

ATTITUDES OF UNDERGRADUATE WOMEN CONCERNING CHILD-REARING:
EFFECTS OF AN INITIAL COURSE IN CHILD DEVELOPMENT AND
RELATION TO ACADEMIC ACHIEVEMENT

by

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ABSTRACT

The purposes of this study were to investigate the changes in attitudes toward child-rearing which occur as the result of an introductory course in child development and to relate the degree of change in these attitudes to academic achievement.

The subjects who participated in this study were students enrolled in the School of Home Economics at the University of Arizona. They were women, age eighteen to twenty-six, without children and had been registered in school at least one previous semester. The experimental group was enrolled in Home Economics 27, an introductory course in child development. The control group had not taken any child development courses or were not enrolled in Home Economics 27. This research project was undertaken during the spring semester, 1967.

The Parental Attitude Research Inventory was administered at the beginning and at the end of the semester to undergraduate students enrolled in an introductory course in child development and to a group of students who had had no course work in child development or related fields. The experimental group showed significant changes in five sub groups: Encouraging Verbalization, Fostering Dependency, Breaking the Will, Deification and Equalitarianism. The only significant change in the control group was Dependency of the Mother.

The test and retest scores of the subjects in the experimental group were compared for amount of change in attitudes that occurred in relation to the degree of academic achievement as measured by the grade that the subjects obtained in the course.

In general, the findings of this study supported previous works illustrating that changes in attitudes are possible through planned learning experiences. The study further disclosed that those who show a greater change in attitudes concerning children and their guidance did not necessarily receive the higher grades in the course. This study suggests a need for additional research concerning the child-rearing attitudes of college students and endeavors to consider what might be done at the college level to effect a change in these attitudes.

CHAPTER I

INTRODUCTION

McDonald (1964) has written, "One of the most striking facts apparent in reviewing the history of education and psychology in the past sixty years is that every major position has left a deposit of ideas and procedures." Profound changes in American thinking have occurred in this century but still no single theory of education has been formulated which is acceptable to all who are concerned with the educational process. In the United States today educators continue to re-evaluate curricula and attempt to develop programs which will be in accord with acceptable theories of education. Work also continues in an effort to devise a more comprehensive theory of education which can serve as a basis for curriculum planning.

According to McDonald, history suggests certain characteristics which any theory must have if it is to have a significant place in educational theory in the United States today. Such a theory must: 1) have a scientific basis; 2) treat social problems; 3) account for developmental phenomena; 4) promise some form of "control"; 5) be concerned for the individual; and 6) be concerned with cognitive processes.

Curriculum development in home economics should insofar as possible try to take into account all the characteristics that have

been mentioned by McDonald. In certain areas, such as child development, it would seem the last two characteristics mentioned would be of particular concern. Subject matter is a controlling force in education, and understanding of and attitudes toward content are critical aspects of educational process. The problem of individual education has not been solved but the feeling persists that the individual must not be sacrificed to the group.

It has been recognized for some time that it is possible to change behavior through planned learning experiences (Ojemann, 1948). However, there is a need for further research in the area of changing attitudes and producing desirable behaviors through the use of such planned learning experiences.

Tead (1949) has written that it is no longer enough to know the facts but one must be able to evaluate these facts and relate them to everyday living and its problems. If attitudes are not changed, no learning has occurred. A student may be familiar with facts and ideas but unless some changes in attitudes and behaviors are shown the student has not really learned. If the student conducts himself in a more adequate manner in the appropriate situation, if he shows changes in his behavior, then he has learned.

Goals of college teaching, according to Justin and Mais (1956), should include gaining of broad understandings and learning to use one's intellect, rather than learning facts and skills that apply only in certain limited situations. If learning has taken place then a

student's thoughts and actions will be changed. Students must be involved personally for learning to take on real meaning.

In certain areas in home economics producing changes in attitudes and behaviors and gaining broad understandings in different areas are of particular importance. Learning in these areas should be evaluated in terms of changes in attitudes. Whether learning has taken place should not be measured by how many facts can be repeated but rather by how effectively the student is able to relate experiences gained to everyday living situations. According to Spofford (1949) a course in child development should help the student understand the principles of human development, how the development and welfare of the child are influenced by the family and the community, and should help students understand the role of a child, as well as his own role in our culture. The student should seek not only knowledge of the principles of human development but also understanding of how to apply these principles of human development and learning effectively to various situations involving children. The objectives of such a course should be stated in terms of desired changes in student behavior. The effectiveness of such a course can be measured in terms of the changes of attitude that take place in the student.

An individual or group must acquire certain understandings, skills, and attitudes before teaching can be said to be accomplished. Eckert (1955) writes that learning, changing attitudes, is accomplished by the manner in which a course is taught as well as by the subject matter content of the course. The student needs to feel himself

involved, he needs to relate, think, and generalize. Course learnings should be related to experiences of everyday living. Instead of sitting passively while being lectured to, students should participate actively so they will have a genuine understanding of the course and its relation to their life.

In her article "Home Economics in Higher Education" Albanese (1962) has written that new methods of teaching as well as new ideas concerning curriculum are essential if we are to meet the changing needs of our society. Course revisions that would broaden the content of home economics courses might be used to contribute to the education of all university students. Ways should be found to integrate and relate principles and concepts to the problems which families will face. So these changes can be made with assurance, there is the need for research in all areas of home economics.

In recognition of the need for changes in curriculum and teaching methods the American Home Economics Association has formed a committee composed of twenty-six home economists from twenty-four institutions of higher learning and the home economics education staff of the United States Office of Education (Dalrymple, 1965). This committee has asked for teachers in the field of home economics to assist the group by experimenting with different teaching methods and then reporting to the committee their results. The committee believes that objectives for a course must be stated, then with effective teaching, and the use of and participation in research a change in attitudes of learning should take place.

In many home economics programs a course in child development is required. It is often assumed that this type course helps students develop more favorable attitudes toward children, yet there is scant evidence supporting this assumption. In evaluating the work of students in a child development course the relationship between academic achievement as measured by grades obtained on tests and the degree of change in attitudes often poses a vexing question. There are practically no research findings which shed light on this question.

The purposes of this study were to investigate the changes in attitudes toward child-rearing which occur as the result of an introductory course in child development and to relate the degree of change in these attitudes to academic achievement. More specifically the following hypotheses were tested:

- I. The changes in attitudes concerning child guidance will not differ significantly between a group of undergraduate women who have experienced an introductory course in child development and a similar group who have not been enrolled in such a course.
- II. There will be no significant relation between changes in attitudes concerning child guidance and the level of academic achievement in an introductory course in child development.

CHAPTER II

REVIEW OF LITERATURE

The results of a study by Morgan and Ojemann (1942) showed that learning experiences can be used effectively to bring about changes in attitudes. Many problems can be eased if persons become able to understand and interpret the behavior of others. These investigators found they were able to change behaviors through certain learning experiences. These learning experiences were designed to help the subjects be aware of others and their needs and to help them be prepared to interact with other persons in a more positive manner. The subjects were able to develop additional insight into the behavior of others and this resulted in changes in their own attitudes and behaviors.

The evaluation of classroom teaching methods as investigated by Wispe (1951) suggested that the personality of the students and the classroom situation should be taken into consideration when planning a learning program. He found that by taking note of students' emotional-intellectual needs the kind of instruction for maximum learning for that student could be planned and undertaken. In institutions that were exam-oriented, students generally felt more secure with a directive-type learning situation. Those students who had not done as well as other students on the Scholastic Aptitude Tests

also felt more comfortable in a directive-type learning situation. He stated "good teaching" for students not in the above categories is characterized by the informal situation, allowing for discussion and student participation.

Walters' study (1955) was undertaken to determine if learning had taken place through an introductory course in child development offered in the School of Home Economics, and he found that students' attitudes concerning children and their guidance had been changed during one semester. The classroom situation for the experimental group was informal and friendly, and each class was limited to twenty students. In addition to class discussions, there were observations in the laboratory nursery school, case studies of the nursery school children, and visual aids such as movies dealing with the behavior of children in certain age groups.

The subjects were tested at the beginning and at the end of the semester using the USC Parental Attitude Survey and the Child Guidance Survey designed by Wiley. A control group was also tested. The experimental group made significantly greater changes in their attitudes concerning children as shown by responses of the Child Guidance Survey. However, both experimental and control groups showed significant changes in attitudes. The responses to the USC Parental Attitude Survey did not show a superior gain for the experimental groups. Walters suggested that there was considerable need for further studies.

Walters and Fisher (1958) investigated changes which occur over a two-year period in the attitudes of young women enrolled in the School of Home Economics and majoring in a program of Child Development and Family Relations. It was found that the attitudes of these subjects did change markedly when additional courses in child development and guidance were provided. The changes in attitudes were measured by the USC Parental Attitude Scale and the Child Guidance Survey. The final mean total scale score of the subjects on the Child Guidance Survey compared favorably with those scores of advanced psychology students reported by Wiley on the same test. The final mean total scale score on the USC Parental Attitude Scale also compared favorably with those obtained by Shoben for mothers of "non-problem" children on the same scale. The investigators suggested that the changes in attitudes of the subjects were due to the further instruction in child development and guidance and not due to the process of maturation.

Marshall, Hobart, Cox, Magruder, and Rings (1960) attempted to show whether attitudes concerning the guidance and control of children could be modified significantly by classroom teaching of child development. This study showed that although the mean attitude scores of the groups did not change the scores of the individual students did change after one semester of child development instruction; therefore, classroom teaching of child development did modify the attitudes of individual students concerning the guidance of children.

Costin (1958 and 1960) reported that students' attitudes change toward children and the children's attitudes and behaviors after taking

a one-semester course in child psychology. After using both Shoben's instrument, the USC Parent Attitude Survey, and the Parental Attitude Research Instrument, Costin suggested the PARI may be the more sensitive instrument, since the changes reported by the PARI were somewhat greater than those changes measured by the USC Parent Attitude Survey. The PARI was considered to be a useful scale to measure changes in attitude of these students taking child psychology or related courses, and Costin recommended further investigations in this area using the PARI instrument.

Cantrell and Hoeflin (1961) found that students who increased their knowledge about children also increased the degree of empathy felt for the children. As they came to appreciate children and their feelings the students were better able to put themselves in the child's place, feeling and thinking as the child might. The Dawe-Jones test was used to measure the degree of empathy achieved.

In summary, the literature suggests that adults' attitudes concerning the guidance of children may be modified through the use of planned learning experiences during the course of one semester. Several of the investigators whose work was reviewed point to the need for further research in this area.

CHAPTER III

PROCEDURE

Description of Subjects

A total of one hundred seventy-three University of Arizona students were the subjects in this study. All subjects were female, without children, and between the ages of eighteen and twenty-six. They had been in school at least one semester and most were in their second year at the University.

Two experimental groups were used, Experimental Group I consisting of one hundred thirteen students and Experimental Group II consisting of twenty-eight students who were enrolled in Home Economics 27, the introductory course in child development offered by the School of Home Economics.

Those subjects who made up the experimental group called Experimental Group II, were divided into two classes, each class was taught by a graduate student in Child Development. One class had a total enrollment of twenty students, while the other class had eighteen students. This class size allowed for student participation in the classroom situation. The students were encouraged to voice their experiences, ideas, and opinions in relation to the subject being discussed. Each student was also asked to choose one piece of research of interest to him and give an oral report on this research, after

which the class discussed this report and asked questions concerning this area. For a semester project each student was asked to select an area of child development of particular interest to him, read at least five articles of research done in that area, and write abstracts of these articles to hand in at the end of the semester. In preparation for the assignment of this semester project there was a discussion of many areas of child development that have been studied. A list of periodicals that pertain to child development and would serve as starting points for this project was handed out to the class. A format to follow for a critical analysis of these articles was also discussed.

The classes met three times a week for one fifty-minute period. The atmosphere was informal and friendly. The discussion method was used in which the students participated rather than the lecture method. The textbook used for this course was Childhood and Adolescence, written by Stone and Church.

In addition to the class meetings, the students were required to observe at the laboratory nursery school for one period each week for eleven weeks. Each week the students were assigned a specific topic to look for while at the nursery school. They were given each week's assignment on a mimeographed sheet and asked to keep a written record of their observations. The students were expected to know each child by name and age at the end of the first week of observation. Class time was taken for discussion of particular problems or incidents that had been observed. There was much lively discussion concerning the children and their activities and the guidance the children received.

At the laboratory the students were introduced to the creative media found in the nursery school. Each student was given the chance to fingerpaint, work with the clay, watch a demonstration of the making of dough and inspect collage materials. Books for the preschool child were discussed. Examples of children's literature stressing content as well as illustrations were shown. Original stories written and illustrated by advanced classes in child development were presented to the students. Music, singing, records and rhythm instruments were discussed. Creative expression through dance and body movements was considered. Each student was encouraged to be familiar with the placing of the various types of equipment used in the nursery school both indoors and out.

The nursery teacher's duties were discussed. Her philosophy of early childhood education and child guidance was cited. Other duties connected with nursery school teaching were noted, such as the necessary records concerning each child and the contact with parents that must be maintained. The roles of the assistant teacher, who was a graduate student in the Child Development Division, and the advanced students who were actually working with the children were considered. The students who were allowed the privilege of actual participation in the experiences that took place in the nursery school were those students who were enrolled in the more advanced courses of the Child Development and Family Relations Division.

Five films were shown during the semester. The students were asked to take notes on these movies and a short discussion followed

each film. Basic needs and developmental tasks were discussed. The principles of development and the principles of guidance were studied from the pre-parental aspect. The discussions involved the normal child and his development and guidance. The philosophies of Freud, Erickson, Gesell and Piaget concerning development and learning were introduced.

The control group was composed of thirty-two University of Arizona students who were enrolled in the School of Home Economics and who had not taken an introductory course in child development. The subjects for the control group were selected by the investigator by examination of the record cards of the School of Home Economics student enrollment. All those fulfilling the qualifications were notified by the first week of the 1967 Spring semester, and asked to participate in a study being conducted by the Division of Child Development and Family Relations. (See Appendix)

Selection of the Instrument

The Parental Attitude Research Inventory was selected as the instrument to be used in this study. This inventory, by Schaefer and Bell (1958), assesses attitude changes in the area of child psychology and related fields. This instrument was developed on the basis of a factor analysis and is designed to measure specific and homogeneous attitudes. It was suggested by Costin that this inventory may be considered a sensitive device for research in the area of the attitudes of adults concerning children. The length of time involved in answering the questions is less than one class period. The instrument

is readily available and permission of the authors has been given to anyone desiring to use their questionnaire for research purposes.

Collection of Data

The experimental group was given this questionnaire during a class meeting the first week of the semester. The control group was asked to report to the Home Economics Reading Room to complete this questionnaire sometime during the first week of the semester. At the initial testing the subjects were told that they were being asked to participate in a research project and that their responses would in no way influence their grades. They were not informed that the instrument would be administered a second time.

A notice was sent out to those in the control group requesting their help in carrying out this study. (See Appendix) A cover sheet used with the questionnaire explained that their responses would in no way influence their grades. This group was not informed that the instrument would be administered a second time.

During a class period in the last week of the semester the experimental group was given the retest. Notices were again mailed to the control group asking them to participate in the research project, reporting to the Reading Room of the Home Economics building, in order to complete the retest questionnaire.

Treatment of Data

The Parental Attitude Research Inventory is composed of twenty-three scales. These scales consist of five questions

pertaining to each scale. The items are arranged in cyclical order, one item from each of the twenty-three scales in sequence.

Encouraging Verbalization is the title of scale One. The item locations are 1, 24, 47, 70, 93. Fostering Dependency is scale Two. The item locations are 2, 25, 48, 71, 94. This is the procedure for the item location for each of the twenty-three scales. (See Appendix)

This instrument consists of one hundred and fifteen items with five items making up each of the twenty-three scales. According to Schaeffer and Bell these items may be given a score of 4, 3, 2, or 1. The higher the score given each item the more intense attitude is indicated. The higher score and more intense attitude indicates a less permissive or accepting feeling regarding the item. The lower the score, the less intense the attitude on the part of the subject.

The number scores of each of the five items making up each scale were totaled. The total score for each scale is the sum of the responses of the five items. Scales One, Encouraging Verbalization, Fourteen, Equalitarianism, and Twenty-one, Comradeship and Sharing, were called rapport scales by Schaeffer and Bell. These categories were added, according to the authors, to give more items to which the participants could agree and give them a feeling of satisfaction. These authors also state that these scales should be expected to have relatively low reliabilities and poor discrimination. All the scales were considered individually, but these three scales were left out of the total score for each subject.

The Parental Attitude Research Inventory was administered to the experimental and control groups the first week of the semester and again the end of the semester. The retests were scored in the same manner as the initial test. Scores for each scale as well as the total scores were recorded on score sheets for each subject.

The Wilcoxon matched-pairs signed-ranks test was used to compare the results of the initial test and the retest, obtained for the experimental group and the control group for each category. The Spearman rank correlation coefficient was used to determine the relation between changes in attitudes concerning child guidance and the level of academic achievement for the experimental group.

CHAPTER IV

RESULTS AND DISCUSSION

The subjects for this study were students enrolled in the School of Home Economics at the University of Arizona. These subjects were women students between the ages of eighteen and twenty-six, without children, and had been enrolled in the University at least one semester previously. The experimental group was composed of those students who were enrolled in Home Economics 27, an introductory course in child development, during the Spring semester, 1967. The control group were women students, age eighteen to twenty-six, without children, enrolled in the University at least one semester, but who were not enrolled in Home Economics 27 or had not taken any introductory courses in child development.

The purposes of this study were to investigate the changes in attitudes toward child-rearing which occur as the result of an introductory course in child development and to relate the degree of change in these attitudes to academic achievement. More specifically the following hypotheses were tested:

- I. The changes in attitudes concerning child guidance will not differ significantly between a group of undergraduate women who have experienced an introductory course in child development and a similar group who have not been enrolled in such a course.

- II. There will be no significant relation between changes in attitudes concerning child guidance and the level of academic achievement in an introductory course in child development.

The Parental Attitude Research Inventory was administered at the beginning and at the end of the semester to the experimental group and to the control group. Using the Wilcoxon matched-pairs signed-ranks test, it was determined that changes in attitudes concerning child guidance did differ significantly, in some scales, between the experimental group and the control group.

The experimental group showed a change in scale One, Encouraging Verbalization. This change is significant at the .05 level. The change is in a negative direction. This outcome may be due to the ideas presented concerning parents as the leaders of the family. It was suggested during the course that families need adult planning and guidance that the parents are responsible for the course of action the family takes. Stressed again and again in the course was the necessity of limiting children at certain stages in order to help them attain self-discipline. The control group showed no change in this scale.

Fostering Dependency is the classification of scale Two. The experimental group showed a change significant at the .05 level in a positive direction. During the course of the semester, in discussing the normal development of children, it was brought to the attention of the students that often children are pushed into situations before they are competent to manage such situations. The control group showed no significant change in this scale.

The fourth scale, Breaking the Will, was the next scale to show any change. It shows a change at the .05 level of significance. The need for setting limits was stressed in this course but harsh discipline was discouraged. The questions in this category suggest that a child is naturally bad and must be shown the acceptable way of behaving through force if necessary. Discussion of different philosophies of growth and development had attempted to lead students to understand behavior as individual and as proceeding in an orderly pattern. The control group shows no change in this sub scale.

Deification, scale number Eleven, shows a change at the .05 level of significance. The pattern of democratic family life was compared to an authoritarian pattern during the course. Presented as a part of this democratic philosophy are the ideas that the parents are not held up to the child as the one and only source of wisdom, and that the decision making is usually done by both parents with some help from the children. The child is with other adults who play various parts in his life; teachers, scout masters, professional persons. He finds when exposed to these other adults that parents are not the only persons who are knowledgeable. This does not mean being a pal to the child, instead of a decision making parent. Children raised in a democratic family atmosphere will be more likely to expect guidance and leadership than dictatorial policies that allow for no individual thinking or expressing of ideas.

Equalitarianism is one of the three rapport scales added to the questionnaire by Schaeffer and Bell to give those persons answering the

inventory a more positive feeling; a more satisfactory experience. This scale showed a positive change in the attitudes of the students in the experimental group. The level of significance for this change is .05. The responsibilities of parents and the rights children should be assured of having in a democratic society were discussed in class. Some of the historical ideas on the up bringing of children were commented upon by the class members. Again, stressing the democratic family and its structure, the concept of equalitarianism was injected as a part of family member roles within such a framework. When discussing this scale it should be remembered that the subjects were more recently out from under parental influence than Schaeffer and Bell subjects who were parents of young children.

Schaeffer and Bell call scale Twenty-three Dependency of the Mother. It was designed as an attempt to determine the extent the mother needs others for security and support. This was the only scale to show a significant change in the control group. Scores on this scale did not change in the experimental group. The control group had high scores on the first test and medium scores on the second test while the experimental group had medium scores on both tests. A possible reason to be considered for this change is that the control group may have felt more secure themselves at the end of the semester than at the beginning of the semester.

It should be noted that the scores of the control group on the initial test were higher, more intense, than the scores of the experimental group and that the control group showed a greater change

in scores on the retest than the experimental group. This may be due to the experimental group's becoming more aware of the responsibilities and problems of child-rearing or it may be that the more desirable scores of the experimental group on the initial test left less opportunity for a significant change to occur as the result of either maturation or learning.

When investigating the second hypothesis the Spearman Rank Correlation Coefficient was used. It was found that there was no significant relation between changes in attitude concerning child guidance and the level of academic achievement as measured by grade obtained in an introductory course of child development.

The difference between the total scores for both questionnaires was found and ranked for each subject along with the numerical grade he received in the course. The correlation was $r_s = -.39$ which indicated those receiving the higher numerical grade did not show the greatest change in attitude concerning the guidance of children. The significance of this r_s was determined by computing the t associated with that value and then determining the significance of that t by referring to the table of critical values of t . No significant relation was found between the grade obtained in the course and the change in attitudes of each subject as measured by the difference between scores on an initial test and a retest of the Parental Attitude Research Inventory. It was, therefore, impossible to reject hypothesis II.

Previous investigations have reported persons attaining higher academic achievement to be more permissive or less intense at the beginning of a course such as this. In the current study persons obtaining the higher grades did not show as much change in attitude as those who did not receive the higher grades. It should be noted the subjects in experimental group I were graded primarily on the basis of their scores on machine graded objective type tests. Changes in attitude probably were not evaluated by this means.

It may give a false interpretation concerning which subjects attitudes were changed the most if only the academic grade earned in the course was considered. It may be desirable to gather further information concerning the importance of attitudinal changes in evaluating student progress in an introductory course in child development.

CHAPTER V

CONCLUSIONS

This study demonstrated that certain attitudes can be changed by experiences in an introductory course in child development. Due to the sparseness of research on the matter of changing attitudes through planned learning experiences many more studies should be undertaken. There are many aspects of the problem that should be considered.

The development of a more sensitive instrument is highly desirable if further investigation of attitudinal changes is to be attempted. When studying pre-parental attitudes concerning the guidance of children some of the scales used in the PARI probably should be deleted. New scales dealing with the development and guidance of children could be developed.

The PARI is twelve years old. Since the scoring of this instrument is based on certain assumptions concerning the desirability of selected child-rearing practices, it would seem that further consideration of the validity of these assumptions would be in order. Also, as with any paper-and-pencil inventory of attitudes one must question how well such responses reflect actual behavior in which the subject might engage. In view of the fact that the PARI was originally designed for use with parents who were currently concerned with the guidance of young children it would also seem important to

give further consideration to the reliability of this instrument in the measurement of attitudes of young people who are inexperienced in the care of children and who are not personally involved in child-rearing.

This study suggests that there is not a significant relation between changes in attitudes concerning child guidance and the level of academic achievement in an introductory course in child development. This implies that numerical grades are not the best way to determine the change in attitude a course has brought about. This could be another reason to concentrate efforts to prepare a more recent, and more sensitive instrument.

Studies concerning attitudes about children and their guidance in other schools of home economics in various parts of the country would provide additional valuable information. Regional attitudes may differ as do social class attitudes.

In reviewing the findings of this study it seems that more questions have been raised than answered. It also seems that the findings point toward the need for further investigation concerning the changing of attitudes as a goal of educational practices, particularly in courses in child development.

APPENDIX A

SAMPLE QUESTIONNAIRE

Instructions

In cooperation with the Division of Child Development and Family Relations in the School of Home Economics at the University of Arizona we are studying what college girls think about how children should be brought up. A lot is written on this subject in various newspaper and magazine articles. Frequently these articles are not in agreement. We thought it would be a good idea to see what women themselves think. You can help in the study by passing on your own ideas. This is voluntary. If you would contribute your ideas, just take this form, complete it, and return it in approximately 20 minutes to the person from whom you received it. Be frank and give your own personal views regardless of what others may think. To assure you that you will remain anonymous, we have asked you to sign your mother's maiden name below rather than your own name. This is because we do need some means of identifying your paper, although we are not interested in knowing particularly to whom the paper belongs. It is important that you comply with this request. We would also like you to fill out the other questions below for research purposes (age, education, etc.). So as not to use too much of your time we have a list of ideas which other mothers have contributed. You merely circle one of the four letters by each statement. Circle the large "A" if you strongly agree, the small "a" if you mildly agree, the small "d" if you mildly disagree, the large "D" if you strongly disagree. If you have any ideas which you feel should be included jot them down at the end. We would appreciate having them. Others who have given us their ideas say that it is best to work rapidly. Give your first reaction. If you read and reread the statements it tends to be confusing and you can't finish in the amount of time we would like.

Your Mother's Maiden Name: _____

Give the following information on yourself:

Age: _____

Marital Status _____

No. Children _____

Psychology courses completed:

Psych. 1a _____

Psych. 1b _____

Other (specify) _____

Year of College _____

Major Field in Home Economics:

Home Town: _____

Child Development courses
completed:

H.Ec. 27 _____

H.Ec. 147 _____

H.Ec. 267 _____

Indicate any of the above in which
you are currently enrolled: _____

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly	mildly	mildly	strongly
agree	agree	disagree	disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion. Work as quickly as possible, and try to give honest responses.

- | | | | | |
|---|---|---|---|---|
| 1. Children should be allowed to disagree when their own ideas are better. | A | a | d | D |
| 2. A good mother should shelter her child from life's little difficulties. | A | a | d | D |
| 3. The home is the only thing that matters to a good mother. | A | a | d | D |
| 4. Some children are just so bad they must be taught to fear adults for their own good. | A | a | d | D |
| 5. Children should realize how much parents have to give up for them. | A | a | d | D |

6. You must always keep tight hold of baby during his bath for in a careless moment he might slip. A a d D
7. People who think they can get along in marriage without arguments just don't know the facts. A a d D
8. A child will be grateful later on for strict training. A a d D
9. Children will get on any woman's nerves if she has to be with them all day. A a d D
10. It's best for the child if he never gets started wondering whether his mother's views are right. A a d D
11. More parents should teach their children to have unquestioning loyalty to them. A a d D
12. A child should be taught to avoid fighting no matter what happens. A a d D
13. One of the worst things about taking care of a home is a woman feels that she can't get out. A a d D
14. Parents should adjust to the children some rather than always expecting the children to adjust to the parents. A a d D
15. There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands. A a d D
16. If you let children talk about their troubles they end up complaining even more. A a d D
17. Mothers would do their job better with the children if fathers were more kind. A a d D
18. A young child should be protected from hearing about sex. A a d D
19. If a mother doesn't go ahead and make rules for the home, the children and husband will get into troubles they don't need to. A a d D
20. A mother should make it her business to know everything her children are thinking. A a d D

21. Children would be happier and better behaved if parents would show an interest in their affairs. A a d D
22. Most children are toilet trained by 15 months of age. A a d D
23. There is nothing worse for a young mother than being alone while going through her first experience with a baby. A a d D
24. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable. A a d D
25. A mother should do her best to avoid any disappointment for her child. A a d D
26. The women who want lots of parties seldom make good mothers. A a d D
27. It is frequently necessary to drive the mischief out of a child before he will behave. A a d D
28. A mother must expect to give up her own happiness for that of her child. A a d D
29. All young mothers are afraid of their awkwardness in handling and holding the baby. A a d D
30. Sometimes it's necessary for a wife to tell off her husband in order to get her rights. A a d D
31. Strict discipline develops a fine strong character. A a d D
32. Mothers very often feel that they can't stand their children a moment longer. A a d D
33. A parent should never be made to look wrong in a child's eyes. A a d D
34. The child should be taught to revere his parents above all other grown-ups. A a d D
35. A child should be taught to always come to his parents or teachers rather than fight when he is in trouble. A a d D

36. Having to be with the children all the time gives a woman the feeling her wings have been slipped. A a d D
37. Parents must earn the respect of their children by the way they act. A a d D
38. Children who don't try hard for success will feel they have missed out on things later on. A a d D
39. Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone. A a d D
40. Husbands could do their part if they were less selfish. A a d D
41. It is very important that young boys and girls not be allowed to see each other completely undressed. A a d D
42. Children and husbands do better when the mother is strong enough to settle most of the problems. A a d D
43. A child should never keep a secret from his parents. A a d D
44. Laughing at children's jokes and telling children jokes makes things go more smoothly. A a d D
45. The sooner a child learns to walk the better he's trained. A a d D
46. It isn't fair that a woman has to bear just about all the burden of raising children by herself. A a d D
47. A child has a right to his own point of view and ought to be allowed to express it. A a d D
48. A child should be protected from jobs which might be too tiring or hard for him. A a d D
49. A woman has to choose between having a well run home and hobnobbing around with neighbors and friends. A a d D
50. A wise parent will teach a child early just who is boss. A a d D

51. Few women get the gratitude they deserve for all they have done for their children. A a d D
52. Mothers never stop blaming themselves if their babies are injured in accidents. A a d D
53. No matter how well a married couple love one another, there are always differences which cause irritation and lead to arguments. A a d D
54. Children who are held to firm rules grow up to be the best adults. A a d D
55. It's a rare mother who can be sweet and even tempered with her children all day. A a d D
56. Children should never learn things outside the home which make them doubt their parents' ideas. A a d D
57. A child soon learns that there is no greater wisdom than that of his parents. A a d D
58. There is no good excuse for a child hitting another child. A a d D
59. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else. A a d D
60. Children are too often asked to do all the compromising and adjustment and that is not fair. A a d D
61. Parents should teach their children that the way to get ahead is to keep busy and not waste time. A a d D
62. Children pester you with all their little upsets if you aren't careful from the first. A a d D
63. When a mother doesn't do a good job with children, it's probably because the father doesn't do his part around the house. A a d D
64. Children who take part in sex play become sex criminals when they grow up. A a d D
65. A mother has to do the planning because she is the one who knows what's going on in the home. A a d D
66. An alert parent should try to learn all her child's thoughts. A a d D

67. Parents who are interested in hearing about their children's parties, dates and fun help them grow up right. A a d D
68. The earlier a child is weaned from its emotional ties to its parents, the better it will handle its own problems. A a d D
69. A wise woman will do anything to avoid being by herself before and after a new baby. A a d D
70. A child's ideas should be seriously considered in making family decisions. A a d D
71. Parents should know better than to allow their children to be exposed to difficult situations. A a d D
72. Too many women forget that a mother's place is in the home. A a d D
73. Children need some of the natural meanness taken out of them. A a d D
74. Children should be more considerate of their mothers since their mothers suffer so much for them. A a d D
75. Most mothers are fearful that they may hurt their babies in handling them. A a d D
76. There are some things which just can't be settled by a mild discussion. A a d D
77. Most children should have more discipline than they get. A a d D
78. Raising children is a nerve-wracking job. A a d D
79. The child should not question the thinking of his parents. A a d D
80. Parents deserve the highest esteem and regard of their children. A a d D
81. Children should not be encouraged to box or wrestle because it often leads to trouble or injury. A a d D
82. One of the bad things about raising children is that you aren't free enough of the time to do just as you like. A a d D

83. As much as is reasonable a parent should try to treat a child as an equal. A a d D
84. A child who is "on the go" all the time will most likely be happy. A a d D
85. If a child has upset feelings it is best to leave him alone and not make it look serious. A a d D
86. If mothers could get their wishes they would most often ask that their husband be more understanding. A a d D
87. Sex is one of the greatest problems to be contended with in children. A a d D
88. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things. A a d D
89. A mother has a right to know everything going on in her child's life because her child is part of her. A a d D
90. If parents would have fun with their children, the children would be more apt to take their advice. A a d D
91. A mother should make an effort to get her child toilet trained at the earliest possible time. A a d D
92. Most women need more time than they are given to rest up in the home after going through childbirth. A a d D
93. When a child is in trouble he ought to know he won't be punished for talking about it with his parents. A a d D
94. Children should be kept away from all hard jobs which might be discouraging. A a d D
95. A good mother will find enough social life within the family. A a d D
96. It is sometimes necessary for the parents to break the child's will. A a d D
97. Mother's sacrifice almost all their own fun for their children. A a d D

98. A mother's greatest fear is that in a forgetful moment she might let something bad happen to the baby. A a d D
99. It's natural to have quarrels when two people who both have minds of their own get married. A a d D
100. Children are actually happier under strict training. A a d D
101. It's natural for a mother to "blow her top" when children are selfish and demanding. A a d D
102. There is nothing worse than letting a child hear criticisms of his mother. A a d D
103. Loyalty to parents comes before anything else. A a d D
104. Most parents prefer a quiet child to a "scrappy" one. A a d D
105. A young mother feels "held down" because there are lots of things she wants to do while she is young. A a d D
106. There is no reason parents should have their own way all the time, any more than that children should have their own way all the time. A a d D
107. The sooner a child learns that a wasted minute is lost forever the better off he will be. A a d D
108. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested. A a d D
109. Few men realize that a mother needs some fun in life too. A a d D
110. There is usually something wrong with a child who asks a lot of questions about sex. A a d D
111. A married woman knows that she will have to take the lead in family matters. A a d D
112. It is a mother's duty to make sure she knows her child's innermost thoughts. A a d D
113. When you do things together, children feel close to you and can talk easier. A a d D

114. A child should be weaned away from the bottle or breast as soon as possible. A a d D
115. Taking care of a small baby is something that no woman should be expected to do all by herself. A a d D

THANK YOU!!

APPENDIX B

ITEM LOCATIONS FOR
SAMPLE 23 SCALE 5-ITEM QUESTIONNAIRE (FORM IV)

Items are arranged in cyclical order, one item from each of the following 23 scales in sequence, then the next item from each of the scales and so on. Thus the first item represents a scale which will be represented next in item number 24. The list of scales used in this form is provided as well as the item location.

<u>Scale</u>	<u>Item Locations</u>
Encouraging Verbalization	1, 24, 47, 70, 93
Fostering Dependency	2, 25, 48, 71, 94
Seclusion of the Mother	3, 26, 49, 72, 95
Breaking the Will	4, 27, 50, 73, 96
Martyrdom	5, 28, 51, 74, 97
Fear of Harming the Baby	6, 29, 52, 75, 98
Marital Conflict	7, 30, 53, 76, 99
Strictness	8, 31, 54, 77, 100
Irritability	9, 32, 55, 78, 101
Excluding Outside Influences	10, 33, 56, 79, 102
Deification	11, 34, 57, 80, 103
Suppression of Aggression	12, 35, 58, 81, 104
Rejection of the Homemaking Role	13, 36, 59, 82, 105
Equalitarianism	14, 37, 60, 83, 106
Approval of Activity	15, 38, 61, 84, 107
Avoidance of Communication	16, 39, 62, 85, 108
Inconsiderateness of the Husband	17, 40, 63, 86, 109

<u>Scale</u>	<u>Item Locations</u>
Suppression of Sexuality	18, 41, 64, 87, 110
Ascendance of the Mother	19, 42, 65, 88, 111
Intrusiveness	20, 43, 66, 89, 112
Comradeship and Sharing	21, 44, 67, 90, 113
Acceleration of Development	22, 45, 68, 91, 114
Dependency of the Mother	23, 46, 69, 92, 115

APPENDIX C

CONTROL GROUP NOTIFICATIONS

February 2, 1967

You have been selected to participate in a research project being carried on in the Division of Child Development and Family Relations. Please come to the Home Economics Reading Room (Room 223) during the first week of the semester (February 6-10). It is important to this research project that the questionnaires be completed during this first week.

This will not take more than 15-20 minutes of your time and will be extremely appreciated by those conducting the research.

Thank you.

Frances I. Stromberg, Ph.D.
Acting Chairman
Division of Child Development
and Family Relations

May 10, 1967

The Division of Child Development and Family Relations would like to thank you for your cooperation in our research project at the beginning of this semester. It is now necessary that we ask you once more to come in and fill out a questionnaire for us. This second questionnaire is an essential part of our project and without it the first one is useless to us. Your cooperation is therefore requested and will be very much appreciated. Please come to the Home Economics Reading Room (Room 223) anytime between now and May 19 and take care of this matter.

Thank you so much.

Frances I. Stromberg, Ph.D.
Acting Chairman
Division of Child Development
and Family Relations

APPENDIX D

Table 1

SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL GROUP AND THE
CONTROL GROUP CONCERNING THE SCALES OF THE
PARENTAL ATTITUDE RESEARCH INVENTORY

Scale	Experimental	Control
Encouraging Verbalization	.05 -	--
Fostering Dependency	.05 +	--
Seclusion of the Mother	--	--
Breaking the Will	.05 -	--
Martyrdom	--	--
Fear of Harming the Baby	--	--
Marital Conflict	--	--
Strictness	--	--
Irritability	--	--
Excluding Outside Influences	--	--
Deification	.05 -	--
Suppression of Aggression	--	--
Rejection of the Homemaking Role	--	--
Equalitarianism	.05 +	--
Approval of Activity	--	--
Avoidance of Communication	--	--
Inconsiderateness of the Husband	--	--
Suppression of Sexuality	--	--
Ascendance of the Mother	--	--
Intrusiveness	--	--
Comradeship and Sharing	--	--
Acceleration of Development	--	--
Dependency of the Mother	--	.05 -

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