseball, etc.) with one or both parents?				
3. Does your family have good times together at home?				
4. Do either of your parents work with you on any hobbies or projects?				
5. Do you and your family go on picnics or outings or trips together?				
6. Is it enjoyable to spend evenings with your family group?				
7. Are both of your parents fair in their criticism of you?				
8. Do you worry about what either of your parents think of you?				
9. Does someone at home "pick" on you?				
10. Does either parent ever seem to wish that you were a different sort of person?				
11. Are both of your parents inclined to think well of you?				
12. Does either parent ever seem irritated with you without cause?				
13. Do your parents sympathetically encourage you to do well in school?				
14. Do your parents inspire you to want to develop your abilities?				
15. Does your parents' interest in worthwhile books make you want to read them?				
16. Do your parents understandingly encourage you to take part in school affairs?				
17. Do your parents help to stimulate your interest in such areas as art, music, science, or politics?				
18. Do your parents stimulate you to think things out for yourself?				
19. Do your parents try to protect you too much against difficulties or dangers?				
20. Do your parents try to baby you?				
21. Do your parents insist on taking over and settling any difficulties you have with friends or teachers?				



Almost Some- Often Very

u put a check mark in the column which comes  
if you feel it is not at all true or happens  
If it happens sometimes, check column 2.  
happens often, check column 3. If it happens

are about yourself and your family. Read  
answer it as it applies to the parents with  
they are your real parents, step parents, or

Date of Birth

Date

NAME

(Last name, 1st initial) yr-mo

Do not write in this space

Do not write in this space

8. Do you and your parents have serious discussions about religious, philosophical, political, or social questions?				
9. Do you and your parents have serious intellectual discussions about subjects such as art, music, literature, or science?				
10. Do you talk to your parents about your problems and worries?				
11. Do your parents show an interest in things that concern you?				
12. Do your parents show pleasure at what you do?				
13. Do your parents openly show affection for you by word or action?				
14. Do your parents enjoy spending time with you?				
15. Do your parents do little things to show affection and consideration for you?				
16. How often do your parents praise you?				
17. Are your parents particular about what boys or girls you associate with?				
18. Do your parents give you a good deal of freedom?				
19. Do your parents give unreasonable commands which they insist that you carry out?				
20. Do your parents let you decide important things for yourself?				
21. Do your parents insist that you do things their way?				
22. Do your parents try to direct your activities?				
23. Do your parents take your wishes into consideration when planning a family trip or vacation.?				
24. Do your parents let you help decide everyday family policies, rules, and ways of living?				
25. Do your folks let you help make important family decisions?				
26. Does your family talk over future family plans together?				
27. Does everyone in your family have a say about how your home is decorated and what furniture to buy?				

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Almost Some - Often Very  
Never times Often

Do you ever think of  
want you to?

Do your parents expect too much of you?

6. Do your parents insist that you choose a certain type of vocation?

57. Are your parents always after you to work hard to become a success?

58. Do your parents keep after you to become an important person in school affairs?

59. Do your parents keep after you to read more or to read certain things, whether you want to or not?

60. Are your parents always trying to get you to study harder?

61. Do you feel happy and contented when at home with your family?

62. Do you like to do extra little things to please the members of your family?

63. Would you like to be the same kind of parent that your parents have been?

64. Do you consider yourself very close to your parents?

65. Are your parents good friends and pals to you?

66. Do you admire your parents?

67. How often do your parents scold you?

68. Do your parents insist that you obey them immediately when they tell you to do something?

69. Do your parents use physical punishment to make you mind?

70. Does the way your parents act depend so much on their mood that you're not sure what to expect?

71. How often do your parents punish you?

72. Do your parents punish you severely for misbehavior or disobedience?

Do you know  
anyone who  
has been  
in the  
army?

What about  
your friends?

What about  
your family?

What about  
your school?

What about  
your work?

What about  
your hobbies?

What about  
your interests?

What about  
your opinions?

What about  
your beliefs?

What about  
your values?

What about  
your goals?

What about  
your dreams?

What about  
your hopes?

What about  
your fears?

What about  
your life?

Almost Some - Often Very  
Never

Do your parents seem to understand you?

Do your parents agree about how the house is to be run?

Do your parents ever go places by themselves?

Do your parents agree with each other in their general ideas about life?

Do your parents openly show affection or consideration for each other?

Do your parents agree about what you are allowed to do?

Are your parents cheerful and happy when together?

Do your parents object to some of your activities with your friends and acquaintances?

Do your parents like you to bring your friends into your home?

Do your parents approve of your friends?

Do your parents approve of your going to dances and parties when you want to?

Do your parents irritate you by teasing you about your interest in the opposite sex?

Do your parents mind your going to club and school meetings?

Does your home ever seem to get disorganized?

Are household tasks in your home done on a regular routine?

Are your meals served at regular hours?

Are things kept in their proper place at home?

Do the members of your family get up at a regular time?

Do you go to bed at a regular hour on school nights?

— — — — —

SECRET

				3-10-74 10:00 AM
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[illegible]

## APPENDIX B



TABLE #3-RANGES IN I.Q., AGE, AND GRADE AVERAGE.

Variable	HIGH GROUP		LOW GROUP	
	Boys	Girls	Boys	Girls
Intelligence Quotient	121-159	122-142	125-146	127-139
Age - (Years - Mos.)	13-7 to 14-4	13-7 to 14-5	13-7 to 14-9	13-7 to 14-6
Grade Point Average	3.0-4.0	3.0-4.0	1.0-2.0	1.0-2.0
<u>Family Morale Rating</u> (total score)	210-318	187-328	200-333	213-278

TABLE #4 - FATHERS' OCCUPATIONS

Occupation	High Group	Low Group	Total
Teacher/Minister	2	1	3
Storekeeper/Clerk	3	2	5
Clerical	1	0	1
Skilled Laborer (welder, furnace man)	0	2	2
Factory Worker	4	4	8
Farmer	2	1	3
Other (mail carrier, chicken hatchery, truck driver)	1	2	3
Deceased	2	0	2
Unknown	0	3	3
TOTAL	15	15	30

TABLE # 5  
SAMPLE ACCORDING TO I.Q. SCORES

HIGH ACHIEVERS							
Boys	I.Q.	Grade Pt.	Age	Girls	I.Q.	Grade Pt.	Age
1. George	159	4.0	13-9	1. Ann	142	4.0	14-3
2. Ronald	137	3.0	13-10	2. Kathy	137	3.0	14-5
3. Chuck	133	3.0	14-4	3. Lucy	131	3.0	13-8
4. John	133	3.0	14-2	4. Dana	127	3.0	14-0
5. Ted	131	3.0	13-7	5. Georgia	125	3.0	13-10
6. Andrew	129	3.0	14-1	6. Amy	123	3.0	13-7
7. Joe	125	3.0	13-9	7. Gail	122	3.0	13-11
8. Tyler	121	3.0	14-0				

TABLE #6

LOW ACHIEVERS							
Boys	I.Q.	Grade Pt.	Age	Girls	I.Q.	Grade Pt.	Age
1. Jake	146	2.0	13-10	1. Janet	139	2.0	14-4
2. Jerome	139	2.0	14-0	2. Judy	129	2.0	13-7
3. Harry	138	1.0	14-2	3. Virginia	129	2.0	14-6
4. Steve	137	2.0	13-7	4. Marea	127	2.0	13-7
5. Rick	131	2.0	13-11				
6. Keith	131	2.0	14-5				
7. Robert	130	2.0	14-4				
8. Danny	127	2.0	13-8				
9. Olin	127	1.0	14-9				
10. Dick	130	2.0	13-10				
11. Ray	125	1.0	14-0				

TABLE #7 - t-TEST RESULTS FOR HIGH AND LOW ACHIEVERS

Title of Scale	t	p
#2 - Parental Approval	.867	ns
#3 - Sympathetic Encouragement of Achievement	4.255*	.05
#5 - Sharing Ideas and Confidences	6.980*	.05
#7 - Parental Restrictiveness	1.660	ns
#10- Lack of Overinsistence on Achievement	2.446*	.05
#12- Severity of Parental Discipline	.820	ns
#13- Parental Trust in Child	2.407*	.05
TOTAL - <u>Overall Family Morale Rating</u>	6.757*	.05

\* t-scores significant beyond the .05 level.

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