

A COMPARISON OF PARENTAL RESPONSES TO A STANDARDIZED  
ATTITUDE SCALE AND A PERSONAL INTERVIEW WITH  
RESPECT TO CHILD REARING PRACTICES

by

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## CHAPTER I

### INTRODUCTION

Purpose of the Study. In conducting this study, the investigator sought to determine whether or not there was an apparent relationship between the responses given on the Southern California Parental Attitude Survey by Edward Shoben and responses given in an interview designed to elicit information concerning child rearing practices.

Statement of the Problem. This study was conducted to determine whether a relationship exists between the attitudes obtained on the Southern California Parental Attitude Survey and the responses to a personal interview based on parental child rearing practices. In order to provide a basis for comparing and evaluating the responses to the two instruments, the following hypotheses were suggested:

(1) Parents who score high on the dominant characteristic of the Southern California Parental Attitude Survey will also obtain high dominant scores on the personal interview.

(2) Parents who score high on the possessive characteristic of the Southern California Parental Attitude Survey will also obtain high possessive scores in the personal interview.

(3) Parents who score high on the ignoring characteristic of the Southern California Parental Attitude Survey will also obtain high ignoring scores on the personal interview.

(4) Parents who score high on the ignoring characteristic of the Southern California Parental Attitude Survey will have developmental concepts of child rearing.

(5) Parents who score high on the dominant characteristic of the Southern California Parental Attitude Survey will have traditional concepts of child rearing.

(6) Middle class mothers are possessive in their child rearing attitudes and behavior.

(7) Middle class mothers are developmentally oriented.

(8) Developmentally oriented mothers are more likely to send their children to a nursery school than traditionally oriented mothers.

(9) Mothers' behavior toward their children is consistent with their expressed attitudes toward child rearing.

Justification. If the results of this investigation indicate a significant correlation between attitudes expressed on the Southern California Parental Attitude Survey and the behavior as characterized verbally during a personal interview, the study would tend to support the assumptions as suggested in the hypotheses, based upon the Southern California Parental Attitude Survey. Educators, psychologists and sociologists interested in parental attitudes and their relation to children's behavior, would have a measure in which they could place confidence in the relation between the measurement of attitude and the behavior it implies.

Definition of Terms. Attitudes. "The concept attitude is used to denote the sum total of a man's inclinations and feelings, prejudice

or bias, preconceived notions, ideas, fears, threats or convictions about any topic. It is subjective and personal." (Thurstone, 30:529)

Parental Attitudes. The three main variants of parental attitudes measured by the Southern California Parental Attitude Survey were also utilized in the personal interview. The variables described by Shoben are, as follows:

The Dominant variable, for example, consists of items reflecting a tendency on the part of the parents to put the child in a subordinate role, to take him into account quite fully but always as one who should conform completely to parental wishes under penalty of severe punishment.

The Possessive sub-scale refers to the tendency on the part of the parents to 'baby' the child, to emphasize unduly (from a mental hygiene point of view) the affectional bonds between parent and child, to value highly the child's dependence on the parent, and to restrict the child's activities to those which can be carried on in his own family group.

The third sub-scale, called the Ignoring variable, refers to a tendency on the part of the parent to disregard the child as an individual member of the family, to regard the 'good' child as one who demands the least parental time, and to disclaim responsibility for the child's behavior. (28:129)

Parental behavior characterized verbally during a personal interview elicited traditional-developmental concepts and practices in child rearing. The traditional-developmental dichotomy of conceptions of parental roles, developed by Evelyn Duvall (9), is discussed in chapter two.

## CHAPTER II

### REVIEW OF LITERATURE

Three types of literature were reviewed: First, a survey of attitude inventories; second, the dynamics of parental attitudes; third, literature which defined and illustrated traditional and developmental conceptions of parenthood.

#### A Survey of Attitude Inventories

The studies reviewed indicated that children learn their attitudes and behavior directly from their parents. A. Belfort (3:1) stated, "The influence of parental attitudes and example on children is thought by many to be so strong as to account almost entirely for the individual's basic personality pattern." The usefulness of the attitude inventory is supported by the significance of the relationship between attitudes expressed by mothers and the behavioral adjustment of their children.

In 1947 Edward Shoben, Jr. (28) hypothesized that a given parent behaves towards a given child with sufficient consistency from situation to situation to differentiate himself measureably from other parents.

The type of behavior displayed by the parent is significantly related to the adjustment of the child. At the University of Southern California, Shoben constructed and administered an inventory-type test

which was represented as being reliable and tentatively substantiated. The instrument was found to be useful in the assessment of parental attitudes both for clinicians and research workers dealing with parent-child relationships in the socialization process. Shoben's Southern California Parent Attitude Survey has demonstrated the ability to differentiate between mothers of problem children and non-problem children and has stimulated interest in parental attitude scales. Differences between the scores of the "ideal" group, composed of ten clinical psychologists, and scores of the problem groups, composed of mothers of problem children, were much greater than scores between the "ideal" group and the non-problem group.

Three approaches used to measure parental behavior, prior to the development of the Southern California Parent Attitude Survey, were: the direct observation of parental behavior, rating scales to evaluate parental behavior, and the use of inventory-type questionnaires. Merrill, as cited in Shoben (28), utilized direct observation of behavior which classified behavior but obtained little information on the affective tone of parent-child relationship and little information about attitudes.

The Fels Parent-Behavior Rating Scale, developed by Horace Champney (7) and associates at Ohio State University in 1941, was the most extensive research in this area. This method utilized home visitors and was demanding on time and personnel. The rating scale was subjected to further analysis by Baldwin, Kalhorn and Breese and found to be a reliable method of research. (2)

The inventory-type questionnaire was developed in 1925 by Gertrude Laws as cited in Champney (7). Her four-part questionnaire was devised to measure parental attitudes and practices relating to the social adjustment of the child. Laws found that relationships between attitudes and practices of parents could be rated; however, her device had no norms and was found to be neither reliable nor valid. Staggill as cited in Champney (7) also devised a questionnaire including sixty items but it was never standardized in the sense of being administered to a representative sample of the population.

Earl S. Schafer and Richard E. Bell (26) developed the Parental Attitude Research Instrument using items from Mark and Shoben which were sorted into a number of small cohesive subscales or homogeneous groups to measure specific types of parental attitudes. Items which make what seem to be purely factual statements, or items which state attitudes accepted by psychologists, were not found to differentiate effectively between parents of normal children and parents of maladjusted children.

Gordon (15) found no relationship between ratings obtained on Shoben's scales and ratings of mothers made by the professional staff of a clinic. Leyton (20) found no difference on the Shoben scales between mothers and fathers whose children had been rated by teachers at the two extremes of a six point scale of adjustment.

Shoben's Southern California Parent Attitude Inventory and a revision of the Minnesota Teacher Attitude Inventory (20) were administered to a representative sample of parents of children in kindergarten through the eighth grade:

1. There was no significant relationship between scores on two attitude inventories.
2. A significant similarity was found between mother and father attitudes toward children within a given family.
3. Mothers obtained more favorable scores than fathers but the difference was not significant.
4. There was no significant difference between attitude scores of parents whose children received ratings of "excellent adjustment" and those whose children received "poor adjustment".
5. There was a wider disagreement in attitudes between mothers and fathers of poorly adjusted children than between mothers and fathers of well adjusted children.

#### The Dynamics of Parental Attitudes

The Purdue Opinion Panel (3) conducted a poll in 1948 that was concerned with the investigation of knowledge and attitudes of child rearing practices. The findings indicated that high school girls are consistently and significantly better child psychologists than boys. The poll concluded that mothers will treat children as child psychologists advise although fathers will treat them as they themselves were treated.

Philip Jackson (18) used a content analysis technique to classify responses of 167 college students and 105 parents in "hypothetical" parent-child situations. Differences between responses were at variance with the stereotype punitive males and permissive females. A tentative explanation of differences was offered in the role conflict theory.

Radke (1) used her attitude scale to measure parental attitudes and observed children of the respondents at camp while they participated in doll play. Her findings were:

1. A child has definite impressions of parents and has formed a concept of them.
2. Parents have definite attitudes with respect to the management of children.
3. Parents have an idealized child against which they rate their own child.
4. There is a relationship between children's behavior in social groups and scores made on personality measurements, and between parents' attitudes, opinions and goals and scores on personality measurements.

M. A. Hubert (17) noted different parental attitudes and practices related to sex differences in children. Bell (5) noted that parents react differently to various children in the same family.

Katherine Miles (1) found a relationship between factors in home background and the quality of leadership. She found that parents of leaders were less inclined to over-protect their children.

Radke (23) and Roy (25) found trends among parents toward a greater respect for the individual rights of children. Children of parents who expressed approval of freedom from control, behaved more acceptably than the children of parents who approved of strict control.

## Traditional and Developmental Concepts

Childrearing's strategic importance in a world of change and conflict is expressed in changing patterns of parental attitudes. In a family development text, Duvall (10:43) wrote:

Basic changes in point of view are evident in trends in childrearing concepts and practices in recent decades. In the old-fashioned farm family children were expected to obey and honor their parents, hold their tongues, and respect their elders. The youngster who did not conform was promptly punished in ways that would impress him. Through the years, our notions about childrearing and discipline have changed rapidly toward more flexible developmental methods and conceptions. These new approaches are based upon adult desire to know and to meet each child's needs, and to help children develop into the kinds of persons they have the potentials for becoming.

The first formulation of the traditional-developmental dichotomy of conceptions of family member roles was developed by Evelyn Duvall (13) during her original study of conceptions of parenthood. The data were derived from responses of 433 mothers (2,010 responses) to the question, "What are five things a good mother does?" The responses grouped under traditional, according to Duvall, reflected an authoritarian approach focus on achievement, orderliness, bodily health, morals, religious instruction and group conformity. The developmental approach emphasized an affectionate approach toward personality development, independence, happiness and mental hygiene. The transition from a relatively static, rigid outlook towards a dynamic, flexible orientation is categorized into traditional and developmental conceptions of a good child and a good mother. The following are typical responses in the original wording:

## TRADITIONAL-DEVELOPMENTAL CONCEPTIONS (10:48-49)

## A Good Child--

## Traditional Conception

- 1) "Keeps clean and neat."  
(is orderly, is clean, keeps self neat.)
- 2) "Obeys and respects adults."  
(Minds parents, no back talk, respects adults.)
- 3) "Pleases adults." (Has good character traits, is honest, truthful, polite, kind, fair, courteous at all times.)
- 4) "Respects property."  
(Takes care of his things, is not destructive, hangs up his clothes.)
- 5) "Is religious." (Goes to Sunday School, loves God, prays, follows Jesus.)
- 6) "Works well." (Studies, goes to school, is reliable, takes responsibility, is dependable in his work.)
- 7) "Fits into the family program."  
(Has an interest in his home, does his share, runs errands willingly, helps out at home.)

## A Good Child--

## Developmental Conception

- 1) "Is healthy and well."  
(Eats and sleeps well, grows a good body, has good habits.)
- 2) "Shares and cooperates with others." (Gets along with people, likes others, is developing socially, tries to help, plays with other children.)
- 3) "Is happy and contented."  
(Keeps in good humor, is a cheerful child, is happy, is emotionally well adjusted.)
- 4) "Loves and confides in parents."  
(Responds with affection, loves his parents, has confidence in his parents, trusts and confides in them.)
- 5) "Is eager to learn." (Shows initiative, asks questions, accepts help, expresses himself, likes to learn.)
- 6) "Grows as a person."  
(Progresses in his ability to handle himself and different situations, enjoys growing up.)

A Good Mother--  
Traditional Conception

- 1) "Keeps house." (Washes, cooks, cleans, mends, sews, manages the household.)
- 2) "Takes care of child physically." (Keeps child healthy, guards child's safety, feeds, clothes, bathes, sees that child rests.)
- 3) "Trains child to regularity." (Establishes regular habits, provides schedule, sees to regular hours for important functions.)
- 4) "Disciplines." (Corrects child, demands obedience, rewards good behavior, is firm, is consistent, keeps promises.)
- 5) "Makes the child good." (Teaches obedience, instructs in morals, builds character, prays for, sees to religious instruction.)

A Good Mother--  
Developmental Conception

- 1) "Trains for self-reliance and citizenship." (Trains for self-help, encourages independence, teaches how to be a good citizen, how to adjust to life, teaches concentration.)
- 2) "Sees to emotional well-being." (Keeps child happy and contented, makes a happy home, makes child welcome, helps child feel secure, helps child overcome fears.)
- 3) "Helps child develop socially." (Provides toys, companions, plays with child, supervises child's play.)
- 4) "Provides for child's mental growth." (Gives educational opportunities, provides stimulation to read, reads to child, tells stories, guides reading, sends child to school.)
- 5) "Guides with understanding." (Sees child's point of view, gears life to child's level, answers questions freely and frankly, gives child freedom to grow, interprets, offers positive suggestions.)
- 6) "Relates self lovingly to child." (Shows love and affection, enjoys child, spends time with child, shares with child, is interested in what child does and tells, listens.)

- 7) "Is a calm, cheerful, growing person one's (sic) self."  
(Has more outside interests, is calm and gentle, has a sense of humor, laughs, smiles, gets enough recreation.

Duvall found significant percentages of traditional and developmental concepts in different groups. The highest percentages of traditional responses were frequent among mothers of lower socio-economic class levels and the larger number of developmental responses were found among upper middle-class mothers. Negro mothers appeared to be more traditionally oriented than white mothers. Mothers of older children (over age 5) were more traditional in their concepts than mothers of younger children.

The theory that membership in a social class is an important influence on personality development and that there are significant differences in child rearing practices between social classes is supported by several studies. Sears, Maccoby and Levin as cited in Shoben (28) compared working-class and middle-class mothers and found that middle-class mothers were more permissive in four of the five major areas of the Parental Attitude Research Instrument. The most powerful determinant of response to the Authoritarian-Control dimension proved to be the socio-economic level of the mother, which in this study was arrived at by estimating the mother's education as indicated by the father's occupation.

In Martha Ericson's (13) interviews with forty-eight middle class women and fifty-two lower class mothers, she found that lower class

mothers were more permissive than middle class mothers. Ericson suggested that middle class children are made anxious by social pressure and suffer more frustration in learning. Ericson stated that middle class mothers place importance on the early assumption of responsibility and group conformity. This conclusion is in disagreement with the current evidence that middle class mothers are more permissive in their child rearing attitudes than lower class mothers. Ericson's permissive child rearing may not be the same as Duvall's developmental child rearing. The developmental concept of child rearing stresses "limits" and guidance toward the development of self-reliance, citizenship and mental growth. Permissive child rearing could, in this case, refer to nondirective child rearing prevalent between 1942 and 1945 which originated as a revolt against the strict, suppressive, parental attitudes of the 1930's.

Maccoby, Gibbs and the staff of the Laboratory of Human Development (21) at Harvard found evidence to support the hypothesis that educational level is a factor in practices used in child rearing. They found that mothers from lower educational levels have more authoritarian attitudes toward children.

Schaefer and Bell (26) found that mothers having more education displayed attitudes more widely approved than mothers with less education. The Bell-Schaefer Parent Attitude Research Instrument also revealed that less educated, older mothers with more children were more authoritarian (Traditional) than younger mothers with fewer children. Miller and Swanson as cited in Schaefer and Bell (26), in a Detroit study based on structured interviews, found a trend toward less

permissive child training at the upper educational level.

The importance of the mother's attitude and behavior toward her child has been verified; however, there is much controversial literature in the area of parental attitudes today, and there is a definite need for more research on the influence of parental attitudes and parental behavior on the development of the child.

## CHAPTER III

### METHODOLOGY

Shoben's University of Southern California Parental Attitude Survey was used to determine parental attitudes (Appendix, page 43 ). Shoben (28:117) described his survey as "a self-inventory type scale designed to assess parental attitudes (as indicators of parental behavior) in relation to behavior and/or personality problems in children."

Shoben hypothesized that items must refer to significant aspects of the parent-child relationship and that they must be adequately disguised to prevent sophistication. In selecting final items for inclusion in the original scale, Shoben selected items by logical analysis, without using empirical tests (28:120). Shoben stated that there was no available evidence to indicate whether or not this procedure was justified or in disagreement with methods used by authors of similar instruments.

After the original scale of one-hundred and forty-eight items was given to the sample parents of problem and non-problem children in Shoben's study discussed in chapter two, an item analysis was undertaken. The scale was tested by chi square for the significance between responses of problem and non-problem subjects to each item. The scale was then itemized to include eighty-five items. These remaining items

were weighted according to Guilford's formula (28).

When the Southern California Parent Attitude Survey was administered, respondents were told to read each statement carefully and to answer according to their actual opinions. They were assured that there was no interest on the investigator's part in correct and best answers. The response categories were: Strongly agree, mildly agree, mildly disagree, and strongly disagree.

The second instrument used in this study was a personal interview constructed by the author to collect information concerning parental behavior. This instrument consists of seven items measuring the dominant characteristic, seven items measuring the ignoring characteristic, and seven items measuring the possessive characteristic. Each item begins with a statement which was read to the interviewee and followed by four alternative responses. The interviewee was encouraged to relate any experience which would emphasize her selected response.

Each item was weighted with four, three, two and one points. A weight of four indicated that the interviewee had a strong tendency to behave in accordance with a particular characteristic; a weight of one, therefore, indicated the relative absence of the tendency to behave in accordance with the characteristic. The investigator obtained responses which utilized each possible weight on each item of the personal interview.

The order of the dominant, possessive, and ignoring items in the personal interview was inconsistent; therefore, the interviewee had no knowledge of the characteristic being measured by the item. For example item nine measures the dominant characteristic:

With regard to using the telephone, my child--

- a. Is allowed to talk to friends on the telephone
- b. Is allowed to answer the telephone
- c. Is only allowed to talk on the telephone when he is requested to do so
- d. Is never permitted to use the phone

Weighting:

- a = one point
- b = two points
- c = three points
- d = four points

The initial draft of the interview schedule was submitted for criticism and suggestions to three qualified judges; i.e., a clinical psychologist and two professors of child development. The final draft of the instrument incorporated the suggestions made by these consultants.

The third instrument used to measure parental behavior was the traditional-developmental scale. The characteristics of traditional and developmental behavior were fully discussed in chapter two.

The traditional-developmental scale incorporated seven of the items of the personal interview which also measured the dominant, the ignoring or the possessive characteristics. Items have the weight of four, were considered to reflect the most traditional behavior, whereas items having the weight of one reflected the least traditional behavior or most developmental behavior. This scale was also submitted to the

same consultants for suggestions.

The following item is taken from the traditional-developmental scale:

With regard to playing in your home, your child--

- a. Is never allowed to invite his friends to play in his home with him
- b. Is not allowed to have friends play in his home except on special occasions such as birthdays
- c. Is allowed to bring friends into his home but must play in restricted areas only
- d. Is allowed to invite his friends in and is permitted to play in any area of his home

Weighting:

- a = four points
- b = three points
- c = two points
- d = one point

The investigator used the Index of Social Status, Short Form, created by Carson McGuire and George D. White at the University of Texas, to determine the social class level of this sample (22).

This modified index of social status is particularly useful when it is not possible to obtain ratings for dwelling area and house type. Table VII (Appendix, page 55), explains the weighting system. Weights assigned separately to the source of income, occupation and education of the provider are then utilized in calculations by which social class is

determined. Table VIII (Appendix, page 56) is the source of income scale used in this index. Table IX (Appendix, page 57) is the educational scale, and Table X (Appendix, page 58) is the general conversion table for status indices.

The sample used in this study consisted of thirty-six mothers whose children attended the University of Arizona laboratory nursery school, and thirty-six mothers of preschool children in the Tucson, Arizona, community whose children were not attending any nursery school.

A letter (Appendix, page 54) was sent to each nursery school mother to obtain her permission to be interviewed and tested in a parental attitude study. The letter was followed by a telephone call and an appointment was made. The mothers met the investigator individually either in the office of the University Nursery School or in their homes. The place of the meeting was selected by the mother.

Nursery school mothers submitted to the investigator names of mothers in the community who they thought would meet the criteria established. The criteria were:

1. Mothers must have children of preschool age who do not attend nursery school.
2. Mothers must not be working.
3. Mothers must be living with their husbands.
4. Mothers must have a middle class social status.

The investigator selected thirty-six community mothers who met the established criteria. Each mother contacted by the interviewer participated in the project. All community mothers completed both the

interview and the Southern California Parental Attitude Survey in their homes.

With the exception of one Negro mother who had a child in the University of Arizona Nursery School, the entire sample consisted of Caucasians. Inasmuch as her responses did not differ in any appreciable way from the other mothers, they were included in this study.

The total number of children in the families of the subjects was found to be similar. In both groups, there was one mother only with five children. Six nursery mothers and seven community mothers had four children. Eleven nursery mothers and eight community mothers had three children and eighteen nursery mothers and eighteen community mothers had two children each. No nursery school mother had an only child, however, two community mothers had one child each.

The similarity between the educational attainment of parents in nursery school and community groups is shown in Table I.

For the purpose of testing the hypotheses of this study, scores on the three subscales or characteristics were obtained. Quartile scores were calculated to show the distribution of scores on the particular characteristics and to note the differences of scores obtained by nursery and community mothers.\* Mean scores were compared between characteristics on the survey and on the interview.

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\*Quartile 1 -- Scores falling at the first quartile, which is the twenty-fifth percentile.

Quartile 2 -- Scores falling at the second quartile, which is the fiftieth percentile. This is also the median score.

Quartile 3 -- Scores falling at the third quartile, which is the seventy-fifth percentile.

TABLE I

DISTRIBUTION OF EDUCATIONAL STATUS AMONG PARENTS  
OF NURSERY AND COMMUNITY CHILDREN

Education	Nursery Parents		Community Parents	
	Fathers	Mothers	Fathers	Mothers
High School Graduate	4	5	9	12
2 Years College*	3	8	5	14
College Graduate	13	21	19	10
Professional Degree**	16	2	3	0

\* Attended college for two or more years; junior college graduate; R.N. from nursing school.

\*\*Completed appropriate graduate work for a recognized profession at the highest level; Ph.D. degree, M.D. degree, L.L.B. degree.

Converted scores were utilized throughout this study in order to compare scores obtained on the different characteristics of the three separate scales; Shoben's Southern California Parental Attitude Survey, interview and the traditional-developmental scale.\*\*

Due to the fact that the survey scores are numerically higher than the interview scores, scores on the interview were not compared directly with scores on the Survey. The rank of scores within the subscale was compared to the rank of scores within the same subscale on the interview.

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\*\*The converted score is equal to the raw score divided by the total possible score for that particular characteristic on that particular scale and then multiplied by one hundred. The converted score is the percentage of the highest possible score obtainable.

The converted scores on Shoben's survey were all higher than scores obtained on the personal interview because greater weights were given all possible answers on the survey than were given on comparative answers on the personal interview and on the traditional-developmental scale. The weights on the survey normally ranged from three to seven whereas the weights on the personal interview ranged from one to four. Therefore, the lowest weighted answer was a greater percentage on the highest possible answer on the survey than it was on the interview. The converted scores on the survey were higher numerically than the converted scores on the interview and on the traditional-developmental scale.

## CHAPTER IV

### RESULTS

Based on the data in Figure 1, it was concluded that community mothers had more ignoring attitudes toward child rearing than nursery mothers as evidenced by the quartile and mean scores. Nursery mothers, however, had a greater tendency toward ignoring child rearing practices, as distinguished from attitudes, than did the community mothers.

Based on the data in Figure 2, it was concluded that community mothers revealed more dominant child rearing attitudes and practices than did the nursery mothers. The fact that the nursery school mothers' scores were higher at the Q3 level on Shoben's survey is offset by the higher mean scores of the community mothers.

While nursery mothers and community mothers revealed similar quartile scores on the possessive characteristic of the attitude scale as evidence in Figure 3, the mean scores indicated that nursery mothers had a greater tendency toward possessive child rearing attitudes. Nursery mothers also revealed a greater tendency toward possessive child rearing practices than did the community mothers.

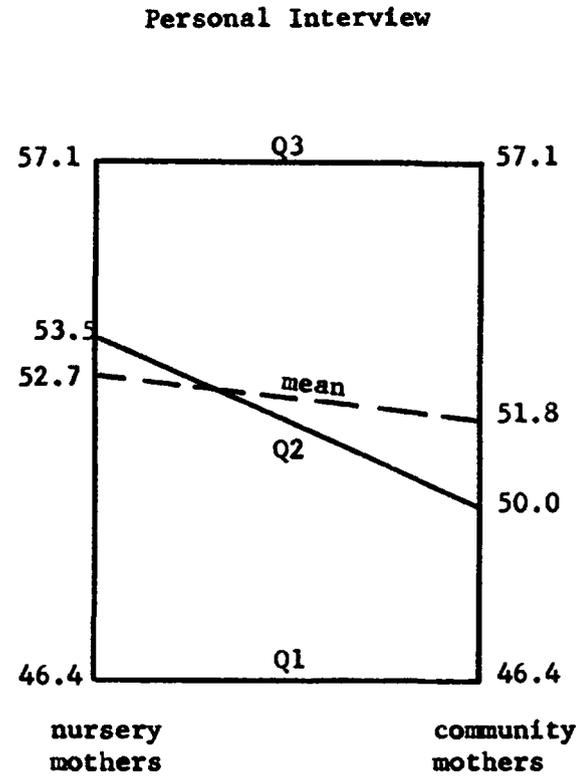
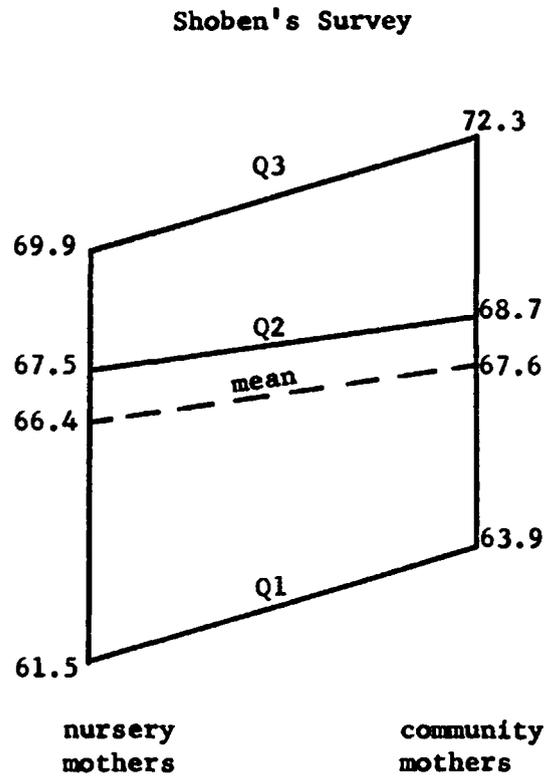
The similarity in high scores would tend to support the hypothesis that middle class mothers are possessive.

Based on data in Figure 4, it was concluded that community mothers were much more traditional in their child rearing practices than were the nursery mothers as evidenced by the quartile and mean scores. This evidence would tend to support the hypothesis that a developmentally oriented mother would be more likely to send her child to nursery school than would a traditionally oriented mother.

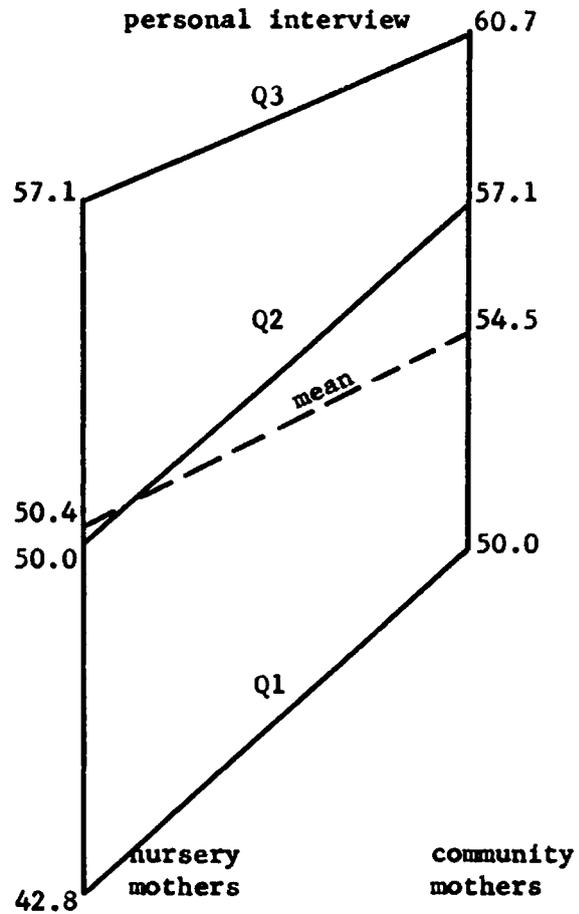
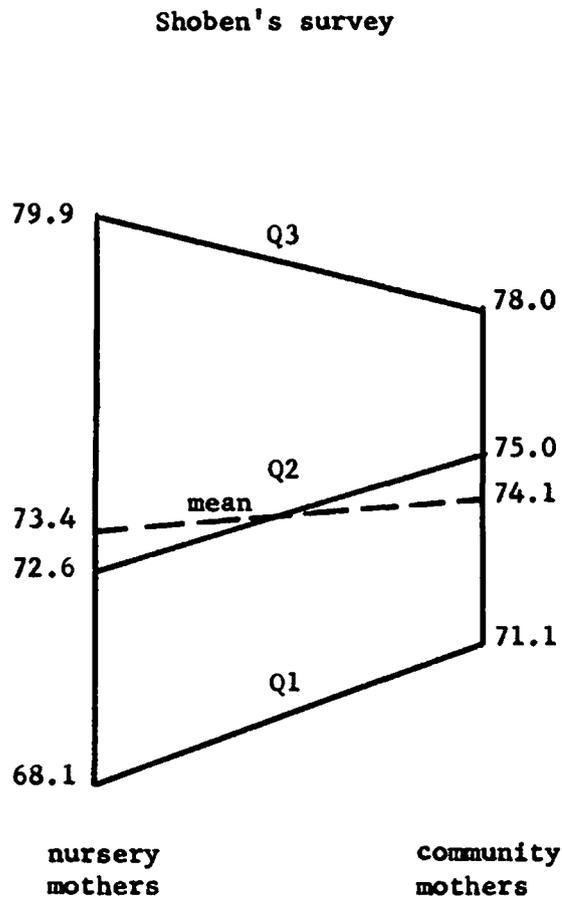
Based on the data presented in Table II, it was concluded that the range of scores obtained on the personal interview was not as extreme as the range of scores obtained on the Southern California Parental Attitude Survey. The indication would seem to be that mothers' child rearing attitudes are not as restricted as their actual child rearing practices. The difference between attitudes and practices would seem to indicate that mothers have a more idealistic outlook toward child rearing although their behavior is limited by their practicality.

Table III shows that there was a positive correlation between possessive and dominant attitudes toward child rearing as evidenced by the scores on the University of California Parental Attitude Survey. This correlation could be a result of an attempt by the mothers to project an attitude of concern and interest toward the child.

A slight negative correlation between possessive and dominant behavior on the personal interview is shown in Table III. A slight negative correlation is also evidenced between the traditional - characteristic of the traditional-developmental scale and possessive behavior. This evidence would tend to imply that possessive mothers

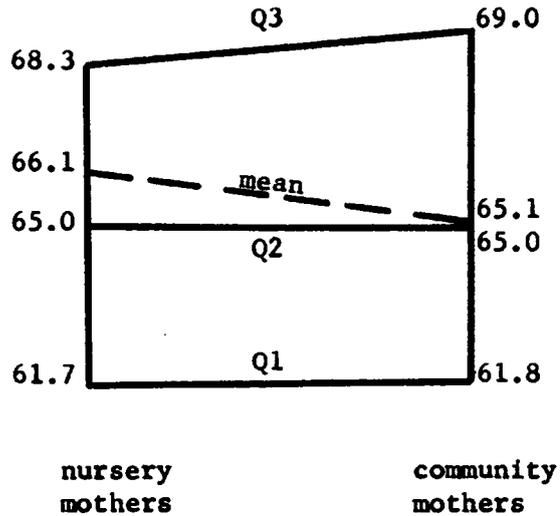


**Figure 1. Quartile and mean scores of nursery and community mothers on the ignoring characteristic of Shoben's survey and the personal interview.**



**Figure 2. Quartile and mean scores of nursery and community mothers on the dominant characteristic of Shoben's survey and the personal interview.**

Shoben's survey



personal interview

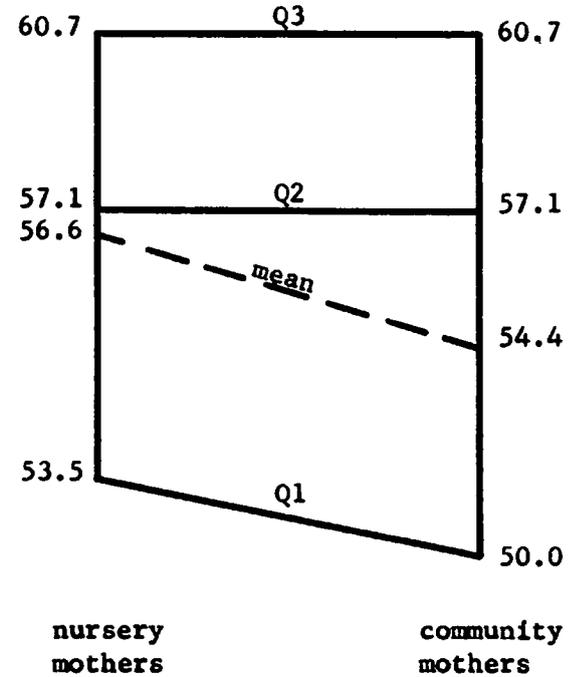


Figure 3. Quartile and mean scores of nursery and community mothers on the possessive characteristic of Shoben's survey and the personal interview.

Traditional-developmental scale

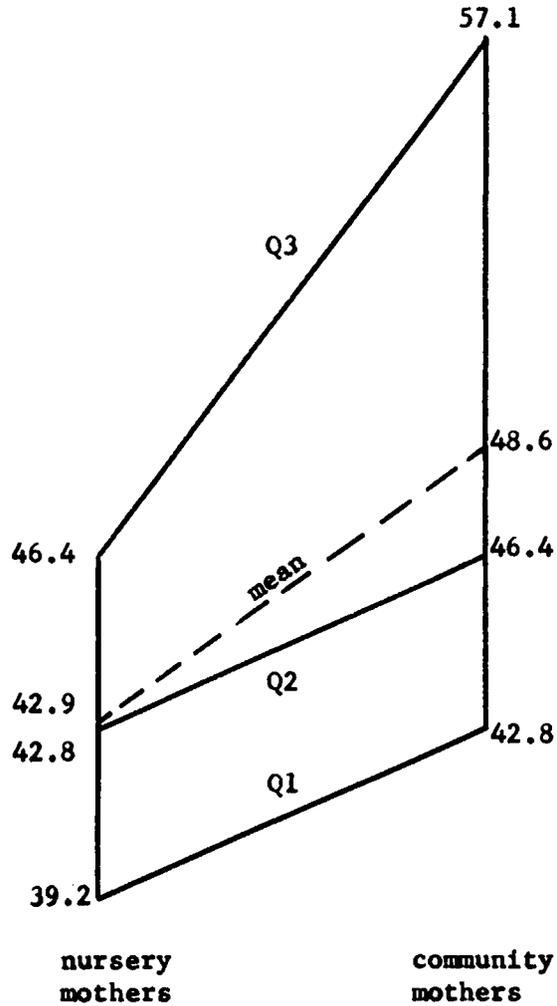


Figure 4. Quartile and mean scores of nursery and community mothers on the traditional characteristic of the traditional-developmental scale.

TABLE II

MEAN, LOW AND HIGH SCORES OF NURSERY, COMMUNITY AND TOTAL GROUP MOTHERS ON CHARACTERISTICS OF SHOEN'S SURVEY, THE PERSONAL INTERVIEW AND THE TRADITIONAL-DEVELOPMENTAL SCALES

	Southern California Parental Attitude Survey			The Personal Interview			Traditional-Developmental Scale
	Ignoring	Dominant	Possessive	Ignoring	Dominant	Possessive	
<u>Nursery Mothers</u>							
Mean Score	66.4	73.4	66.1	52.7	50.4	56.6	42.9
Low Score	54.2	53.3	55.3	39.2	32.1	39.2	28.6
High Score	77.1	97.0	81.2	75.0	71.4	71.4	71.4
<u>Community Mothers</u>							
Mean Score	67.6	74.1	65.1	51.8	54.5	54.4	48.6
Low Score	51.1	60.2	55.3	42.8	39.2	39.2	32.1
High Score	78.3	91.6	78.8	64.2	71.4	67.8	64.2
<u>Total Group</u>							
Mean Score	67.0	73.7	65.6	52.2	52.4	55.5	45.7
Low Score	51.1	53.3	53.3	39.2	32.1	39.2	28.6
High Score	78.3	97.0	81.2	75.0	71.4	71.4	71.4

TABLE III

CORRELATIONS OF CHARACTERISTICS OF NURSERY MOTHERS ON THE PERSONAL INTERVIEW,  
SHOBEN'S SURVEY AND THE TRADITIONAL-DEVELOPMENTAL SCALE

	Survey			Interview		
	Ignoring	Dominant	Possessive	Ignoring	Dominant	Possessive
<u>Survey</u>						
Ignoring	---					
Dominant	.18	---				
Possessive	.29	+.79*	---			
<u>Interview</u>						
Ignoring	.18	.08	.29	---		
Dominant	.37	.45	.42	.13	---	
Possessive	-.05	.15	.17	.05	-.05	---
<u>Traditional- Developmental</u>	.17	.37	.33	.08	.75	-.19

have a tendency to behave developmentally.

The low correlation between ignoring attitudes and developmentally behavior would tend to refute the hypothesis that mothers who score high on the ignoring characteristic of the Southern California Parental Attitude Survey will also score high on the developmental characteristic of the traditional developmental scale.

Table IV shows a high positive correlation between the possessive and dominant characteristic on the Southern California Parental Attitude Survey.

A high positive correlation between traditional and dominant behavior is also evidenced.

The slight negative correlation between ignoring and possessive attitudes of the community mothers suggests that the Southern California Parental Attitude Survey is reliable in measuring these characteristics. The slight negative correlation between the ignoring and possessive characteristics on the personal interview suggests that the interview is also a reliable indicator of parental behavior.

Table V shows that there was a high correlation between possessive and dominant attitudes for the group, however, there was a slight negative correlation between possessive and dominant behavior. As stated previously, possessive and dominant attitudes were interpreted to be caused by a projection of an attitude of concern by the mothers for their children. In actual behavior, however, possessive and dominant characteristics were not related.

The slight negative correlation between ignoring attitudes and ignoring behavior indicates that attitudes and behavior are not

necessarily consistent.

There was a high correlation between traditional and dominant behavioral characteristics. This evidence would tend to support the hypothesis that traditional and dominant behavior are related.

Based on data presented in Table VI, it was concluded that although community mothers behaved more traditionally than did the nursery mothers, both community and nursery mothers obtained low scores on the traditional characteristic. The evidence would tend to support the hypothesis that middle class mothers are developmentally oriented.

TABLE IV

CORRELATIONS OF CHARACTERISTICS OF COMMUNITY MOTHERS ON THE INTERVIEW,  
SHOBEN'S SURVEY AND TRADITIONAL-DEVELOPMENTAL SCALES

	Survey			Interview		
	Ignoring	Dominant	Possessive	Ignoring	Dominant	Possessive
<u>Survey</u>	---					
Ignoring	---					
Dominant	.44	---				
Possessive	-.19	+.70	---			
<u>Interview</u>						
Ignoring	.07	.02	.18	---		
Dominant	.12	.11	.08	.03	---	
Possessive	-.00	.20	.14	.10	.01	---
<u>Traditional- Developmental</u>	.20	.15	.16	.25	+.69	.03

TABLE V

CORRELATIONS OF CHARACTERISTICS OF TOTAL NURSERY - COMMUNITY MOTHERS ON THE  
INTERVIEW, SHOEN'S SURVEY AND TRADITIONAL-DEVELOPMENTAL SCALES

	Survey			Interview		
	Ignoring	Dominant	Possessive	Ignoring	Dominant	Possessive
<u>Survey</u>						
Ignoring	---					
Dominant	.38	---				
Possessive	.23	+.74	---			
<u>Interview</u>						
Ignoring	-.07	.06	-.03	---		
Dominant	.26	.33	.24	.08	---	
Possessive	-.04	.16	.16	.14	-.06	---
<u>Traditional- Developmental</u>						
	.21	.29	.21	.11	+.74	-.12

TABLE VI

A COMPARISON OF MEAN AND MEDIAN SCORES ON CHARACTERISTICS  
OF SHOEN'S SURVEY, THE INTERVIEW, AND THE  
TRADITIONAL-DEVELOPMENTAL SCALE

	Mean Score:		Median Score	
	Nursery Mothers	Community Mothers	Nursery Mothers	Community Mothers
<u>Survey</u>				
Ignoring	66.4	67.6	67.5	68.7
Dominant	73.4	74.1	72.6	75.0
Possessive	66.1	65.1	65.0	65.0
<u>Interview</u>				
Ignoring	52.7	51.8	53.5	50.0
Dominant	50.4	54.5	50.0	57.1
Possessive	56.6	54.4	57.1	57.1
<u>Traditional- Developmental</u>				
	42.9	48.6	42.8	46.4

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

This study was conducted for the purpose of determining whether or not there is an apparent relationship between responses given on the Southern California Parental Attitude Survey and responses given on an interview based on actual parental child rearing practices.

The literature pertaining to this study was reviewed and summarized.

The Southern California Parental Attitude Survey by Edward Shoben was administered to thirty-six mothers of the University of Arizona nursery school children and to thirty-six community parents with preschool children who did not attend any nursery school. These mothers were also interviewed separately to ascertain their present child rearing practices.

The sub-scale scores on Shoben's Survey were then correlated with the sub-scale scores on the personal interview.

Hypotheses were formulated to serve as guides for the study design and the indicated data comparisons.

The results were as follows:

The results reported in Table V failed to support the investigator's hypothesis which stated that mothers who score high on the dominant characteristic of the Southern California Parental Attitude

Survey will also obtain a high dominant score on the personal interview.

The results reported in Table V failed to support the investigator's hypothesis which stated that mothers who score high on the possessive characteristic of the Southern California Parental Attitude Survey will also obtain high possessive scores on the personal interview.

The results reported in Table VI failed to support the investigator's hypothesis which stated that mothers who score high on the ignoring characteristic of the Southern California Parental Attitude Survey will obtain high ignoring scores on the personal interview.

The results reported in Table V failed to support the investigator's hypothesis which stated that mothers who score high on the ignoring characteristic of the Southern California Parental Attitude Survey will have a developmental concept of child rearing.

The results reported in Table V support the investigator's hypothesis which stated that mothers who score high on the dominant characteristic of the Southern California Parental Attitude Survey will have traditional concepts of child rearing.

The results reported in Figure 3 support the investigator's hypothesis that middle class mothers are possessive in their attitudes and behavior.

The results reported in Figure 4 support the investigator's hypothesis that a developmentally oriented mother is more likely to send her child to nursery school than a traditionally oriented mother. Community and nursery school mothers in this study were extremely similar in their socio-economic standing and educational background,

however, a significant difference in attitudes and behavior was expressed on the traditional-developmental scale of the personal interview, the nursery school mothers being more developmental.

The results reported in Table VII support the investigator's hypothesis that middle class mothers are developmentally oriented.

The results reported in Table VI failed to support the investigator's hypothesis that parents behave accordingly with their attitudes toward child rearing.

While four of the author's hypotheses were supported, five hypotheses received no apparent support.

The results of this study indicate that parental attitudes expressed on the Southern California Parental Attitude Survey and parental behavior as elicited on the personal interview are not always consistent. This suggests, to the extent that the instruments are valid, that there is little apparent relationship between parental attitudes and parental behavior.

It was concluded that there was a positive relationship between dominant attitudes toward child rearing and traditional behavior. The results failed to support the hypothesis which states that parents with ignoring attitudes behave developmentally. Additional tests utilizing the traditional-developmental concept would be necessary in order to ascertain the relation between the traditional-developmental dichotomy and the sub-scale on the Southern California Parental Attitude Survey.

Future studies to ascertain the relation between parental attitudes and parental behavior should be expanded to include observation of the actual behavior of parents with their children. This observation

data could be used to supplement the verbal explanations of parents relating their child rearing practices.

Further studies using the Southern California Parental Attitude Survey are also recommended in order to ascertain the relation between parental attitudes and behavior.

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A P P E N D I X

## INVENTORY A

**Directions:** Write your name and date of birth on the answer sheet. Read each statement carefully. On the answer sheet blacken the appropriate space according to your attitude as follows:

	1	2	3	4	5
STRONGLY AGREE	█	:	:	:	:
MILDLY AGREE	:	█	:	:	:
MILDLY DISAGREE	:	:	█	:	:
STRONGLY DISAGREE	:	:	:	█	:

In no instance will you use Column 5 in responding to Inventory A.

For example, suppose you were presented with the statement: "Children should not be encouraged to disagree with their parents even when their parents are wrong." If, in general, you mildly agree with this viewpoint, mark your answer blank as follows:

1	2	3	4	5
:	:	:	:	:

If, however, you strongly disagree with this viewpoint, mark your answer blank as follows:

1	2	3	4	5
:	:	:	:	:

Make your mark as long as the pair of lines, and move the pencil point up and down firmly to make a heavy black line.

Three important things to remember:

1. There are no right or wrong answers. Answer honestly, and not as you feel you should respond.
2. Respond to every statement.
3. If you change your mind after you have marked an answer, erase your first mark completely.

Don't let the fact that some of these statements are general bother you. Keep in mind average children and how you generally feel about guiding them.

## INVENTORY A

---

	1	2	3	4	5
STRONGLY AGREE	: :	: :	: :	: :	: :
Remember this is the key you are to use.					
MILDLY AGREE	: :	: :	: :	: :	: :
MILDLY DISAGREE	: :	: :	: :	: :	: :
STRONGLY DISAGREE	: :	: :	: :	: :	: :

---

1. A child should be seen and not heard.
2. Parents should sacrifice everything for their children.
3. Children should be allowed to do as they please.
4. A child should not plan to enter any occupation his parents don't approve of.
5. Children need some of the natural meanness taken out of them.
6. A child should have strict discipline in order to develop a fine, strong character.
7. The mother rather than the father should be responsible for discipline.
8. Children should be "babied" until they are several years old.
9. Children have the right to play with whomever they like.
10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents.
11. Children should be forbidden to play with youngsters whom their parents do not approve of.
12. A good way to discipline a child is to tell him his parents won't love him any more if he is bad.
13. Severe discipline is essential in the training of children.
14. Parents cannot help it if their children are naughty.
15. Jealousy among brothers and sisters is a very unhealthy thing.
16. Children should be allowed to go to any Sunday School their friends go to.
17. No child should ever set his will against that of his parents.
18. The Biblical command that children must obey their parents should be completely adhered to.
19. It is wicked for children to disobey their parents.
20. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.
21. Children should not be punished for disobedience.
22. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys".

---

	1	2	3	4	5
STRONGLY AGREE	: :	: :	: :	: :	: :
Remember this is the key you are to use.					
MILDLY AGREE	: :	: :	: :	: :	: :
MILDLY DISAGREE	: :	: :	: :	: :	: :
STRONGLY DISAGREE	: :	: :	: :	: :	: :

---

23. Strict discipline weakens a child's personality.
24. Children should always be loyal to their parents above anyone else.
25. Children should be steered away from the temptations of religious beliefs other than those accepted by the family.
26. The weaning of a child from the emotional ties to its parents begins at birth.
27. Parents are not entitled to the love of their children unless they earn it.
28. Parents should never try to break a child's will.
29. Children should not be required to take orders from parents.
30. Children should be allowed to choose their own religious beliefs.
31. Children should not interrupt adult conversation.
32. The most important consideration in planning the activities of the home should be the needs and interests of children.
33. Quiet children are much nicer than little chatter-boxes.
34. It is sometimes necessary for the parents to break the child's will.
35. Children usually know ahead of time whether or not parents will punish them for their actions.
36. Children resent discipline.
37. Children should not be permitted to play with youngsters from the "wrong side of the tracks".
38. When parents speak children should obey.
39. Mild discipline is best.
40. The best child is one who shows lots of affection for his mother.
41. A child should be taught that his parents always know what is best.
42. It is better for children to play at home than to visit other children.
43. A child should do what he is told to do without stopping to argue about it.
44. Children should fear their parents to some degree.
45. A child should always love his parents above everyone else.

---

	1	2	3	4	5
STRONGLY AGREE	::	::	::	::	::
Remember this is the key you are to use.					
MILDLY AGREE	::	::	::	::	::
MILDLY DISAGREE	::	::	::	::	::
STRONGLY DISAGREE	::	::	::	::	::

---

46. Children who indulge in sex play become adult sex criminals.
47. Children should be allowed to make only minor decisions for themselves.
48. A child should always accept the decision of his parents.
49. Children who readily accept authority are much nicer than those who try to be dominant themselves.
50. Parents should always have complete control over the actions of their children.
51. When they can't have their own way, children usually try to bargain or reason with parents.
52. The shy child is worse off than the one who masturbates.
53. Children should accept the religion of their parents without question.
54. The child should not question the command of his parents.
55. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.
56. Children should not be punished for doing anything they have seen their parents do.
57. Jealousy is just a sign of selfishness.
58. Children should be taught the value of money early.
59. A child should be punished for contradicting his parents.
60. Children should have lots of parental supervision.
61. A parent should see to it that his child plays only with the right kind of children.
62. Babies are more fun for parents than older children are.
63. Parents should supervise a child's selection of playmates very carefully.
64. No one should expect a child to respect parents who nag and scold.
65. A child should believe what his parents tell him.
66. Children should be allowed to have their own way.
67. A good way to discipline a child is to cut down his allowance.
68. Children should not be coaxed or petted into obedience.

---

	1	2	3	4	5
STRONGLY AGREE	::	::	::	::	::
Remember this is the key you are to use.					
MILDLY AGREE	::	::	::	::	::
MILDLY DISAGREE	::	::	::	::	::
STRONGLY DISAGREE	::	::	::	::	::

---

69. A child should be shamed into obedience if he won't listen to reason.
70. In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings.
71. A good whipping now and then never hurt any child.
72. Masturbation is the worst bad habit that a child can form.
73. A child should never keep a secret from his parent.
74. Parents are generally too busy to answer all a child's questions.
75. The children who make the best adults are those who obey all the time.
76. It is important for children to have some kind of religious upbringing.
77. Children should be allowed to manage their affairs with little supervision from adults.
78. Parents should never enter a child's room without permission.
79. It is best to give children the impression that parents have no faults.
80. Children should not annoy their parents with their unimportant problems.
81. Children should give their parents unquestioning obedience.
82. Sex is one of the greatest problems to be contended with in children.
83. Children should have as much freedom as their parents allow themselves.
84. Children should do nothing without the consent of their parents.
85. Most children should have more discipline than they get.

## The Interview

1. With regard to the daily selection of clothing for your child, do you
    - a. Encourage him to make his own selection
    - b. Permit him to select part of his daily wear
    - c. Select all his clothing unless he protests strongly
    - d. Always select his complete outfit
- 
- 

2. With regard to dressing, do you assist your child in dressing
    - a. Always
    - b. Frequently
    - c. Seldom
    - d. Never
- 
- 

3. With regard to playing in your house, your child
    - a. Is never allowed to invite his friends to play in his home with him
    - b. Is not allowed to have friends play in his home except on special occasions such as birthdays
    - c. Is allowed to bring friends in the home but must play in restricted areas only
    - d. Is allowed to invite his friends in and is permitted to play in any area of his home
- 
-

4. When your child stays indoors on rainy days;

- a. He is allowed to play anywhere he chooses
  - b. He is allowed to play in most of the rooms in our home
  - c. He can only play in one or two rooms in our home
  - d. He must play in his bedroom
- 
- 

5. With regard to chatting or talking with your child, do you find yourself

- a. Talking with him sometime each day about his recent experiences
  - b. Occasionally chatting with him about his interests
  - c. Mostly concerned about giving directions or suggesting corrections
  - d. Seldom discussing things with your child except to answer questions give directions and correct behavior
- 
- 

6. When your child asks questions

- a. He asks questions just to gain attention so his questions are usually not answered
  - b. He asks so many questions that it is difficult to try to answer them
  - c. Time is taken to answer the question unless you are doing something important
  - d. Time is taken to give a complete answer at least to the child's satisfaction
- 
-

## 7. With regard to weekend planning

- a. Weekend plans are based on the favorite activities of your children
  - b. Your plans are based on the desires of your children that can be shared and enjoyed by the rest of the family
  - c. Your plans are based on the desires of you and your husband that can be enjoyed and shared by your children
  - d. Weekend plans are based on your husband's business plans
- 
- 

## 8. How many of your child's friends do you know?

- a. All of them
  - b. Most of them
  - c. Some of them
  - d. Very few of them
- 
- 

## 9. With regard to using the telephone, my child

- a. Is allowed to talk to friends on the telephone
  - b. Is allowed to answer the telephone
  - c. Is only allowed to talk on the telephone when he is requested to do so
  - d. Is never permitted to use the telephone
- 
- 

## 10. With regard to eating at mealtime, your child

- a. Must eat all the food on his plate or he is punished
  - b. Must eat all the food on his plate or he does not get dessert
  - c. Must eat some food on his plate before he can leave the table
  - d. Is free to leave the table when he does not want to eat
- 
-

11. With regard to the use of vitamins, your child takes one

- a. Seldom or never
  - b. Once in a while
  - c. Frequently
  - d. Every day
- 
- 

12. With regard to eating between meals, your child

- a. Can eat between meals whenever he desires
  - b. Is allowed to eat between meals when he is carefully supervised
  - c. Is only allowed to eat between meals on special occasions
  - d. Is never allowed to eat between meals
- 
- 

13. With regard to sleeping in his parents' bed, your child

- a. Is permitted to sleep in your bed whenever he wants
  - b. Is permitted to sleep in your bed when he is very unhappy
  - c. Is allowed to sleep in your bed when he is very ill
  - d. Is never permitted to sleep in your bed
- 
- 

14. When it is bedtime and your child refuses to go to bed;

- a. He is allowed to remain up until he gets sleepy
  - b. He is allowed to stay up half an hour or so if he behaves
  - c. He is allowed to stay up ten more minutes and then he must go to bed
  - d. He must go to bed immediately or he will be spanked
- 
-

15. When your child wets his pants;

- a. He is spanked
  - b. He is reprimanded
  - c. It is discussed with him
  - d. It is ignored
- 
- 

16. When your child uses a bad (swear) word,

- a. He receives a spanking
  - b. He is scolded
  - c. You discuss the use of words
  - d. You ignore the use of the bad word
- 
- 

17. When your child is scolded by his father, do you find that

- a. You very frequently intervene for your child
  - b. You fairly often intervene for your child
  - c. You seldom intervene for your child
  - d. You never intervene for your child
- 
- 

18. With regard to watching television, your child

- a. Is allowed to watch any program he selects or that other members of the family are watching
  - b. Is allowed to watch most of the programs but you always know of his selections
  - c. Is allowed to watch only childrens' programs or programs that you select for his viewing
  - d. Is not allowed to watch television
- 
-

19. When your child gets into an argument or fight with a neighbor's child
- He is forbidden to play with the child
  - The truth is discovered by talking to the child's mother
  - The truth is discovered by talking to the other child
  - Your child must settle the situation himself
- 
- 

20. When your child is disobedient;
- He is reprimanded
  - He is punished by being made to give up something that he enjoys
  - He is spanked
  - He is slapped across the face
- 
- 

21. When your child has a secret with a friend, do you
- Insist that he tells it to you as a matter of principle so you know what it was about
  - Encourage him to reveal his secret
  - Suggest that he tell you his secret but not insist on it
  - Let him have his secret and make no attempt to find out what it was
- 
-

The University of Arizona  
School of Home Economics  
Tucson, Arizona  
March 7, 1961

As part of my graduate work in Child Development at The University of Arizona, I am conducting a study to obtain mothers' attitudes toward childrearing and current childrearing practices. I would greatly appreciate it if you could contribute to my research project.

The kind of help I would like to request specifically will involve the completion of the Southern California Parental Attitude Survey and an interview. The survey is not a test in as much as there are no right or wrong answers. Moreover, you can complete the survey at the nursery school anytime at your convenience before school recesses for Spring vacation on March 30. It will take approximately twenty minutes.

The survey will be followed by an interview lasting approximately thirty minutes. Please write on the back of your survey the time and date most convenient for your interview. I will be available for interviewing at the nursery school every afternoon and on Tuesday and Thursday morning, however, I am also available any evening. I will call you to arrange a specific appointment.

Due to the nature of the project it is very important to secure the cooperation of every mother who has a child in the nursery school and your cooperation will be very much appreciated. This letter will be followed by a telephone call.

Sincerely,

Mrs. Claire Joyce Lehr

TABLE VII

## INDEX OF SOCIAL STATUS -- SHORT FORM\*

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O ...Occupation.....	Rate 1 to 7 on OC scale.....	Weight --	x 5
S ...Source of Income..	Rate 1 to 7 on SI scale.....	Weight --	x 4
E ...Education.....	Rate 1 to 7 on ED scale.....	Weight --	x 3

The weights sum to 12 and the total index scores can range from 12 (high) to 84 (low) when the component scores are summed. Estimates of status in terms of social class participation and reputation are made by consulting the standard conversion table, shown as Table IV in the present report.

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\*McGuire-White Scale (22:2)

## TABLE VIII

## SOURCE OF INCOME\*

- 
- 
1. Inherited saving and investment; "old money" reputed to provide basic income.
  2. Earned wealth; "new money" has provided "transferable" investment income.
  3. Profits, fees, royalties; includes executives who receive a "share of profit".
  4. Salary, commissions, regular income aid on monthly or yearly basis.
  5. Wages on hourly basis; piece-work; weekly checks as distinguished from monthly.
  6. Income from "odd jobs" or private relief; "sharecropping" or seasonal work.
  7. Public relief or charity; non-respectable incomes (reputation).
- 
- 

\*McGuire-White Scale (22:8)

## TABLE IX

## EDUCATIONAL ATTAINMENT\*

- 
- 
1. Completed appropriate graduate work for a recognized profession at highest level; graduate of a generally recognized, high status, four-year college.
  2. Graduate from a four-year college, university, or professional school with a recognized bachelor's degree, including four-year teacher colleges.
  3. Attended college or university for two or more years; junior college graduate; teacher education from a normal school; R.N. from nursing school.
  4. Graduate from high school or completed equivalent secondary education; includes various kinds of "post-high" business education or trade school study.
  5. Attended high school, completed grade nine, but did not graduate from high school; for persons born prior to 1900, grade eight completed.
  6. Completed grade eight but did not attend beyond grade nine; for persons born prior to 1900, grades four to seven would be equivalent.
  7. Left elementary or junior high school before completing grade eight; for persons born prior to 1900, no education or attendance to grade three.
- 
- 

\*Actual education attained probably is not as important as the education a person is reputed to have. The same scale is used to rate aspiration.

McGuire-White Scale (22:8)

TABLE X

## GENERAL CONVERSION TABLE FOR STATUS INDICES\*

Index Score	Relative Status Level	Social Class Prediction
12		
13 - 17	A	Upper Class
18 - 22	A-	
23 - 27	B+	
28 - 32	B	Upper-middle
33 - 37	B-	
38 - 41	C+	
42 - 46	C	Lower-middle
47 - 51	C-	
52 - 56	D+	
57 - 61	D	Upper-lower
62 - 66	D-	
67 - 71	E+	
72 - 75	E	Lower-lower
76 - 84	E-	

\*McGuire-White Scale (22:4)