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DEPENDENCY AND AGGRESSION IN CHILDREN  
AS A FUNCTION OF  
EXPRESSED MATERNAL ATTITUDES

Thesis for the Degree of M. A.  
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## ABSTRACT

### DEPENDENCY AND AGGRESSION IN CHILDREN AS A FUNCTION OF EXPRESSED MATERNAL ATTITUDES

By Marcia Patterson King

This study investigated the influence of mothers' reported behavior on children's dependent, independent, and aggressive behavior.

The subjects were 40 children attending the Laboratory Preschool at Michigan State University during fall term 1965, and their mothers.

The Sears Attitude Scale was used to measure the mothers' attitudes on four dimensions: rules and restrictions, permissiveness for dependent behavior, punitiveness for aggression toward parents, and permissiveness for aggression toward parents. Direct observations employing predetermined categories and three-minute time sampling periods were made to obtain measures of the children's dependent, independent, and aggressive behavior during the nursery school period.

The main results of the study were:

1. As measured on the Sears Attitude Scale, mothers of boys and mothers of girls were not differentially permissive or restrictive for rules and regulations, punitiveness for aggression toward parents, permissiveness for aggression toward parents, or permissiveness for dependent behavior.

2. No significant sex differences were found in the children's dependent, independent, and aggressive behavior in the nursery school setting.

3. A negative relation was found between maternal punitiveness, as measured on the attitude scale, and observed dependent behavior for girls. However, essentially there was no relation between maternal punitiveness and observed dependent behavior for boys.

4. Mothers who score low on permissiveness and high on punitiveness tend to have children who score high on aggression, while mothers who score high on permissiveness and low on punitiveness tend to have children who score low on aggression.

5. Mothers who score low on permissiveness and high on punitiveness tend to have children who score high on dependency and/or low on independence.

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AS A FUNCTION OF  
EXPRESSED MATERNAL ATTITUDES

By

Marcia Patterson King

A THESIS

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\* \* \* \* \*

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## CHAPTER I

### INTRODUCTION

Through socialization the individual acquires, from the wide range of behavior potentialities available to him at birth, behavior which is acceptable to his culture. "Culture . . . consists of the major institutional and social patterns followed by a larger or smaller, but definable group of persons."<sup>1</sup> The family is the immediate sub-unit on which the culture is built and through which it is transmitted to the child. Since the child's earliest social learning occurs in the family, his early experiences with his family, particularly his mother, are critical to his socialization and apparently to his personality development, since some personality characteristics of adults appear to be extensions of the effects of early experiences.

As Sears states, "Any process that can help to explain both the development of personality and the transmission of culture is important to the behavior sciences, for these two problems are the focal points for the study of man as a social organism."<sup>2</sup> Scientific investigation of the child rearing process needs further emphasis. It has had a slow

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<sup>1</sup>Boyd R. McCandless, Children and Adolescents: Behavior and Development (New York: Holt, Rinehart, and Winston, 1963), p. 7.

<sup>2</sup>Robert R. Sears, Eleanor E. Maccoby, and Harry Levin, Patterns of Child Rearing (White Plains, New York: Row, Peterson and Company, 1957), p. 4.

start and has been accorded only recently the attention it deserves, mainly through the work of Sears and his associates.

The present study was designed to investigate the child rearing process in hopes of supplementing some of the findings on dependency and aggression from Sears' studies, and further, to investigate the dimension of independence. A secondary focus of the study, but one crucial to scientific investigation, involves the method used to gather the data. The study is limited to the influence of the mother's attitudes on the child's behavior in three areas -- dependency, independence, and aggression.

### Dependency

Sears views dependency as a product of a child's interactions with others, mainly with his parents. More specifically, he conceptualizes dependency as a learned attribute of behavior--an acquired drive. During infancy and early childhood the child's relative helplessness requires that he depend on others to satisfy his needs. While the child is developing physical dependence on others, particularly his mother, he is developing emotional dependence as well.

Beller further theorizes that physical contact with the parent is associated with drive reduction; for example, when the child is held while being fed, the physical contact becomes a secondary drive to the original drive of hunger. When the child no longer needs to be held during feeding, proximity to the parent acquires secondary drive properties similar to those of physical contact. Further, in taking care of the child's physical needs, the parent's paying attention, giving help, and giving recognition or praise and approval become secondary drives

for the child. Thus, the child learns those behaviors which will elicit such responses as attention, help, etc., from the parent. Beller assumes that physical contact, proximity, attention, help, and recognition "are so related to one another within individual children that they can be considered components of a general dependency drive."<sup>3</sup>

### Independence

While he is learning to be dependent on others, the child is learning independence as well. As his capacities and skills develop, he learns to help himself--to become physically independent. Likewise, he becomes more emotionally independent.

Beller conceives independence as developing from the manner in which the child associates his own behavior with drive reduction. When a child takes the initiative, while in a state of need, and manipulates his environment successfully, initiative becomes associated with drive reduction. In order for this to happen the parent must permit the child to manipulate his environment successfully. Under these favorable circumstances, further aspects of independence develop: overcoming of obstacles as a means of attacking and solving problems; persistence as a means of completing activity; activity as a means of gaining satisfaction just from being active; doing things without adult help as a means of gaining satisfaction from doing things by oneself. Beller makes the assumption also that initiative, overcoming obstacles, persistence, activity, and doing things by oneself constitute a general independence drive.

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<sup>3</sup>Emanuel K. Beller, "Dependency and Independence in Young Children," The Journal of Genetic Psychology, LXXXVII (1955), p. 26.

### Relation of Dependency and Independence

Overprotection and similar conditions which reinforce dependency and interfere with the development of independent drives contribute to a negative relation between the two drives. "However," Beller states, "the same parental practices which produce dependency drives also facilitate the growth of independence. In order to encourage the child in his early attempts to explore and manipulate the environment on his own, the parent may help and praise the child."<sup>4</sup> Therefore, Beller views dependency and independence as having a negative but not completely inverse or bipolar relation.

### Aggression

Aggression is also viewed as a product of the child's interaction with others, mainly with his parents. Aggression, which Sears defines as "a goal response to instigation to injure an organism,"<sup>5</sup> apparently develops as the child realizes he can control his environment, or secure compliance with his wishes, by hurting. At first the child can express only diffuse rage to frustrating situations, such as those caused by restraint and discomfort. However, he soon learns ways of reacting which help to get rid of the frustration. Some of these acts are constructive; some are hurtful to the parent and may be looked upon as the earliest exhibited forms of aggressive behavior.

As the child learns that aggressive acts are often followed by the relief of discomfort, aggression acquires the quality of a secondary

<sup>4</sup>Ibid., p. 27.

<sup>5</sup>Robert R. Sears et al., "Some Child Rearing Antecedents of Aggression and Dependency in Young Children," Genetic Psychology Monographs, XXXXVII (1953), p. 179.

drive. The child begins to respond aggressively to a good many frustrations in a purely automatic way, directing toward other people actual attacks, threatened attacks, hostile or provocative language, or interfering with others' activities. The child may even develop a secondary drive whereby he will seek the circumstances which surround gratification. He may see the signs of pain in another person at the moment frustration is removed, and hurt others for the sake of hurting.

Sears conceptualizes the origins of dependent and aggressive behavior as a function of the mother's motives of nurturance and pain avoidance which make her receptive to the child's signals for help and compliance. "The child quickly learns to perform the actions that have these signal qualities; in one instance these are 'aggressive' acts, in another 'dependent' or 'attention-getting.'"<sup>6</sup> The nature of both kinds of acts elicited by the child is a function of the child's tempo, his demands, or his tendency to be responsive or unresponsive, as well as a function of the mother's personality, of the signals to which she is responsive.

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<sup>6</sup>Ibid., p. 179.

## CHAPTER II

### REVIEW OF LITERATURE

Comprehensive studies of the child rearing process have been done by Sears and his associates. In 1947-48 Sears, Whiting, Nowlis, and Sears<sup>7</sup> made a pilot study of some of the child rearing antecedents of dependent and aggressive behavior using as subjects 40 preschool-age children and their mothers. Direct behavior unit observations in the preschool and teachers' ratings were used to measure the children's overt aggressive, dependent, and nurturant behavior. Doll play was also used to measure fantasy aggression, dependency, and nurturance; however, data from the doll play are presented in another report.<sup>8</sup> Information about characteristics of the children's infant and current experiences were obtained in recorded interviews with the mothers. Subsequently, the interviews were rated on twelve scales designed to measure severity of infant and current frustration, amount of current maternal nurturance, and severity of the mother's punitiveness toward the child.

The main conclusions of the study are: (1) the kind and amount of frustration and punishment reportedly experienced by the child are major determinants of the properties of both the dependency and the

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<sup>7</sup>Ibid.

<sup>8</sup>Pauline S. Sears, "Measurement of Dependency and Aggression in Doll Play," American Psychologist, III (1948), p. 263.



aggressive drives; (2) there are radical sex differences in the processes by which these drives are developed, differences that probably are a function of the different identification of boys and girls with their mothers; and (3) there are deep and pervasive differences in maternal treatment of boys and girls after the first year of life.<sup>9</sup>

As a follow-up to the above study, in 1951-52 Sears, Maccoby, and Levin<sup>10</sup> interviewed 379 mothers of kindergarten-age children on several dimensions of their own behavior, as well as on certain aspects of their children's behavior. Subsequently, the interviews were rated on each of the various dimensions. Several important findings concerned with feeding, toilet training, dependency, sex, and aggression were revealed.

Apparently dependency and aggression involve similar antecedents--withdrawal of love and punishment of dependent or aggressive behavior. Sears, Maccoby, and Levin found that those mothers who openly express their affection for the child, but repeatedly threaten the affectional bond by withholding love for disciplinary purposes and by being punitive toward the child's displays of parent-directed aggression, have the most dependent children. Moreover, if the mother is inconsistent in the ways she handles her child's dependent advances, the child is more likely to be dependent.

The findings relative to aggression suggest that the mothers who make it clear that aggression is frowned upon and stop aggression when it occurs but who avoid punishing the child for his aggression have the

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<sup>9</sup>Robert R. Sears et al., op. cit., pp. 233-34.

<sup>10</sup>Sears, Maccoby, and Levin, op. cit.

least aggressive children. While the mother's permissiveness of aggression and punitiveness of aggression influence the child's aggressive behavior, apparently rules and restriction do not. Sears, Maccoby, and Levin found that the degree of restrictiveness made a negligible contribution to the child's aggressiveness.

In the most recent and most comprehensive study of child rearing, Sears, Rau, and Alpert<sup>11</sup> in 1958 examined the interrelations and child-rearing antecedents of several types of child behavior of 40 four-year-olds, including dependency, aggression, adult role, gender role, guilt, and resistance to temptation. Measures of child behavior were obtained through behavior unit observations, observer ratings, and doll play, as well as through mother-child interactions, interviews with both mothers and fathers, and a behavior maturity scale. Parent measures were drawn from the parent interviews, mother-child interaction, and questionnaires or attitude scales given to the mothers. The research, based on Sears' identification theory, resulted in several complex findings relevant to the dimensions of dependency and aggression.

Sears, Rau, and Alpert found support for the hypotheses "that (1) continuing permissiveness for sexual and dependent behavior and (2) frustration through the withholding of love and affection, serve as instigators and/or reinforcers of dependency behavior."<sup>12</sup> However, they caution that sex differences in the variables considered and lack of clear intercorrelational evidence for a unitary

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<sup>11</sup>Robert R. Sears, Lucy Rau, and Richard Alpert, Identification and Child Rearing (Stanford, California: Stanford University Press, 1965).

<sup>12</sup>Ibid., p. 72.

trait of dependency suggest that the relations between child rearing practices and the several types of dependent behavior are more complicated than their hypotheses have implied.

The findings relative to aggression reflect several sex differences. Apparently current pressures and restrictions in the home are not associated with higher direct aggression and lower indirect or attenuated aggression in boys, whereas the opposite holds for girls. Girls apparently perceive which parent the mother esteems more highly, herself or the father. The child then tends to pattern her aggressive behavior after that of the model which is more esteemed by the mother. The intrusion of the opposite-sexed parent into a child's rearing tends to establish certain elements of that parent's behavior in the child.

Other findings show that non-permissiveness for aggression in the home is associated with low aggression toward parents but high aggression in nursery school, whereas permissiveness for aggression toward parents results in an increase in aggression in the home and a reduction of aggression in the nursery school. Punishment for aggression by either parent does not tend to increase aggression in the home. Furthermore, there is no clear indication of an inhibiting effect on aggression with even the most severely punished children.

Two related studies of child rearing, by McCord, McCord, and associates, deal with familial correlates of dependency and aggression in boys on a longitudinal rather than a cross-sectional basis. Both studies are based on a sample of boys drawn from the Cambridge-Somerville Youth Project. Although the children, who averaged 9 years in age at the beginning of the study, came mainly from lower class families, none of the correlates of social class was related to the child's dependency or

aggression. Material for the studies was gathered from observations, tests, and reports made between 1939 and 1945. Between 1956 and 1958 independent raters recategorized this information.

The pertinent findings on dependency suggest that (1) lack of cohesion within the family and parental rejection of the child serve to heighten, rather than to decrease, the child's overt dependent behavior; and (2) 'adult-dependent' boys may have come from an environment characterized by strict supervision, pervasive parental guidance, and a generally authoritarian regimen, whereas 'peer-dependent' boys may have suffered from a lack of guidance and control by their parents, and 'pervasively-dependent' boys seemed to have been offered an intimate example of passive dependence in their father's behavior.<sup>13</sup>

In the study on aggression it was found that (1) aggressive boys were most likely to have been raised by rejecting, punitive parents who failed to impose direct control on their behavior, offered them examples as deviant models, and often were involved in tense conflict; (2) non-aggressive boys were reared by affectionate, non-punitive parents who guided them by a consistent set of controls and exposed them to examples of social conformity; and (3) assertive boys were reared by relatively affectionate, non-threatening parents; however, these parents often failed to impose consistent controls, were deviant models, and often were in open conflict.<sup>14</sup>

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<sup>13</sup>William McCord, Joan McCord, and Paul Verden, "Familial and Behavioral Correlates of Dependency in Male Children," Child Development, XXXIII (1962), pp. 313-26.

<sup>14</sup>William McCord, Joan McCord, and Alan Howard, "Familial Correlates of Aggression in Nondelinquent Male Children," Journal of Abnormal and Social Psychology, LXII (1961), pp. 79-93.

### Measurement of Dependency and Aggression

Researchers have measured dependency and aggression in various ways, for example, rating scales<sup>15,16</sup> and projective doll play,<sup>17,18,19</sup> as well as other projective techniques.<sup>20,21,22</sup> However, the methods of pertinent interest here are observation techniques.

Heathers (1955),<sup>23</sup> used three-minute observations to obtain running account records of children's behavior. The observation records were then scored by recording each occurrence of a response falling in the scoring categories or subcategories of emotional dependence, emotional independence, and type of play situation.

<sup>15</sup>Beller, op. cit.

<sup>16</sup>Alberta E. Siegel, "Aggressive Behavior of Young Children in the Absence of an Adult," Child Development, XXVIII (1957), pp. 371-78.

<sup>17</sup>Pauline S. Sears, op. cit.

<sup>18</sup>Harry Levin and Robert R. Sears, "Identification with Parents as a Determinant of Doll Play Aggression," Child Development, XXVII (1956), pp. 135-55.

<sup>19</sup>Jesse E. Gordon and Edward Smith, "Children's Aggression, Parental Attitudes and the Effects of an Affiliation-Arousing Story," Journal of Personality and Social Psychology, I, No. 6 (1965), pp. 654-59.

<sup>20</sup>P.H. Mussen and H.K. Naylor, "The Relationships Between Overt and Fantasy Aggression," Journal of Abnormal and Social Psychology, XLIX (1954), pp. 235-40.

<sup>21</sup>J.R. Smith and J.C. Coleman, "The Relationship Between Manifestations of Hostility in Projective Tests and Overt Behavior," Journal of Projective Techniques, XX (1956), pp. 326-34.

<sup>22</sup>K. Purcell, "The TAT and Antisocial Behavior," Journal of Consulting Psychology, XX (1956), pp. 449-56.

<sup>23</sup>Glen Heathers, "Emotional Dependence and Independence in Nursery School Play," The Journal of Genetic Psychology, LXXXVII (1955), pp. 37-57.

Hartup and Keller (1960)<sup>24</sup> also used three-minute observations in their study of the relation between nurturance and dependency in preschool children. However, the procedure actually yielded two-minute observations, since the observers spent the first 30 seconds becoming familiar with the situation in which the child was involved and the last 30 seconds for observation of the consequences of any nurturant or dependent behavior that had occurred. The observers used a direct behavior measure, obtaining a frequency count of all behavior which occurred during the middle two-minute phase of the observation relevant to predetermined nurturance and dependency categories.

Observer agreements for dependency were 90 percent for preliminary observations and 89 percent for sample reliability observations made during the study. To estimate the stability of the total scores, odd-even correlations were made. The odd-even correlation for dependency was +.69.

Walters, Pearce, and Dahms (1957)<sup>25</sup> also used direct observation, employing predetermined categories and one-minute time sampling periods in a study of the affectional and aggressive behavior of preschool children. All of the affectional and aggressive behaviors which occurred within a given minute were recorded by checking the appropriate category or subcategory for physical affection, verbal affection, physical aggression, or verbal aggression.

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<sup>24</sup>Willard W. Hartup and E. Duwayne Keller, "Nurturance in Preschool Children and its Relation to Dependency," Child Development, XXXI (1960), pp. 681-89.

<sup>25</sup>J.C. Walters, Doris Pearce, and Lucille Dahms, "Affectional and Aggressive Behavior of Preschool Children," Child Development, XXVIII (1957), pp. 15-26.

Preliminary observations, made for the purpose of obtaining measures of reliability, revealed an average agreement of 85 percent.

Recently, Brown and Elliott (1965)<sup>26</sup> used Walters, Pearce, and Dahms' (1957) physical aggression and verbal aggression categories but employed five-minute observation periods and measured the children's aggressive behavior in each of four different periods in the experiment: Pre-treatment, first treatment, follow-up, and second treatment. The correlation between observers of total aggressive responses checked in each of 24 five-minute periods was .97.

None of the above studies reported any attempt to validate its instruments, and only one, the Hartup and Keller study, reported an estimate of the reliability of the scores and of the observations. Sears' studies provide more nearly complete reliability and validity information.

In the Sears, Whiting, Nowlis, and Sears (1953) study, the children were observed for 15-minute periods. Scores were obtained by a frequency count, during each 15-minute period, of the occurrence of behavior under the dependency and aggressive categories. The mean observer agreement on the dependency subcategories was 91 percent; on total dependency, 94 percent. The mean agreement on aggression subcategories was 86 percent; on total aggression, 91 percent.

Besides obtaining measures of dependency and aggression through behavior unit observations, Sears et al. obtained parallel measures through teachers' ratings. The correlations between rated dependency

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<sup>26</sup>Paul Brown and Rogers Elliott, "Control of Aggression in a Nursery School Class," Journal of Experimental Child Psychology, II (1965), pp. 108-20.

and observed dependency for boys was  $+.44$ , for girls, zero. The low correlations raise a question as to the validity of both sets of measures. Sears et al. write that the fact that the observations are based primarily on frequency, whereas the ratings take other indices of strength into account, gives some explanation of the low correlations.

With respect to aggression, the situation is better. The correlation between rated aggression and observed aggression was  $+.64$  for boys and  $+.48$  for girls.

Sears, Rau, and Alpert (1965) used the same dependency categories as were used in the above Sears study, but they recorded the children's behavior for ten-minute periods. The observer agreement percentages were 78 percent for dependency, 70 percent for antisocial aggression and 61 percent for prosocial aggression.

Trait consistency was estimated from scores computed from the records of each observer separately and from scores computed on each variable on each child for each of three time periods. The corrected mean intercorrelations among the four observers were  $.74$  on dependency,  $.85$  on antisocial aggression and  $.74$  on prosocial aggression. The corrected mean intercorrelations among the three time periods were  $.63$  for dependency,  $.79$  for antisocial aggression and  $.73$  for prosocial aggression.

With respect to the question of validity, the previously mentioned low intercorrelations between the various measures of dependency led the researchers to conclude, "The evidence for a basic trait of dependency behavior is unsatisfactory for girls and clearly lacking for boys . . ."<sup>27</sup> However, the moderately high intercorrelations between

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<sup>27</sup>Sears, Rau, and Alpert, op. cit., p. 42.



various measures of aggression suggest a clear syndrome of aggression for boys, but a less clear syndrome for girls.

### Measurement of Mothers' Attitudes

From mothers' statements in the original Patterns of Child Rearing interviews, Sears constructed five pencil and paper attitude scales measuring permissiveness for indoor nudity, permissiveness for masturbation, permissiveness for social sex play, permissiveness for aggression toward parents, and punishment for aggression toward parents. In the Sears, Rau, and Alpert (1965) study these attitude scales were administered. Moreover, parent interviews were undertaken. In a separate report<sup>28</sup> Sears presents findings comparing the interviews with the questionnaires as a method for measuring mothers' attitudes toward sex and aggression. He reports that with independently obtained measures of children's behavior, the interview measures generated more statistically significant correlations. However, the attitude scales correlated better with the mothers' observed behavior and proved more effective for replicating group differences discovered in previous studies. (Further discussion of the Sears Attitude Scale will be undertaken in Chapter III.)

This review of literature presents several points of view regarding child rearing antecedents of dependent and aggressive behavior. However, it appears that the recent material from the Sears, Rau, and Alpert study raises the most significant points about the diverse and complex variables involved in the relations between child rearing

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<sup>28</sup>Robert R. Sears, "Comparison of Interviews with Questionnaires for Measuring Mothers' Attitudes Toward Sex and Aggression," Journal of Personality and Social Psychology, II, No. 1 (1965), pp. 37-44.

practices and dependent and aggressive behavior of children.

Further, the studies on the measurement of the variables emphasize the problems involved in measuring such diverse and complex variables. From these studies one realizes that although it is relatively easy to establish observer reliability, obtaining measures of stability, consistency, and validity is much more difficult, especially with the dimension of dependency.

## CHAPTER III

### METHODS AND PROCEDURES

In the foregoing chapters the theoretical formulations for the development of dependency, independence, and aggression were discussed and relevant studies on these dimensions were presented. Since it is the purpose of this study to supplement some of the findings from the Sears studies on dependency and aggression, as well as consider the dimension of independence, emphasis was placed on a review of the work of Sears and his associates. It is mainly on the basis of their work that the assumptions and hypotheses for this study were made.

#### Assumptions and Hypotheses

Assumption I. A child's behavior, measured over a period of several weeks in a nursery school situation, is typical of his nursery school behavior.

Assumption II. The Sears Attitude Scale is a valid and reliable instrument for measuring parental attitudes toward child rearing.

The following hypotheses were made for this study:

Hypothesis I. Mothers display the following similarities and differences in their treatment of boys and girls, as measured on the Sears Attitude Scale:

(a) mothers of girls and mothers of boys are not differentially permissive or restrictive for rules and regulations.

(b) mothers of girls and mothers of boys are not differentially punitive for aggression toward parents.

(c) mothers of boys are more permissive of aggression toward parents than mothers of girls.

(d) mothers of boys are more permissive of dependent behavior than mothers of girls.

Hypothesis II. There are sex differences in children's overt behavior:

(a) girls display greater dependent behavior in preschool than boys.

(b) girls display less independent behavior in preschool than boys.

(c) girls display less aggressive behavior in preschool than boys.

Hypothesis III. Maternal punitiveness has a stronger and more inhibiting effect on girls than on boys, resulting in:

(a) a negative correlation between maternal punitiveness and dependent behavior for girls.

(b) a positive correlation between maternal punitiveness and dependent behavior for boys.

Hypothesis IV. A moderate negative relation exists between the dependence and independence dimensions.

Hypothesis V. The amount of current frustration (restrictiveness) in the home environment contributes no variance to the measures of aggressive behavior in preschool.

Hypothesis VI. Severity of the mother's punishment for aggressive behavior has a curvilinear relation with amount of aggression

displayed in preschool.

Hypothesis VII. With respect to the dual influence of permissiveness for aggression toward parents and punitiveness for aggression toward parents, it is expected that:

(a) mothers who are high on permissiveness and high on punitiveness for aggression toward parents will have the most aggressive children.

(b) mothers who are low on permissiveness and low on punitiveness for aggression toward parents will have the least aggressive children.

(c) mothers who are low on permissiveness and high on punitiveness for aggression toward parents will have the most dependent children.

(d) mothers who are high on permissiveness and low on punitiveness for aggression toward parents will have the least dependent children.

(e) mothers who are high on permissiveness and low on punitiveness for aggression toward parents will have the most independent children.

(f) mothers who are low on permissiveness and high on punitiveness for aggression toward parents will have the least independent children.

### Selection and Description of Sample

The three groups of four-to-five-year old children enrolled at the Michigan State University Laboratory Preschool during the fall term of 1965, and their mothers, comprised the sample for this study. The

mean age of the children was 4 years, 5 months. Of the original 44 children and their mothers, four were dropped from the sample. One mother was foreign born and did not know sufficient English to answer the questionnaire; one mother had previously answered the questionnaire in connection with another study; and two of the children were dropped because of continued absences owing to illness. The final sample of 40 children consisted of 21 boys and 19 girls.

The parents of children attending the Laboratory Preschool are generally university faculty members or parents engaged in other professions who reside in the East Lansing, Michigan, area. However, four of the children, who were in one of the groups, came from lower class families.

All of the mothers were married and living with their husbands, except one mother who was separated from her husband. Tables 1 and 2 provide additional background information on age of parents and level of education of the mothers.

TABLE 1.--Age of Parents

Age in Years									
		25-29	30-34	35-39	40-44	45-49	50-54	55-59	Total
Mothers	N	5	12	12	7	3	0	0	39*
Fathers	N	0	10	10	10	4	2	2	38*

Mean Age: Mothers - 36.2  
Fathers - 39.9

\*One mother gave neither her age nor her husband's age; another mother did not give her husband's age.

TABLE 2.--Level of Education of Mothers

Level of Education									
	Grade School	Some High School	High School Graduate	Technical or Business School	Some College	Received Bachelor's	Received Master's	Received Doctorate	Total
Mothers N	2	1	2	2	8	12	11	2	40

### The Sears Attitude Scale

To ascertain the attitudes of the 40 mothers toward their children's dependent and aggressive behavior, four attitude scales, compiled as a questionnaire, were used (see Appendix I). The questionnaire was administered to the mothers in small groups at the Laboratory Preschool (see Appendix II). Three mothers who were unable to come to the nursery school answered the questionnaire at home.

Sets of declaratory sentences from the mother interviews of the Patterns of Child Rearing study formed the scales. Each sentence was followed by five boxes labelled, from left to right, strongly agree, agree, not sure, disagree, and strongly disagree. The mothers were asked to read each statement and indicate their feeling about the statement by checking one of the five labelled boxes. The items were scored on a five-point scale, with the most permissive answer receiving five points and the least permissive answer receiving one point. However, on the scale for punishment for aggression toward parents the most punitive

answer received five points and the least punitive answer received one point.

The scales on the questionnaire measured Rules and Restrictions (30 items); Permissiveness for Dependent Behavior (15 items); Punitiveness for Aggression Toward Parents (15 items); and Permissiveness for Aggression Toward Parents (20 items).

The total possible score for each of the scales is listed below:

Rules and Restrictions	150
Permissiveness for Dependent Behavior	75
Punitiveness for Aggression Toward Parents	75
Permissiveness for Aggression Toward Parents	100

Two of the scales, Punitiveness for Aggression Toward Parents and Permissiveness for Aggression Toward Parents, came from the attitude scale developed by Sears from the Patterns of Child Rearing interviews, and administered in the Identification and Child Rearing study. Sears, using odd-even item correlations and the Spearman-Brown correction, found these scales to have high reliabilities. The scales also correlated significantly with the mother interview scales based on the same sample.<sup>29</sup>

The two other scales, Rules and Restrictions and Permissiveness for Dependent Behavior, were developed by Jones.<sup>30</sup> The reliabilities of the rules and restrictions and dependency scales were computed also by odd-even item correlations with the Spearman-Brown correction. Jones

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<sup>29</sup>Ibid.

<sup>30</sup>Laurel M. Jones, "An Attitude Measure of Parental Permissiveness" (unpublished Master's thesis, Stanford University, 1961).



considers these reliabilities "quite satisfactory," although they are somewhat lower than the reliabilities of the two Sears scales.

Table 3 presents the reliabilities of the scores of the present study as compared with the reliabilities obtained by Sears and by Jones.

TABLE 3.--Comparison of Odd-Even Item Reliabilities of Attitude Scales

Attitude Scale Dimensions	Sears Data			Jones Data			Present Study Data		
	N*	Raw	Spear. Brown	N*	Raw	Spear. Brown	N*	Raw	Spear. Brown
Rules and Restrictions				106	.48	.65	40	.58	.73
Dependency				106	.47	.64	40	.44	.61
Punitiveness for Aggression	40	.76	.86				40	.58	.73
Permissiveness for Aggression	40	.76	.86				40	.81	.90

\*N = the number of mothers.

### Observation Instrument

From the emotional dependence, emotional independence, and play categories of Heathers and the physical aggression and verbal aggression scales of Walters, Pearce, and Dahms, an observation schedule was developed to measure the frequency of the children's dependent, independent, and aggressive behavior in the nursery school (see Appendix III). The play categories were used mainly to help establish observer agreement in the preliminary stages of the study and were not used in computing the children's final scores.

The percentage of observer agreement was computed by the following formula:

$$\frac{\text{Sum of Agreements of Two Observers}}{\text{Sum of Agreements} + \text{Sum of Disagreements}}$$

During a preliminary two-week period five measures of observer reliability were made by using three-minute sample observations. The first measure resulted in a 62 percent agreement between observers; the final established measure of reliability was 79 percent.

Following the establishing of observer reliability, 20 three-minute observations were made on each of the 40 children. The observations were rotated so that the 20 observations for each child would be representative of the total two-hour (approximately) nursery school period. An attempt to have one observation for each child in each five-minute span of the nursery school period was satisfactorily, although not rigidly, carried out. No more than three observations were made on one child in a single day. Any multiple observations on a single child in a single day were spaced at least 15 minutes apart.

A total frequency count in each of the categories--emotional dependence, emotional independence, and physical and verbal aggression combined--for the 20 three-minute observations gave each child scores on three dimensions.

To get a measure of how consistent the children were with respect to their frequency of displaying dependency, independence, or aggression, odd-even correlations were computed with the observations arranged in time-order sequence based on five-minute spans of the two-hour nursery school period. The Spearman-Brown correction was computed on the raw scores.

As a further check on consistency of the children's behavior, a split-half reliability check was made, comparing the observations of the children made during the first hour of the nursery school period with those made during the second hour. The Spearman-Brown correction was also employed in this computation. Table 4 shows the results of both the odd-even and split-half reliabilities.

TABLE 4.--Comparison of Odd-Even and Split-Half Reliabilities of the Observations of Children

Observation Dimensions	Odd-Even			Split-Half		
	N	Raw	Spearman Brown	N	Raw	Spearman Brown
Dependency	40	.24	.39	40	.34	.51
Independence	40	.53	.69	40	.20	.33
Aggression	40	.38	.55	40	.46	.63

The low correlations and the inconsistency between the two methods of computing reliabilities raise doubts as to both the reliability of the observation instrument and the inherent consistency of the children's dependent, independent, and aggressive behavior. However, the raw scores reflect not only the consistency dimension of the children's behavior as measured by the instrument, but also the reliability of the observers which, although satisfactory, was not extremely high (79 percent).

In the Walters, Pearce, and Dahms study, the subcategory, "Refuses to comply," was included in the overall verbal aggression category. In the Sears, Rau, and Alpert study, refusing to comply was listed as

negative attention seeking under the dependency category. In the present study it was felt that refusing to comply was more representative of independent behavior than dependent behavior or aggressive behavior and, thus, was listed under emotional independence. Intercorrelations of the children's scores give support for this recategorization, as "refuses to comply" correlated significantly with total independence (+.45) but had virtually no correlation with dependency and aggression (-.02 and zero).

## CHAPTER IV

### PRESENTATION AND DISCUSSION OF RESULTS

The results of this study will be presented and discussed in terms of the hypotheses outlined in Chapter III.

Hypothesis I. To test the first hypothesis, the means and standard deviations of the scores on the Sears Attitude Scale were computed separately for the mothers of the boys and for the mothers of the girls. Mean differences between the mothers according to sex of child were obtained. As shown in Table 5, none of the comparisons was significant.

TABLE 5.--Mean Differences Between Mothers' Scores on the Sears Attitude Scale According to Sex of Child

Attitude Scale Dimensions	Mothers of Girls			Mothers of Boys			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Rules and Restrictions	19	85.05	14.42	21	85.81	11.73	n.s.
Dependency	19	47.16	5.19	21	46.57	5.13	n.s.
Punitiveness for Aggression	19	42.26	7.28	21	43.10	6.71	n.s.
Permissiveness for Aggression	19	58.89	11.00	21	57.86	9.52	n.s.

As computed from scores on the Sears Attitude Scale, the critical

ratios are not significant. Therefore: (a) mothers of girls and mothers of boys show no difference in regard to permissiveness or restrictiveness for rules and regulations; (b) mothers of girls and mothers of boys show no difference in regard to punitiveness for aggression toward parents; (c) mothers of boys do not show themselves as being more permissive of aggression toward parents than do mothers of girls; and (d) mothers of boys do not show themselves as being more permissive of dependent behavior than do mothers of girls.

Hypothesis II. Means and standard deviations were also computed to test the second hypothesis, but for this hypothesis the children's observation scores were used. Mean differences between the boys and the girls on each of the dimensions, dependency, independence, and aggression, were obtained. As shown in Table 6, none of the differences was significant.

TABLE 6.--Mean Differences Between Girls' and Boys' Observation Scores

Observation Dimensions	Girls		Boys		C.R.
	Mean	S.D.	Mean	S.D.	
Dependency	97.26	13.14	95.57	14.18	n.s.
Independence	38.63	13.24	42.48	9.50	n.s.
Aggression	12.68	7.77	14.38	8.42	n.s.

Since all the sections of Hypothesis II postulate sex differences--girls display greater dependent behavior in preschool than boys, girls display less independent behavior in preschool than boys, and girls

display less aggressive behavior in preschool than boys--no part of the hypothesis is supported by the findings.

Hypothesis III. To test the hypothesis that there would be a negative correlation between maternal punitiveness and dependent behavior for girls and a positive correlation between maternal punitiveness and dependent behavior for boys, the mothers' scores on punitiveness for aggression toward parents and the children's scores on emotional dependence were used. Pearson product-moment correlations yielded  $r$ 's of  $-.33$  for the girls and  $-.05$  for the boys. The correlation for the boys, although slightly in the opposite direction from that hypothesized, is not significant. The correlation for the girls is significant at the  $.1$  level. Thus, the first part of the hypothesis, a negative correlation between maternal punitiveness and dependent behavior for girls, is supported, while the second part, a positive correlation between maternal punitiveness and dependent behavior for boys, is not.

Hypothesis IV. The fourth hypothesis assumes a moderate negative relation between the dependence and independence dimensions. The computed Pearsonian  $r$  of  $+.04$  is not significant.

Hypothesis V. To test the hypothesis that the amount of current frustration in the home environment contributes no variance to the measures of aggressive behavior in preschool, the mothers' scores on rules and restrictions and the children's scores on aggression were correlated. The correlation of  $-.19$  is not significant. Therefore, the null hypothesis is not rejected.

Hypothesis VI. The Pearson product-moment correlation between the mothers' scores on punitiveness for aggression toward parents and the children's scores on aggression was low ( $+.07$ ) and non-significant

and, thus, gave no suggestion of a linear relation. A scatter diagram was made to see whether there was the curvilinear relation hypothesized between severity of punishment by the mother for aggressive behavior and amount of aggression displayed in preschool. However, the scatter diagram provided no support for this hypothesis.

Hypothesis VII. A chi-square analysis was used to test the complex relations of the combination of the mothers' permissiveness for aggression toward parents with the children's dependent, independent, and aggressive behavior. The computations were made to ascertain whether the combined variables were significantly related to the dimensions of dependence, independence, and aggression. The group mean score on each variable was chosen as the dividing point for classifying the mothers as high or low on permissiveness and on punitiveness, and for classifying the children as high or low on dependency, on independence, and on aggression. Tables 7, 8, and 9 show the categorization of the variables and the results of the chi-square analysis.

From the tables it can be seen that the following findings from the mothers' scores on the attitude scale and the children's scores on the observations are significant:

(a) mothers low on permissiveness and high on punitiveness tend to have children high on aggression.

(b) mothers high on permissiveness and low on punitiveness tend to have children low on aggression.

(c) mothers low on permissiveness and high on punitiveness tend to have children high on dependency.

(d) mothers low on permissiveness and high on punitiveness tend to have children low on independence.



TABLE 9.--Children's Independent Behavior as a Function of Mothers' Permissiveness and Punitiveness for Aggression

	Children			
	High Independence		Low Independence	
Mothers	N	Percent	N	Percent
Low Permissiveness- Low Punitiveness	3	15.8	2	9.5
Low Permissiveness- High Punitiveness	5	26.3	10	47.6
High Permissiveness- Low Punitiveness	8	42.1	7	33.4
High Permissiveness- High Punitiveness	<u>3</u>	<u>15.8</u>	<u>2</u>	<u>9.5</u>
Total	19	100.0	21	100.0
	$\chi^2 = 2.35$		$\chi^2 = 7.83$	
	d. f. = 1		d. f. = 1	
	Not significant.		Significant at .01 level.	

The Coefficients of Contingency, which give estimates of the strength of the above relations, are .46, .42, .59, and .52, respectively.

The hypothesized relations--that mothers high on permissiveness and high on punitiveness will have the most aggressive children, and mothers low on permissiveness and low on punitiveness will have the least aggressive children--are only partially supported. In the present study, while high punitiveness is related to high aggression and low punitiveness is related to low aggression, the permissiveness variable is reversed.

Two of the remaining hypothesized relations--mothers low on permissiveness and high on punitiveness will have the most dependent children, and mothers low on permissiveness and high on punitiveness will have the least independent children--are supported by the findings. However, findings on the other two hypothesized relations--mothers high on permissiveness and low on punitiveness will have the least dependent children, and mothers high on permissiveness and low on punitiveness will have the most independent children--are not significant, although tendencies in the hypothesized directions were found.

### Discussion of Results

Findings on differences between child rearing practices of mothers of girls and mothers of boys have not been consistent on all variables. In various studies the differences have been sometimes significant and sometimes not. Sears, Whiting, Nowlis, and Sears concluded that greater demands are placed on girls than on boys for non-dependent behavior, but they caution, "None of these findings has much statistical

significance and until the measures can be repeated on other groups, one must have low confidence in them."<sup>31</sup> In Jones' study, mothers' scores on the attitude scale, in the direction of greater permissiveness for dependency for boys, are not significant beyond the .15 level.<sup>32</sup> Therefore, although the data from the present study do not support the hypothesis that mothers of boys are more permissive of dependent behavior than mothers of girls, they do give support for the questionable significance of previous findings.

In the report comparing interviews with questionnaires for measuring mothers' attitudes,<sup>33</sup> Sears states that the attitudes scales showed that mothers of boys were slightly more permissive for aggression ( $p = .08$ ) than were mothers of girls. Jones, however, did not find such a significant difference in her study. The data from the present study support Jones' findings, not Sears' findings.

The lack of sex differences in the children's dependent, independent, and aggressive behavior may be due to the limitation of the use of the total scores in each category. Sears, Whiting, Nowlis, and Sears found that girls were more dependent toward teachers than were boys; Sears, Rau, and Alpert state that tattling can be described as a feminine form of aggression and injury to others as masculine. Subcategory differences such as these are hidden or cancelled out with the use of the total score. Analysis of the subcategory items from the present study might reveal some significant sex differences.

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<sup>31</sup>Robert R. Sears et al., op. cit., p. 175.

<sup>32</sup>Jones, op. cit.

<sup>33</sup>Robert R. Sears, op. cit.

Another possible influence on the lack of sex differences may be based on the use of frequency count in the observations. Measures of strength or intensity of behavior may have revealed differences unaccounted for by the frequency count.

A third contribution to the lack of sex differences may lie in the homogeneity of age of the group. In the Sears, Whiting, Nowlis, and Sears study, where significant sex differences were found on total dependency as well as on subcategory dependency items, the age range of the group was from 3 years, 4 months to 5 years, 5 months. In the present study the age range was more restricted, from 3 years, 11 months to 5 years.

The hypothesis that a negative correlation exists between maternal punitiveness and dependent behavior for girls is supported by the findings of the present study. However, the hypothesis that a positive correlation exists between maternal punitiveness and dependent behavior for boys is not supported. Why this hypothesis is not supported in the present study appears to be more comprehensible in light of evidence from two of the Sears studies. Sears, Whiting, Nowlis, and Sears (1958) found a significant positive correlation (+.29) between maternal punitiveness and dependent behavior for boys, but Sears, Rau, and Alpert (1965) did not. However, Sears, Rau, and Alpert did find a significant negative correlation (-.44) between paternal punitiveness for aggression toward parents and observed dependent behavior for boys. Thus, the child's identification with the parent of the same sex appears to be a significant factor in the relation between parental punitiveness and the child's dependent behavior.

The hypothesized moderate negative relation between the

dependence and independence dimensions was not found in the present study. In fact, no relation was found between the dimensions. While the data support Beller's view of a non-bipolar relation between dependence and independence, they also raise doubts as to the existence of even a moderate relation between the two dimensions.

The findings of the present study have some rather significant implications with respect to the dual influence of maternal permissiveness for aggression toward parents and punitiveness for aggression toward parents on the dependent, independent, and aggressive behavior of the children. Although permissiveness and punitiveness for aggression are significantly related to the high aggressive behavior and low aggressive behavior of the children as scored on the observations, the variables apparently have an even stronger influence on the high dependent and low independent behavior of the children.

Sears, Maccoby, and Levin found that children more severely punished for aggression toward parents were considerably dependent and suggest that punishment for aggression proves to be significant because, "the child's aggression toward the parent is in itself an action which threatens the affectional bond between them. Possibly the parent's response has the quality of a response in kind--it may mean 'All right, if you don't love me, I don't love you either.' Such implications evidently provide a stimulus . . . for the child to seek reassurance that his parent does in fact still love him."<sup>34</sup> However, as shown by the negative relation between maternal punitiveness and dependent behavior for girls in the present study, and the negative relation between

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<sup>34</sup>Sears, Maccoby, and Levin, op. cit., p. 171.

paternal punitiveness and dependent behavior for boys in the Sears, Rau, and Alpert study, identification with the same-sexed parent tends to lead to inhibition of dependent behavior.

In the present study the small number of subjects did not enable categorization of the boys and the girls separately for chi-square analysis. With more subjects, and with measures of paternal permissiveness and punitiveness for aggression, a chi-square analysis could provide useful information about the relation of permissiveness and punitiveness to the inhibition and augmentation of dependent behavior.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This study was designed to investigate various aspects of the child rearing process, specifically, the influence of the mother's reported behavior on the child's behavior in three areas--dependency, independence, and aggression.

The subjects were 40 children who were attending the Laboratory Preschool at Michigan State University during fall term 1965, and their mothers. The parents were predominantly university faculty members or parents in other professions who reside in the East Lansing, Michigan, area.

The Sears Attitude Scale was used to measure the mothers' attitudes on four dimensions: rules and restrictions, permissiveness for dependent behavior, punitiveness for aggression toward parents, and permissiveness for aggression toward parents. Direct observations employing predetermined categories and three-minute time sampling periods were made to obtain measures of the children's dependent, independent, and aggressive behavior during the nursery school period.

Based on findings from previous studies, primarily those of Sears and associates, several hypotheses were made. Analysis of the data revealed support for some of the hypotheses but not for others.

The main results of the study were:

1. As measured on the Sears Attitude Scale, mothers

of boys and mothers of girls were not differentially permissive or restrictive for rules and regulations, punitiveness for aggression toward parents, permissiveness for aggression toward parents, or permissiveness for dependent behavior.

2. No significant sex differences were found in the children's dependent, independent, and aggressive behavior in the nursery school setting.

3. A negative relation was found between maternal punitiveness, as measured on the attitude scale, and observed dependent behavior for girls. However, essentially there was no relation between maternal punitiveness and observed dependent behavior for boys.

4. Mothers who score low on permissiveness and high on punitiveness tend to have children who score high on aggression, while mothers who score high on permissiveness and low on punitiveness tend to have children who score low on aggression.

5. Mothers who score low on permissiveness and high on punitiveness tend to have children who score high on dependency and/or low on independence.

Maternal punitiveness apparently inhibits dependent behavior in girls. However, the increase of dependent behavior found when the dual influence of maternal punitiveness and permissiveness for aggression are considered, after grouping boys and girls together, suggests that these relations need further study. With a larger sample, where subgroups of boys and girls could be analyzed separately, more information could be



obtained about the influence of maternal, and possibly paternal, punitiveness and permissiveness for aggression toward parents not only on dependency but on independence and aggression.

It also appears that more reliable and valid instruments must be developed for measuring the mothers' attitudes toward dependent and aggressive behavior, as well as the children's behavior, particularly dependent behavior. Further, since independence appears to be a separate dimension from dependency and not a bipolar aspect of dependency, it may prove fruitful to develop a scale measuring mothers' attitudes toward independent behavior, as well as improving methods of measuring children's independent behavior.

Perhaps a closer look into the patterning of both boys and girls on the variables of dependent, independent, and aggressive behavior would provide clues which would aid in the development of more adequate instruments to measure not only the children's behavior, but the mothers' attitudes on the three dimensions as well.

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## **APPENDICES**

## **APPENDIX I**

### **Sears Attitude Scale**

## Sears Attitude Scale

## A SURVEY OF ATTITUDES TOWARD CHILDREN'S BEHAVIOR

INSTRUCTIONS

Several hundred mothers of 4 to 5 year-old children were interviewed about their feelings toward children. On these pages we have listed quite a few quotations from what different ones have said. Most of the quotations refer to the mothers' comments about children's angry behavior and their dependent behavior. As you will see, there was a good deal of difference of opinion among the mothers. We now want to find out how other mothers feel about each of these statements. You will probably agree with some of them, and disagree with others. You may feel quite strongly about some, but not very strongly about others. On some you may not be sure how you feel -- or you may just not care one way or another.

Will you please put an X or check in one of the five boxes at the right of each statement to show how you actually feel or what you generally do? Do not put how you think you should feel or what you think you should do. Make only one mark for each statement.

Of course, some of these quotations may not apply to you. If one of them talks about "my daughter" -- and you don't have a daughter -- all you can do is give your answer on the way you feel generally, or the way you think you would feel or what you would do if you did have a daughter.

We are interested in what you do or what you would do with your child. There are no right or wrong answers; no answer has a higher value than another answer.

Remember that all the mothers who made these statements were talking about their 4 to 5 year-old children. Unless the quotation actually refers to the child when he was a different age, think of what the statement says as being about a 4 to 5 year-old.



## GENERAL INFORMATION QUESTIONNAIRE

## FAMILY BACKGROUND

1. Your full name \_\_\_\_\_ Date of Birth \_\_\_\_\_
2. Marital Status: Married \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_ Divorced for the second time \_\_\_\_\_ Widow \_\_\_\_\_ Widow and now married for a second time \_\_\_\_\_
3. Husband's name \_\_\_\_\_ Date of Birth \_\_\_\_\_

## EDUCATIONAL BACKGROUND

1. How much education have you completed:   Gradeschool \_\_\_\_\_  
                                                               Highschool                      \_\_\_\_\_  
                                                               College                          \_\_\_\_\_  
                                                               Number years completed   \_\_\_\_\_  
                                                               Highest degree obtained   \_\_\_\_\_
2. If you are a college student presently, answer these questions:
- a. What is your major: \_\_\_\_\_
- b. Degree you are working toward: \_\_\_\_\_
- If your husband is a student,
- c. What is your husband's major: \_\_\_\_\_
- d. Degree he is working toward: \_\_\_\_\_



# QUESTIONNAIRE

## Mothers' Statements about Rules and Restrictions

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Sometimes when you tell them to do something, they are thinking of something else, and you should give them time to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There are certain things, like getting up in the middle of a meal, that I will not permit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I like to have him hang up his hat and jacket as soon as he comes inside. He doesn't always remember, but I make him go back and do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When she was little, I started to train her to pick up her toys and put them away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is hard to get them to respect each other's things, because they want them and they don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Once in awhile I let them stay up a little later -- like on Friday night when there's nothing special happening the next day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maybe I'll tell her twice to do something, but if she doesn't -- that's all!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I don't like to have him dawdle with his food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I tell her she has to do her household jobs, and if she doesn't do them, she can't go out and play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When he is going somewhere, he should be dressed neatly -- and be made to realize that he has his good clothes on and should keep them clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[illegible]

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion. The number of illiterate people in the world is expected to increase to 1.7 billion by the year 2015. The number of illiterate people in the world is expected to increase to 1.7 billion by the year 2015. The number of illiterate people in the world is expected to increase to 1.7 billion by the year 2015.

[illegible]

1. *Chlorophyll a* (Chl *a*)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
11. You know how boys are; they're rough and its hard to keep them clean, so we expect very little of him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Right now their rooms are always messy, but I just let it go. When they get a little older, they'll develop an interest in how their rooms look.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I expect the children to help me keep the house looking neat and clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I don't believe a child his age should be given any regular jobs around the house.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. They will have enough responsibilities later on, so why make them work now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I've taught her to wash up the moment she comes in from outdoors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. She never gets into our closets or our dressers -- that is one thing I won't permit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I think respect for other peoples' property is one of the most important things a child can be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When it's bedtime, it's bedtime ... just bath, teeth, bed, and lights out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I let him spend as much time watching TV as he wants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. All children go through stages of playing with their food, so when he did it I didn't pay too much attention to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I have punished him severely when he has marked up things; he must learn to care for his home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. It is important from the beginning to teach them not to do things like marking on the walls or jumping on the furniture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
24. We aren't too concerned with what belongs to whom around our house.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. She begs sometimes to stay up and watch TV, but that doesn't go over too well. She goes to bed just the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I try to have a special place for them in the house -- a chair they can jump on, a room they can mark up as much as they want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I don't think a child her age should be allowed to watch just any TV program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. He has no special bedtime; he just goes to sleep when he gets tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I try to teach her to be polite and say "Hello" when she sees somebody she knows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. If he stays up late one night, then he will want to stay up the next night too, so I just don't give in at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I don't believe a child has to drop what he is doing and run to you there and then.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. He has to learn that he must sit quietly and wait until everyone else is through talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. You can't expect them to remember their good manners all the time; they will all slip up once in awhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I encourage him to help me with things around the house, but I don't enforce it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I don't like running around or wrestling or playing cowboys in the house -- I believe that's for the outdoors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. If you don't get obedience now, you'll never get it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. When they are this young, you shouldn't expect them to have good table manners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- |                                                                                                           | Strongly Agree           | Agree                    | Not Sure                 | Disagree                 | Strongly Disagree        |
|-----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 38. He uses his fork most of the time now, but if he wants to use his fingers now and then, I don't care. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Getting a child to obey should not be a major goal of a parent.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Mothers' Statements about Dependent Behavior

- |                                                                                                                                                      |                          |                          |                          |                          |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 40. Unless I'm really busy, I like to have the children around me all the time. I enjoy having them help me.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I think as long as I have something for him to do, like a toy to play with, that he should be satisfied to play by himself.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. I can't stand a boy who's always under foot; so I just try not to let that kind of thing get started.                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. If he wants my attention when I'm busy, I just make him wait until I'm all through; then I see what he wants.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. If he asks for help with something that I know he can do himself, I just tell him he has to stay there until he does it.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. I think it makes it harder for the teacher if you baby them too much; so I just see to it that they do things themselves.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. I don't mind his wanting me to do things because they're not children very long.                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. I don't mind how much attention he wants as long as I'm not busy; but if I'm busy, I get annoyed and may push him aside.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I simply make her do things for herself; I tell her, "You have to learn to do them; you're getting bigger and I can't wait on you all the time." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
49. He wants a lot of attention from me, and he gets all that he asks for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I don't mind a little kissing and loving, but if he keeps on wanting it, I get tired of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. When I'm busy, I like her to wait until I'm not so that I can sit and talk to her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. I think that by the time they're three years old, they should get away from the habit of holding on to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. She likes to be hugged and kissed, and I like that too; I tell her, "I like a girl who likes a lot of hugging and kissing."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. If she asks for help with something that we know she could do by herself, we generally just say, "We think you're old enough to do that by yourself."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I don't think they should follow you around all the time ... it's not necessary. I just let them know that I don't like that kind of thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. When he follows me around a lot, I feel he needs more attention so I give him all I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Sometimes he makes a fuss when I go out at night, but I never feel that I should be at his beck and call so I just go and leave him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mothers' Statements about Angry Behavior

58. Yesterday Mark deliberately dumped a box of soap on the floor, and I decided the best way to handle it was to call off our afternoon walk to the playground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I know that I have an awful temper; so I really try to put up with the kids' sassiness and not get carried away punishing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
60. I gave Billy all sorts of old junk to play with, and when he got into my good dishes and broke one, I really felt that it was time that I showed him who's boss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. When my kids cry and fuss just because they can't do whatever they want, I tell them to cut it out right away, or I'll really give them something to cry about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Children feel bad enough when they're naughty because they know they've been bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Most of all I want the children to have good manners, and they'll never learn them unless they're punished for naughty behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. When Billy is grumpy and cross, I might tell him to cut it out, but I can't really bring myself to do anything too drastic like sending him to his room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. When Jim loses his temper, I just give him a good paddling on the rear -- this is something he won't forget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. When I've told Mary to stop what she's doing and come in for lunch, she'd better come right away, or else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. My parents didn't spare the rod with me, and I'm not going to do that with my children either.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Spanking kids just makes them madder than ever and doesn't accomplish a thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. When Bill starts hollering and shooting off with his mouth, I'm really tempted to wash his mouth out with soap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. I figure that kids won't learn to be civilized unless they're whacked now and then for behaving like little animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- |                                                                                                                                                                | Strongly Agree           | Agree                    | Not Sure                 | Disagree                 | Strongly Disagree        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 71. We all have our bad days -- when Helen gets sassy, I figure that she's having one and leave her alone.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. When Jane deliberately threw her whole bottle of cod-liver on the floor, I was really burned up, and I thought I should really let her know how mad I was. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Mothers' Statements about Emotional Self-Control

- |                                                                                                                                                                 |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 73. I want my children to know right from the start that it's wrong to disobey their parents.                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. My husband puts up with an awful lot of sassiness, and I've told him that this will never do.                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. Kids are always being told what to do -- I don't see how they take it all.                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 76. I just don't believe in letting a child get cross and angry at his parents.                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. It really burns me up to see my sister shut her 4-year-old son up every time he raises his voice.                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 78. I just can't go for all this stuff they write in books about not stopping kids from losing their tempers.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. I think children should show respect to their mothers, even at five years old; there's no need for all the sassiness and rudeness you see in some children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. I hate to see Jimmy in a cross rebellious mood, and I always head it off when I see such a thing developing.                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. Parents who can't take a little back-talk from kids are really pretty small people.                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1. The first part of the report discusses the general situation of the country and the progress of the work.

2. The second part of the report discusses the specific work of the various departments.

3. The third part of the report discusses the results of the work and the conclusions drawn therefrom.

The first part of the report discusses the general situation of the country and the progress of the work. It is a very important part of the report and should be read carefully.

The second part of the report discusses the specific work of the various departments. It is a very important part of the report and should be read carefully.

The third part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The fourth part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The fifth part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The sixth part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The seventh part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The eighth part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The ninth part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The tenth part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

The eleventh part of the report discusses the results of the work and the conclusions drawn therefrom. It is a very important part of the report and should be read carefully.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
82. There is enough meanness in the world already, and I want <u>my</u> children to grow up to be always kind and respectful to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. A big temper-tantrum really clears the air.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. I try never to raise my voice around the house -- my kids just aren't going to learn that kind of stuff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. Screaming, kicking, and biting is awful, especially if it's at their mother.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. If Janey never sasssed back, I'd think there was something wrong with her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. I'll never let my kid get the upper hand and tell me off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Well, when my little girl says, "Mommy, I hate you!", I just sort of think that I must be pretty hateful at times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. These mothers that let their children blow up whenever they're bothered by some little thing are sure going to be in for trouble later on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. The sooner a youngster learns to hold on when he's mad, the better off he'll be later on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. I never got away with the kind of back-talk that parents put up with nowadays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. When Jimmy screams at me, I just figure that he's tired like we all get sometimes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track income, expenses, and assets, ensuring that all data is up-to-date and easily accessible.

2. The second section focuses on the role of internal controls in preventing fraud and mismanagement. It highlights that strong internal controls are not only a defense against external threats but also a means to ensure the integrity of internal operations. The document recommends that organizations should regularly review and update their internal control systems to adapt to changing risks and regulatory requirements.

3. The third part of the document addresses the importance of communication and collaboration within an organization. It states that effective communication is key to ensuring that all team members are aligned with the organization's goals and objectives. The text encourages the use of various communication channels, including meetings, reports, and digital tools, to facilitate the exchange of information and ideas.

4. The fourth section discusses the need for continuous improvement and innovation. It argues that organizations should not be satisfied with the status quo but should actively seek ways to enhance their performance and efficiency. The document suggests that organizations should foster a culture of innovation by encouraging employees to propose new ideas and experiment with different approaches to solving problems.

5. The final part of the document provides a summary of the key points discussed and offers some concluding thoughts. It reiterates the importance of maintaining accurate records, implementing strong internal controls, promoting effective communication, and pursuing continuous improvement. The text concludes by stating that these practices are essential for the long-term success and sustainability of any organization.

## **APPENDIX II**

### **Letter Sent to the Mothers**



## Letter Sent to the Mothers

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF HOME ECONOMICS • DEPARTMENT OF HOME MANAGEMENT AND CHILD DEVELOPMENT  
HOME ECONOMICS BUILDING

OCTOBER 18, 1965

DEAR

A STUDY IS PRESENTLY UNDER WAY AT THE LABORATORY PRESCHOOL IN WHICH THE FIRST PHASE INCLUDES THE OBSERVATION OF THE CHILDREN IN MRS. TUTTLE'S, MRS. GIDDENS', AND MRS. GINNINGS' GROUPS.

THE SECOND PHASE OF THE STUDY INVOLVES HAVING THE MOTHERS OF EACH OF THE CHILDREN IN EACH OF THE ABOVE MENTIONED GROUPS RESPOND TO A QUESTIONNAIRE.

ATTACHED TO THE BOTTOM OF THIS LETTER IS A TEAR-OFF PORTION. PLEASE INDICATE WHICH OF THE TIMES YOU COULD COME TO THE LABORATORY PRESCHOOL AND SPEND NOT MORE THAN 45 MINUTES FILLING OUT THE QUESTIONNAIRE. RETURN THE TEAR-OFF PORTION OF THE LETTER IMMEDIATELY IN THE ENCLOSED STAMPED SELF-ADDRESSED ENVELOPE.

THE MEETINGS WILL BE HELD IN THE CLASSROOM UPSTAIRS IN UNIT 3, TO THE LEFT OF THE STAIRWAY.

THANK YOU FOR YOUR COOPERATION.

SINCERELY,

WILLIAM H. MARSHALL  
ASSOCIATE PROFESSOR OF  
CHILD DEVELOPMENT

MARCIA P. KING  
RESEARCH ASSISTANT

MK:ZC  
ENO.

-----  
I WILL BE ABLE TO COME TO THE LABORATORY PRESCHOOL TO FILL OUT THE QUESTIONNAIRE AT THE TIME SPECIFIED BELOW:

\_\_\_ WEDNESDAY, OCTOBER 27 -- 3:00 to 3:45  
\_\_\_ THURSDAY, OCTOBER 28 -- 11:15 to 12:00  
\_\_\_ MONDAY, NOVEMBER 1 -- 3:00 to 3:45:  
\_\_\_ TUESDAY, NOVEMBER 2 -- 11:15 to 12:00

\_\_\_\_\_  
SIGNATURE

1917. 1918. 1919.

1920. 1921. 1922.

1923. 1924. 1925.

1926. 1927. 1928.

1929. 1930. 1931.

1932. 1933. 1934.

1935. 1936. 1937.

1938. 1939. 1940.

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1959. 1960. 1961.

1962. 1963. 1964.

1965. 1966. 1967.

1968. 1969. 1970.

1971. 1972. 1973.

1974. 1975. 1976.

1977. 1978. 1979.

1980. 1981. 1982.

## **APPENDIX III**

### **Observation Instrument**

<p><u>Emotional Dependence</u> Approaches, watches, hangs around, follows or imitates person.</p> <p>Clings to, leans against, touches or seeks to be near person.</p> <p>Seeks to enter into play.</p> <p>Asks person if he likes self.</p> <p>Asks unnecessary help, calls attention to self, interrupts.</p> <p>Shows off to gain attention.</p> <p>Offers objects or assist. to person.</p> <p>Complies to another's suggestion, desire or request.</p> <p><u>Pats, fondles, hugs a person,</u></p>	<p><u>Emotional Independence</u> Ignores person who talks to, physically contacts or approaches him.</p> <p>Ignores others active nearby.</p> <p>Refuses suggestions, objects or assistance offered by another.</p> <p>Plays alone intently.</p> <p>Directs another by asking or telling him to do something, showing him how, taking over dominant role.</p> <p>Refuses to comply (asserts self).</p> <p>Resists person's interference or aggression with verbal objection.</p> <p>Reacts to person's interfer. or aggress. with physical objection.</p>	<p><u>Physical Aggression</u> Annoys, teases, interferes.</p> <p>Hits, strikes.</p> <p>Competes for status (attempts to "show up" another via performance).</p> <p>Threatening gesture.</p> <p>Pursues (runs after or follows with intent of inflicting a blow).</p> <p>Snatches or damages property of others.</p> <p>Negativism (refuses to work with or conform to directions of another or to nursery school routine).</p> <p>Pushes, pulls, holds.</p>	<p><u>Verbal Aggression</u> Commands, demands.</p> <p>Conflict over ways of using equipment or choice of activity.</p> <p>Disparages (humiliates, laughs at, mocks, makes remarks about another).</p> <p>Injury via agent (entices another person to injure a third person).</p> <p>Rejects (denies activity or privileges to another).</p> <p>Competes for status (verbally).</p> <p>Shifts blame.</p> <p>Claims possession.</p> <p>Tattles</p> <p>Threatens</p>
<p><u>Play Categories</u> Not playing (sits or stands unoccupied).</p> <p>Playing alone (but stops or looks around).</p> <p>Social play (mutual acceptance of play relationship).</p> <p>Parallel play.</p> <p>Structured activity (listening to story, singing, following nursery school routine).</p>			
<p>Name _____</p> <p>Date _____</p> <p>Time _____</p> <p>Number _____</p>			

MICHIGAN STATE UNIV. LIBRARIES



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