

THE PREDICTION OF COMMUNICATION PATTERNS
BETWEEN FATHERS AND DAUGHTERS FROM
MEASURES OF THE DAUGHTER'S
PERSONAL ADJUSTMENT

By

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CHAPTER I

INTRODUCTION

The importance of parents' roles in the development of their offspring into psychologically healthy individuals has been an established fact for a number of years (Baumrind, 1975; Manley, 1977; Parsons & Bales, 1955). Some researchers and theorists have recognized this fact and have concentrated their efforts on the determination of what component of the parent-child relationship operates to produce a psychologically healthy child. Some of these investigators have chosen to look at the manner in which parents contribute to the child's sexual identification and attitudes (Kriskal, 1979; Lynn, 1969; Meyer, 1978). Others have found a significant correlation between the parent-child relationship and the offspring's cognition and achievement scores (Bandura & Kupers, 1964; Marjoribanks, 1977; Nagoshi, Johnson, Ahern, Danko, Wilson, Yamamoto, Samet-Driver & Vandenberg, 1982). There has been research indicating that the quality of the parent-child relationship has a direct bearing on the experiencing of loneliness when the child reaches adulthood (Hojat, 1982). Other studies have supported the theory that parental influence is a factor in mate selection (Jedlicka, 1984) and in career choice (Auster & Auster, 1981).

Altus (1970) investigated the impact that being a father's favorite had upon daughters. He hypothesized that girls who regard themselves as their father's favorite would consequently identify with the masculine role and would, therefore, express more dissatisfaction with their role as women. The data supported his hypothesis. In his discussion of the results, however, Altus

qualifies his results in terms of the conclusions that may be drawn about maladjustment in such cases. He states:

Expressing dissatisfaction with the female role does not appear, however, to be related to maladjustment; perhaps what dissatisfaction there is is predicated on the differential treatment of men and women in our society and, as a consequence, should be regarded as realistic and justified whenever it is found and should not be expected to correlate with neurotic symptomology. (p. 162)

Reuter and Biller (1973) investigated the relationship between three levels of paternal availability (high, medium, and low) and three levels of paternal nurturance (high, medium, and low) in college men. The results of this study revealed that three patterns of paternal nurturance and availability were important determinants of the male's personality adjustment. These patterns were a high paternal nurturance and high paternal availability, a moderate paternal nurturance and high paternal availability, and a high paternal nurturance and moderate paternal availability. Males with fathers in each of these groups achieved relatively high personal adjustment scores. Males with high paternal availability and low paternal nurturance were discovered to be handicapped in their personality adjustment. Also, sons of fathers who were high in paternal nurturance but low in paternal availability also appeared less well adjusted. These researchers concluded that "... a boy with an unnurturant father may be better off if his father is not very available. In such case the boy may be less influenced in a negative manner" (p. 341). According to these authors, this would indicate that a father-absent child may be more well adjusted than a father-rejecting child.

A woman's relationship with the significant males in her life was the object of a longitudinal study by Uddenberg, Engleson and Nettelbladt (1979). These

researchers hypothesized that a woman's way of relating to her partner and her son is more strongly connected with her interactions with her father than with her mother. More specifically, they hypothesized that a woman who reported feeling emotionally supported by her father during childhood and adolescence would report more positive relationships with her partner and her son. They also hypothesized that a woman who had experienced her father as distant or hostile would report more negative relationships with her father and her son. Data were obtained through four semi-structured interviews over approximately a five year span beginning during pregnancy. A total of 69 mothers of sons who lived in a university town in southern Sweden participated in each of the four interviews. A chi-square analysis showed support for all hypotheses. These findings suggest that fathers do have an effect on their offspring's personal adjustment.

Statement of the Problem

The purpose of this study was to investigate the communication pattern between father and daughter as it related to certain levels of the daughter's personal adjustment. The daughter's perception of her ability to express her thoughts and feelings freely and openly with her father, as well as any hinderances to communication between father and daughter were examined. In addition to these communication patterns, the daughter's personal adjustment was examined on two levels. The first examined how she perceives herself in relationship to others by examining her levels of Dominance, Sociability, and Sense of well-being. The second examined how she perceives herself as an individual by examining her levels of Responsibility, Socialization, and Self-control.

The investigation of these two areas was used in an attempt to answer the following question: What is the relationship between a daughter's personal

adjustment and her ability to communicate openly and freely with her father?

Significance of the Study

Research relative to parent-child relationships has been concerned with only three of the four possible interactions between parents and their offspring: The mother-daughter, the mother-son, and the father-son. Little systematic or rigorous research has focused strictly on the father-daughter relationship (Adams-Tucker & Adams, 1982; Fish & Biller, 1973). There is some indication that this deficit has been recognized and that researchers are turning their attention to the father and his influence on his daughter. Cordes (1983) documents this new trend and states that "... much less is known about father's influence on daughters, in sex role development or otherwise. But this is now undergoing new scrutiny" (p. 9).

Moreland and Schwebel (1981) have recognized this deficit and described some of the reasons they believe fathers have not been as actively involved in the parenting of their children. These authors stress the importance of the father accepting a more nurturing role and believe that fathers must be convinced that it will make a difference.

Leonard (1977) has outlined the effects of a puerile, or adolescent-behaving father, on the daughter's development of appreciation of her femininity. She also discussed what the consequences of an absent father are for a girl, indicating that such an absence may stifle the healthy identity development of the daughter. In her chapter describing the characteristics of a wounded woman, Leonard (1982) states that:

For many of these woman, the root of their injury stems from a damaged relation with the father. They may have been wounded by a bad relation to their personal father, or wounded by the patriarchal

society which itself functions like a poor father, culturally devaluing the worth of woman. In either case, their self-image, their feminine identity, their relation to masculinity, and their functioning in the world is frequently damaged. (p. 3-4)

There have been several studies tending to support these hypotheses. Nelsen and Vengen (1971) investigated the differences between preadolescent girls in father-absent homes and father-present homes in a ghetto environment. These researchers discovered that girls from a father-absent home " . . . may be exposed to and cognitively oriented towards sexually provocative and promiscuous experiences at an early age" (p. 166). Hetherington (1972) looked specifically at the effects of a father's absence through death or divorce on the personality development of adolescent daughters. She found that the effects of such a situation appear during adolescence in the daughter's lack of ability to interact appropriately with males. Gerson (1974) found that daughters who were highly promiscuous had a negative view of their fathers. He concluded that:

Whatever the reason, . . . there is a strong relationship between the ratings of behavior of fathers and subsequent behavior of their daughters. Where there is a disruption in their relationship, sexual acting out becomes more likely. (p. 1014)

Brook, Gordon, and Brook (1980) found that fathers who are affectionate and child-centered, and whose daughters identify with them, are less likely to have daughters who use marijuana.

The importance of the development of the ability to self-disclose in adolescents was investigated in a study by Snoek and Rothblum (1979). These researchers found that parental affection is strongly associated with the ability of adolescents to self-disclose, not only to parents, but to male and female friends and strangers outside of the family. Snoek and Rothblum (1979) conclude

that " . . . the structure and child-rearing practices of the family do influence self-disclosure, by providing a model for interpersonal relationships" (p. 339).

These studies indicate that there is a relationship between parental involvement and interaction with their adolescents and the adolescents' behaviors and characteristics. Many of these studies suggest that adolescents who exhibit signs of personal maladjustment also show evidence of a lack of involvement or nurturance on the part of their fathers. The results of such a lack of involvement are thought to affect the adolescents' behaviors in a variety of negative ways.

There are few studies dealing specifically with the father-daughter relationship. Studies that assess the amount of involvement of the father with the daughter and the quality of that involvement are needed to provide a more accurate picture of the importance of this father-daughter relationship. More specifically, such studies are needed to provide a basis and approach for intervention in counseling situations involving father-daughter relationships. Therefore, this study attempted to provide information regarding a specific aspect of the father-daughter relationship, the communication pattern. It investigated the relationship between this communication pattern and the daughter's level of personal adjustment.

Statement of the Hypothesis

In view of research studies supporting the assumption that a father's interaction with his daughter is critical in terms of her own level of adjustment, this study was designed to investigate the following hypothesis:

The daughter's levels of personal adjustment are significant predictors of her pattern of communication with her father.

The daughter's levels of personal adjustment were operationally defined by six subscales of the California Psychological Inventory. The daughter's pattern of communication with her father was operationally defined by the Parent-Adolescent Communication inventory. Significance is determined by an alpha level of .05.

Definition of Terms

Communication

Communication refers to the exchange of information between parents and their daughters which may be either factual or emotional in content. The Parent-Adolescent Communication inventory (Barnes & Olson, 1982) was used to measure communication patterns. This inventory focused on two aspects of communication: (a) Open family communication, "... free flowing exchange of information, both factual and emotional as well as ... the sense of lack of constraint and degree of understanding and satisfaction experienced in their interactions" (p. 37); and, (b) Problems in family communication, "... the negative aspects of communication, hesitancy to share, negative styles of interaction, and selectivity and caution in what is shared" (p. 37). High scores on this inventory were indicative of an ability to openly and freely communicate, while low scores indicated problems in communication.

Personal adjustment

Personal adjustment refers to the amount of interpersonal and intrapersonal adequacy possessed by a daughter which determines her ability to function well in society. The California Psychological Inventory (CPI) subscales that were used in this study were divided into two categories with three subscales in each category:

1. Interpersonal adequacy refers to the personal characteristics of poise, ascendancy, and self-assurance. The daughter's levels of interpersonal adequacy are defined as scores on subscales Dominance, Sociability, and Sense of Well-being. Dominance is defined as leadership ability, persistence, and social initiative. Sociability is defined as an outgoing, sociable, and participative temperament. Sense of Well-being is defined as the minimizing of worries and complaints, and freedom from self-doubt and disillusionment.

2. Intrapersonal adequacy refers to the personal characteristics of socialization, maturity, and responsibility. The daughter's levels of intrapersonal adequacy are defined as scores on subscales Responsibility, Socialization, and Self-control. Responsibility is defined as a conscientious, responsible, and dependable disposition and temperament. Socialization is defined as social maturity, integrity, and rectitude. Self-control is defined as self-regulation and freedom from impulsivity and self-centeredness.

Limitations

There are limitations inherent in this study.

1. The sample studied was restricted to suburban, public school adolescents in a middle to upper socioeconomic level metropolitan area in the southwestern part of the United States. Caution must be used in generalizing the results.

2. The inventories required the subjects to record their present perceptions of the way their fathers have interacted with them in the past and on the whole and may not be indicative of current interactions.

Summary

Chapter I contains an introduction, a statement of the problem, the

significance of the study, a statement of the hypothesis, definitions of terms, and limitations of the study. Chapter II presents the theoretical framework of the research problem with supporting research literature. Chapter III presents a description of the research methodology and research design, the selection of subjects, the instrumentation used, the procedures of data collection, recording, and analysis, the methodological assumptions and limitations, and a restatement of the conceptual hypothesis from Chapter I. Chapter IV includes the results, while Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains a review of the literature relevant to this study. The chapter examines literature relating to interpersonal adequacy and intrapersonal adequacy as aspects of the daughter's personal adjustment. Literature relating to communication patterns between adolescents and their parents also will be examined.

Interpersonal Adequacy of Personal Adjustment

Definition of Interpersonal Adequacy

There are a variety of terms that appear to be related to interpersonal adequacy of personal adjustment. Many of these terms relate personal adjustment to the respondents' evaluation of themselves. These include: self-esteem, self-value, self-perception, and self-attitude. More than 20 years ago, Rosenberg (1965) conducted a series of studies into the adolescent self-image. As a result of these studies, he was able to define the interpersonal qualities of an adolescent with low self-esteem. According to Rosenberg (1965), such an adolescent is

... more vulnerable in interpersonal relations (deeply hurt by criticism, blame, or scolding); he is relatively awkward with others (finds it hard to make talk, does not initiate contacts, etc.); he assumes others think poorly of him or do not particularly like him; he

has low faith in human nature; he tends to put up a "front" to people; and he feels relatively isolated and lonely. (p. 187)

In his research into the antecedents of self-esteem, Coopersmith (1967) concluded that

. . . persons high in self-esteem are happier and more effective in meeting environmental demands than are persons with low self-esteem. The picture is not a pleasant one for persons with low self-esteem, suggesting as it does withdrawal from other people and consistent feelings of distress. (p. 19)

In a more recent article, Whitley (1983) has categorized self-esteem measures into two groups: (a) The measures of global self-esteem, which deal primarily with a person's feelings about him/herself in a number of areas; and, (b) a person's social self-esteem, which refers to " . . . a person's sense of adequacy or worth in social interaction with people in general" (p. 767).

Wells and Rankin (1983) investigated the self-concept as it relates to delinquency. They believe that " . . . people universally need to think well of themselves and avoid negative self-conceptions" (p. 11). They suggested that self-esteem is derived from: "(1) Accomplishment in valued social roles and tasks, (sense of competence and confidence), and (2) acceptance in valued social relationships (sense of worth and significance)" (p. 11). They elaborated upon the theory that delinquency in adolescents is a result of a self-devaluation process which is fed from three "crucial" sources in the adolescent's environment. These sources are: "(1) A person's performance in key social roles (particularly as a student), (2) positive (accepting) relationships with one's family (especially parents), and (3) positive relationships with peers" (p. 12).

Interpersonal Adequacy of Personal Adjustment Studies

Fathers affect the personality development of their daughters (Torgoff & Dreyer, 1961). The initial thrust of research into this area dealt with the psychoanalytic viewpoint of feminine development (Leonard, 1966; Mead & Rekers, 1979). Such studies concerned themselves with the need for a daughter to "... establish a desexualized object-relationship to her father, enabling her later to accept the feminine role without guilt or anxiety and to give love to a young man in her peer group" (Leonard, 1966, p. 332). She also provided a definition of the term fathering that is indicative of a person who is an active participant in this daughter's life. Leonard (1966) states that:

"Fathering" is the sum of nurturing, protection, affection, guidance and approval given by the father to his child; it is his availability to give love and to be loved (to be used as love object); to be admired, emulated, and obeyed (to be used as a model for identification and superego formation). (p. 326)

The idea that sex-role identification is a father's role in the family for both sons and daughters is further developed by Lynn (1969). He suggested differing roles for the mother and father with the mother's role being in the expressive realm, and the father's role being in the instrumental realm. This instrumental role suggests that the father is the promoter of femininity in the daughter.

One of the first studies that dealt with the father-daughter relationship was conducted by Fish and Biller (1973). This study involved lower-middle and middle-class white females ranging in age from 18 to 22 years. The subjects were enrolled in a university introductory psychology course. The researcher hypothesized that

... female children in families in which the father is relatively uninvolved and/or rejecting will have more difficulties in their personality adjustment than female children in which the father is warm and accepting. (p. 415)

The father-daughter relationship was assessed by a parent perception questionnaire. There were a total of 15 statements divided as follows: Five of the statements were used to determine nurturance, five of the statements were used to determine positive involvement, and five of the statements were used to determine rejection. The subjects were asked to rate each statement on a five-point scale ranging from very seldom (rated 1) to very frequently (rated 5). An adjective check list was used to measure personal adjustment. The researchers excluded from data analysis any subjects whose parents were divorced or who had experienced the death of either parent. They also excluded those who had been raised in a foster home, with step-parents or guardians, or whose father had been absent for any single period of time exceeding three months.

The results revealed significant interrelationships between paternal nurturance and positive involvement, paternal nurturance and rejection, and positive involvement and rejection. More specifically, subjects in the high nurturance group received significantly higher adjustment scores than either the subjects in the low or medium nurturance groups. Also, subjects in the high positive involvement group received higher adjustment scores than subjects in the low or medium positive involvement groups. In addition, subjects in the high rejection group received much lower adjustment scores than subjects in the low or moderate rejection groups. Fish and Biller (1973) concluded that " ... subjects who have negative self-perceptions seem likely to perceive their relationships with their fathers during childhood quite negatively" (p. 419).

The sexual self-esteem and consequent sexual behavior of daughters has been a topic of special interest to several researchers. Gerson (1974) investigated the tendency to be promiscuous as it related to the father-daughter relationship. He hypothesized that women who view their fathers in a negative way during their upbringing are more likely to be sexually promiscuous than those women who view their fathers in a positive way. Promiscuity was defined as sexual intercourse once per week or more with a different partner at least every third time. Data was collected from 123 women enrolled in a school of nursing at a county hospital in California. Information was gathered by the use of a semantic differential with three categories: my mother, my father, my sexual behavior. Items such as the following were included: gentle-rough, warm-cold, soft-firm, mild-forceful, and distant-close. An analysis of variance between the high and low promiscuity groups revealed a significant difference. As hypothesized, the highly promiscuous subjects viewed their fathers more negatively than the subjects low in promiscuity. Gerson (1974) concluded that:

There is a strong relationship between the ratings of behavior of fathers and subsequent behavior of their daughters. Where there is a disruption in their relationship, sexual acting out becomes more likely. (p. 104)

In a similar study, Meyer (1978) investigated the relationship between a daughter's sexual behavior, feelings, and values, and her emotional relationship with her parents. She hypothesized that examination of the parent-daughter relationship (and particularly the father-daughter relationship) would reveal aspects of the daughter's developing sexuality. Data was collected from 81 single, white college women, ages 18-24. Half of these women were virgins and half were nonvirgins. Data also was collected from 49 of their mothers and 33 of their fathers. A questionnaire consisting of four sections included: (a) Questions

about sexual behavior and feelings (answered by daughters only); (b) questions about sexual values; (c) a romantic differential scale describing self, mother, and father; and (d) a scale assessing family emotional relationships. A correlational procedure was used to analyze the data. Meyer (1978) found that: (a) Virgins who rated themselves as sexy, nurturant, and instrumental were positively related to father-daughter closeness, but not to mother-daughter closeness; (b) virgins reported feeling closer to their mothers and perceived their fathers as less permissive than did nonvirgins; (c) virgins' sexual self-concept was positively related to their perception of fathers' closeness; (d) daughters' actual sexual behavior was found to be marginally, but consistently, negatively related to mother-daughter closeness. Meyer (1978) concluded that "... fathers appear to play a more significant role in virgins' than in nonvirgins' psychological life, insofar as the sexual self-concept is concerned" (p. 1490-B).

Ragland (1978) also investigated the area of social and sexual self-esteem and the father-daughter relationship. She hypothesized that: (a) Women with low social and sexual self-esteem retrospectively perceive their fathers to have been nonaccepting during early adolescence, and, conversely, women with high social or sexual self-esteem retrospectively perceive their fathers to have been accepting during early adolescence; and (b) girls with low social or sexual self-esteem retrospectively perceive their fathers to have been nonaccepting, and, conversely, girls with high social and sexual self-esteem retrospectively perceive their fathers to have been accepting. Data was gathered from two groups of females ($n=22$). Group I consisted of undergraduates ages 18-22; Group II consisted of adolescent girls ages 12-14 years. Three measures were used: (a) A structured individual interview; (b) three semantic differentials designed to measure relevant concept variables; and (c) the Coopersmith Self-esteem Inventory. A correlational analysis of the data revealed that

significance was obtained on all hypotheses with the use of the interview and self-esteem measures.

A different aspect of the daughter's sexual behavior was investigated by Kriskal (1979). She investigated the father's influence on the daughter's lovemaking experiences and her relationships with men. She hypothesized that daughters of warm fathers would feel comfortable with their fathers, and, later, seek out the company of other men. These daughters also were expected to feel comfortable and relaxed during intimate situations such as lovemaking, and, therefore, to report a high orgasmic frequency. In contrast, she hypothesized that daughters of cold fathers would feel hesitant about interacting with other men and anxious in intimate situations such as lovemaking and, therefore, report a low orgasmic frequency. Warm fathers were defined as responsive, available, accepting, and fair in disciplinary matters. Subjects included 575 undergraduate women who rated their fathers on a series of bipolar items. Information also was collected on the daughter's lovemaking behaviors and type of relationships with other men. Results indicated that: (a) Father warmth did not affect the daughter's orgasmic frequency or quality of her lovemaking; and (b) daughters of warm fathers had many casual, nonsexual relationships but few sexual relationships with other men. Daughters of cold fathers had many sexual relationships with men they knew and did not know well.

Intrapersonal Adequacy of Personal Adjustment

Definition of Intrapersonal Adequacy

A person's feelings of adequacy not only have been linked to social self-esteem, but to what Whitley (1983) describes as global self-esteem as well. This includes ". . . feelings of adequacy and worth, feelings of being a 'good' or

'bad' person, physical appearance, personal skills, and sexuality" (p. 767).

Rosenberg (1965) chooses to define high self-esteem as characteristic of that person who

. . . respects himself, considers himself worthy; he does not necessarily consider himself better than others, but he definitely does not consider himself worse; he does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve. (p. 31)

Coopersmith (1967) found that persons with high self-esteem are more independent and demonstrate a greater amount of self-confidence. Wells and Rankin (1983) have determined that a person's self-concept involves the internalization process by which social control becomes self-control. Kaufman and Raphael (1984) postulated that one of the tasks of personal development is to build and maintain a competent self. By this they mean ". . . to remain feeling whole, worthwhile and valued in the face of life's vicissitudes" (p. 239).

Intrapersonal Adequacy of Personal Adjustment Studies

The importance of the family in providing the environment for the development of a healthy personality has been emphasized by Parsons and Bales (1955). They believe that ". . . the human personality is not 'born' but must be 'made' through the socialization process . . ." (p. 16). They also state that this socialization is necessary so that children can ". . . truly become members of the society into which they have been born" (p. 16).

In a review of literature on parent-child relationships, Anderson (1981) states that ". . . regardless of theoretical orientation, there is little argument that the family is generally the most powerful and the optimal context for individual

development" (p. 35). Anderson also discusses moral internalization as an aspect of the socialization process. She defines moral internalization as "... the child's ability to control his-her own behavior in accord with societal values and expectations ..." (p. 36). Hoffman (1979) has reviewed the development of moral internalization research and has found that

... moral internalization is fostered by (a) parents' frequent use of inductive discipline techniques, which point up the harmful consequences of the child's behavior for others, and (b) the parents' frequent expression of affection outside the discipline encounter.
(p. 958)

The significance of a father in the psychosexual development of his daughter was investigated by Leonard (1966) who hypothesized that the father's ability to offer his daughter a counter-oedipal relationship affects the daughter's intra-psychic development. The subjects were six adolescent girls, observed in therapy. Case studies of each of these girls is offered which appear to support the hypotheses. Case study #1 concerned Rita, whose father had disappeared when she was only a few months old. Rita's subsequent emotional difficulties were seen as a result of her

... exalted and idealized image of a father for whom she was constantly searching; an image against which all others were doomed to fall short, and which crowded out all interest in peer relationships.
(p. 327)

Case study #2 concerned Linda, whose parents had divorced when she was nine years old. Linda's emotional difficulties were seen as a result of her feelings of anger toward her father because "... he had rejected her mother and, ... [she] felt he disliked her also" (p. 328).

Case study #3 concerned Jeannie, whose father was considered non-participating. Jeannie's emotional difficulties were seen as a result of a lack of attention from her father, which was experienced by Jeannie as " . . . rejection which is destructive to the sense of self-esteem derived from the knowledge of being loved by an admired object" (p. 329). Case study #4 concerned Jill, whose father was seen as being possessive. Jill's emotional difficulties were seen as a result of a " . . . self-protective reaction against the father's possessive clinging" (p. 329). Case study #5 concerned Nancy, whose father was seen as being seductive. Nancy's emotional difficulties were seen as a result of both Nancy and her father " . . . making use of reversal of affect as a defence [sic] against incestuous feelings" (p. 331). Case study #6 concerned Lori, whose father was seen as "an identified, possessive father" (p. 331). Lori's emotional difficulties were seen as a result of the inter-identification of Lori and her father which " . . . made it impossible for Lori to establish an identity of her own" (p. 331).

The development of emotional disorders in daughters as a result of the father-daughter relationship was investigated by Harrison (1973) who hypothesized that females who perceive their fathers as having been " . . . predominantly instrumental or insensitive to their needs of the moment during childhood and adolescence" (p. 2932) would have a tendency toward emotional disorders. Subjects were 30 females who had presented themselves for psychiatric treatment and 30 female undergraduates at the University of Maryland. The Minnesota Multiphasic Personality Inventory (MMPI) and a background questionnaire were given to each subject. A 2-way analysis of variance indicated that the subscales Depression, Psychasthenia, Schizophrenia, Hypomania, and Social Interaction were significantly related to a negative perception of the father.

The psychologically absent father has also been an object of research. Fleck, Fuller, Malin, Miller and Acheson (1980) investigated the effects of such a father on the frequency and extent of heterosexual behaviors, manifest anxiety, and androgyny in his daughter. They hypothesized that the psychological absence of a father was related to: (a) A greater extent and frequency of heterosexual behaviors, (b) increased anxiety as a personality trait and in a dating situation, and that (c) a positive psychological presence would correlate with androgyny. The subjects for the study were 160 single female college students from five colleges. All subjects came from homes in which either a father or a stepfather was living until the subject was at least 13 years old. Five measures were used: (a) A demographic information sheet, (b) a summary of heterosexual experiences, (c) a measure of father-acceptance as perceived by the subjects at age sixteen, (d) a state-trait measure of anxiety, and (e) a measure of sex-role identification. A chi-square analysis revealed a relationship between a psychologically absent father and a greater frequency and extent of heterosexual behaviors. A one-way analysis of variance revealed a relationship between a psychologically absent father and anxiety. The hypothesis concerning androgyny was not supported.

Fathers also are seen as contributing to the development of eating disorders in daughters. In a study of 120 Cornell coeds into the antecedents of bulimarexia, Boskind-White and White (1983) report that 47% of these women reported a bad relationship with their fathers. These authors stated that:

Paternal rejection and secret yearnings for intimacy with their fathers were evident in the history of many of the bulimarexics we treated. According to these daughters, lack of intimacy with their fathers was as much responsible for their feelings of inadequacy and lack of self-esteem as were the strife-ridden relationships with their mothers. (p. 72)

These studies represent an attempt by several researchers to ascertain the effects of fathering on the female's intrapersonal characteristics. The characteristics include what many authors feel are the socialization responsibilities of parenting.

Father-daughter Communication Patterns

Definition of Communication Patterns

Communication patterns, particularly as related to family relationships, is a difficult term to define. Barnes and Olson (1982) describe this difficulty by stating

... research into the nature of family communication presents some challenging difficulties. One of the main difficulties is the complexity of family communication which presents a wide variety of aspects upon which researchers might focus. (p. 34)

Some researchers view communication in terms of self-disclosure (Altman, 1973; Jourard, 1971); others approach communication from the social exchange aspect of reciprocity (Hill & Stull, 1982). Research into the affective styles of communicating has been the focus of attention for other researchers (Asarnow, Lewis, Doane, Goldstein & Rodnick, 1982; Goldstein, 1981; Prinz, Rosenblum & O'Leary, 1978), while others have chosen to look at the family communications processes in terms of parent and child attitudes (Moore & Nystul, 1979).

Father-daughter Communication Pattern Studies

Self-disclosure between parents and adolescents was the object of a study by Abelman (1975). They hypothesized that there would be a positive and significant correlation (a) between the self-disclosure of parents to children and

the self-disclosure of children to parents, (b) between the self-disclosure of parents and the self-images of children, and between the self-disclosure of children and the self-images of children, (c) between the self-disclosure of parents and the family satisfaction of the parents and children, and between the self-disclosure of the children and the family satisfaction of the parents and children, and (d) between the self-disclosure of parents and the congruence of the real and ideal family concepts of the parents and children, and between the self-disclosure of the children and the real and ideal family concepts of the parents and children.

The subjects were 52 middle and upper socioeconomic level families who had two parents present in the home and at least one child attending high school. Four instruments were used during an interview by the researcher. All members of the family completed a self-disclosure inventory and a family inventory. The children also completed a self-image questionnaire. There were five major conclusions drawn: (a) Mutual self-disclosure within the family exists, but only between parents and their children of the same sex, (b) the self-disclosure of adolescents to parents and friends is more highly correlated with their self-images than is the self-disclosure of parents to them, (c) fathers' self-disclosure to their spouses is an important factor in their daughters' self-images, family satisfaction, and similarity to both parents in real family concepts, (d) men appear to rely more on self-disclosing relationships with their spouses for family satisfaction, while women appear to rely more on the self-disclosure of their children for family satisfaction, and (e) the congruence of real family concepts between any two members of the family is related not only to the self-disclosure of those members, but also to the self-disclosure of the third member of the family.

The relationship between the adolescent's self-concept and communication with parents was studied by Flora (1975). The subjects were 152 university freshmen and their parents. A self-concept scale was given to all subjects, while a communication inventory was given to adolescents only. A two-way and a three-way analysis of variance were used to analyze the data. The results indicated that combined parental self-concept seems to have had no effect upon the adolescent's perceived communication with parents. However, the adolescent's self-concept appears to have had an effect upon his/her communication with parents, with those adolescents who had low self-concept perceiving communication with their parents as more non-constructive. The results also indicated that the mother's self-concept appeared to influence her daughter's communication with her parents, but the father's self-concept did not have this same effect. Neither parent's self-concept seemed to have any effect upon the son's perceived communication with parents, and when controlled for sex, results indicated the parental self-concepts had no measureable effect upon their adolescent's self-concept.

Hue (1979) investigated the relationship among adolescents' self-esteem, perceived communication satisfaction of each parent, and feeling toward each parent. Subjects were 252 seventh and eighth graders at a suburban school in southeast Texas. Measures used included a self-esteem inventory, a communication inventory, and an inventory of family feelings. Hue (1979) hypothesized that: (a) There was a significant positive relationship between adolescents' level of self-esteem and perceived communication satisfaction with the same-sexed parents, (b) there was a less significant positive relationship between adolescents' level of self-esteem and perceived communication satisfaction with the opposite-sexed parent, (c) there was a significant positive relationship between adolescents' level of self-esteem and feelings toward each

parent, and (d) there was a significant positive relationship between adolescents' perceived communication satisfaction and feelings toward each parent. Analysis of the data, using a Pearson correlation procedure, provided support for all but the second hypothesis. Conclusions included the suggestion that adolescents' self-esteem is related to communication satisfaction with both same and opposite-sexed parents.

These studies represent attempts by several researchers to ascertain the effects of parental communication patterns on the adolescent's self-esteem. These communication patterns are seen as contributing to a large extent to the development of a healthy self-concept in the adolescent.

Summary

This chapter included a review of the literature relevant to this study. This review included studies which suggest that a father impacts his daughter's concept of her feminine role and ability to love a man in her peer group (Leonard, 1966; Mead & Rekers, 1979). Other studies have found that daughters who perceive their fathers as being uninvolved and/or rejecting will evidence more difficulties in their personality adjustment (Fish & Biller, 1973).

Sexual promiscuity on the part of daughters and negative descriptions of their fathers have been shown to have a strong relationship (Gerson, 1974). In a related study, fathers have been shown to play a more significant role in virgins' sexual self-concept than mothers. More specifically, a positive relationship was found between a virgin's feeling close to her father and a positive sexual self-esteem on the part of the virgin-daughter (Meyer, 1978).

Ragland (1978) investigated the father-daughter relationship as it relates to the daughter's social and sexual self-esteem. She found that daughters who perceived their fathers as accepting tended to have a high level of social and

sexual self-esteem, while daughters who perceived their fathers as nonaccepting tended to have a low level of social and sexual self-esteem. A daughter's sexual behavior was found to be related to her perception of her father as warm or cold in a study by Kriskal (1979). Daughters with warm fathers had many casual, nonsexual relationships, but daughters with cold fathers had many sexual relationships with men they both knew and did not know well.

A series of case studies was presented by Leonard (1966) as evidence of the importance of a father's ability to offer his daughter a counter-oedipal relationship. A lack of such a relationship was seen in all cases to have been in some way detrimental to the daughter's emotional development.

An increase in the frequency of heterosexual behaviors was found in daughters with fathers who were psychologically absent (Fleck, Malin, Miller & Acheson, 1980), and a tendency toward the development of eating disorders was seen as related to a bad father-daughter relationship by Boskind-White and White (1983).

A study of self-disclosure patterns and self-images in children by Abelman (1975) concluded in part that fathers' self-disclosure to their spouses is an important factor in their daughter's self-image. He also found that self-disclosure of adolescents to parents and friends is more highly correlated with their self-image than self-disclosure of parents to them.

Flora (1975) concluded in part that the adolescent's self-concept appears to have an effect upon the communication pattern with his/her parents, and a mother's self-concept appears to influence her daughter's perceived communication with her parents, but the father's self-concept did not appear to influence his daughter's perceived communication with her parents. In a similar study, Hue (1979) concluded that adolescents' self-esteem is related to communication satisfaction with both same and opposite-sexed parents.

CHAPTER III

METHODOLOGY

This chapter discusses the subjects, the instrumentation, and the procedure. The research design is described, followed by a discussion of the statistical design.

Subjects

Volunteers for this study were solicited from among female students enrolled, in English, Psychology, Family Living and Child Care classes in a public high school located in a suburban area of a southwestern city. This suburb is made up largely of white collar workers with middle to upper level incomes. A total of 164 females ranging in age from 15 to 19 years old participated. A demographic questionnaire completed by the subjects provided information regarding the subjects' ages, grades, and type of home from which the subjects came (Appendix A). The information revealed that 66% of the subjects (n=108) lived with their natural father and either their natural mother, a stepmother, or without a mother present. The remaining 34% of the subjects (n=56) lived with a stepfather or the father was absent from the home through death or divorce (Table 1).

Instrumentation

The two instruments used to gather data for this study were the California

Table 1

Demographic Information Obtained from Subjects

	Number of Subjects (N = 164)	% of Total N
<hr/>		
Age Group		
15	34	21%
16	26	16%
17	75	45%
18	28	17%
19	1	-
Grade Level		
10	50	31%
11	22	13%
12	92	56%
Type of Home		
Natural father/Natural mother	90	55%
Step father/Natural mother	27	16%
Father absent/Natural mother	24	15%
Natural father/Step mother	13	8%
Natural father/Mother absent	5	3%
Step father/Mother absent	2	1%
Father absent/Mother absent	3*	2%
<hr/>		

*Subjects lived with grandmother, aunt and uncle, and best friend.

Psychological Inventory (CPI) and the Parent-Adolescent Communication inventory. The following section discusses these instruments.

California Psychological Inventory (CPI)

A modified form of the California Psychological Inventory (Gough, 1975) was used to gather information concerning the levels of personal adjustment of the daughters (Appendix B). The CPI has 18 subscales which are grouped into four categories which are called classes.

Class I purports to measure poise, ascendancy, self-assurance, and interpersonal adequacy. Class II is considered to measure socialization, maturity, responsibility, and intrapersonal structuring of values. Class III purports to measure achievement potential and intellectual efficiency. Class IV is considered to measure intellectual and interest modes.

Only selected subscales from Class I and Class II categories were of interest to this study. According to the manual, these classes constitute different psychometric clusters. The manual states that "... the implications of Class I and Class II scales would suggest 'interpersonal' or 'role' functions for the former, and 'intrapersonal' or 'character' functions for the latter" (Gough, 1975, p. 7).

Reliability. Class I has a total of six subscales measuring interpersonal or role functions. Three of these (Dominance, Sociability, and Sense of Well-being) were used for this study. Dominance (DO) is reported to assess factors of leadership ability, dominance, persistence, and social initiative. Test-retest reliability for this subscale for high school females is .72. Sociability (Sy) is reported to identify persons of outgoing, sociable, participative temperament. Test-retest reliability for this subscale for high school females is .71. Sense of

well-being (Wb) is reported to identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment. Test-retest reliability for this subscale for high school females is .72.

Class II has a total of six subscales measuring intrapersonal or character functions. Three of these (Responsibility, Socialization, and Self-control) were used in this study. Responsibility (Re) is reported to identify persons of conscientious, responsible, and dependable disposition and temperament. Test-retest reliability for this subscale for high school females is .73. Socialization (So) is reported to indicate the degree of social maturity, integrity, and rectitude which the individual has attained. Test-retest reliability for this subscale for high school females is .69. Self-control (Sc) is reported to assess the degree and adequacy of self-regulation and self-control, and freedom from impulsivity and self-centeredness. Test-retest reliability for this subscale is .68.

In a review of the CPI, Kelly (1965) reports CPI test-retest reliabilities, based on a one-year interval for 326 high school juniors, as .65 for males and .68 for females. He states:

The manual does not report any reliability estimates based on a single administration, but presumably these would be higher than the test-retest consistency coefficients noted above, and hence sufficiently high for both group and individual use. (p. 973)

Validity. The CPI manual provides evidence for the validity of each of the subscales by providing from two to four studies of each subscale where concurrent and content validity are demonstrated to be significant at the .01 level. For the Dominance subscale, principals in five high schools were asked to nominate the most and least dominant students. Females nominated as high or low in dominance scored high or low respectively on the CPI ($n=51$; $p < .01$).

For the Sociability subscale, principals in five high schools were asked to nominate the most and least participating students. Females nominated as most participating and least participating scored high or low respectively on the CPI ($n=51$; $p < .01$).

For the Sense of Well-being subscale, 354 college students were asked to fake on the items so as to indicate serious personal problems and feelings of anxiety. These scores were then compared to those of psychiatric patients and of other students. Significantly lower scores obtained by psychiatric patients and the lower score obtained by faking students were interpreted as providing support for the scale's validity ($n=354, 915, 2800$; $p < .01$).

For the Responsibility subscale, principals in five high schools were asked to nominate the most and least responsible students. Females nominated as most responsible or least responsible scored high or low respectively on the CPI ($n=51$; $p < .01$).

For the Socialization subscale, scores from samples of all studies available were rank-ordered by means and then reviewed to determine if a categorization into more socialized and less socialized could be made. The resulting lists demonstrated that mean scores provided a socialization-asocialization continuum with scores from high to low respectively ($n=9,687$; 736 females; $p < .01$).

For the Self-control subscale, five high school principals were asked to nominate the least and most impulsive students. Females nominated as least impulsive or most impulsive scored high or low on the CPI ($n=47, 50$; $p < .01$).

Parent-Adolescent Communication inventory

The Parent-Adolescent Communication inventory (Barnes & Olson, 1982)

was used to measure communication patterns between father and daughter (Appendix C). Specifically, this instrument was developed to measure

... the extent of openness of freedom to exchange ideas, information and concerns between generations; the trust or honesty experienced; and the tone or emotional tenor of the interactions, whether positive or negative. (p. 35)

The first of the two subscales is "Open Family Communication" (Factor I).

This scale

... focuses on the freedom or free flowing exchange of information, both factual and emotional as well as on the lack of constraint and degree of understanding and satisfaction experienced in their interactions. (p. 37)

The second subscale is entitled "Problems in Family Communication" (Factor II). This scale " ... focuses on the negative aspects of communication, hesitancy to share, negative styles of interaction and selectivity and caution in what is shared" (p. 37).

The adolescents were asked to respond to each of 20 questions as they applied to mother and then to father on a 5-point Likert-type scale. Scores ranged from a possible low of 20 to a possible high of 100 for the entire scale. The two subscales each had a possible low of 10 and a possible high of 50.

Reliability. Reliability for this inventory is reported as internal consistency (split-half) using Cronbach's Alpha. Reliabilities for two samples (n=925, 916) were reported as .87 and .87 for Open Family Communication subscale, and .78 and .77 for Problems in Family Communication subscale respectively. Total reliability for both subscales for both samples is .88.

Validity. Items selected for use on this instrument were generated from a review of literature as well as ". . . a variety of other sources" (p. 35). Construct validity for the resulting items was provided by the use of unrestricted varimax rotated factor analysis. Factor loadings for the Factor I subscale range from .48 to .71. Factor loadings for the Factor II subscale range from .26 to .60. Higher scores indicate a more desirable state of communication between father and daughter, whereas lower scores are indicative of problems in father-daughter communications.

Procedure

One week before the administration of the inventories, a brief explanation of the study and a permission slip were sent out through the school counseling office to the parents of the prospective subjects (Appendix D). Only those subjects who returned signed permission slips were allowed to participate in the study. The teachers whose classes were participating in the study set aside a regularly scheduled class period for the collection of the data. The subjects in each class were given instructions (Appendix E). The subjects were allowed to ask questions for clarification. They also were instructed to raise their hands at any time during testing for individual help. The entire CPI requires 45 minutes to one hour for completion. However, since only the items from the six subscales of interest were given, the students were able to complete the CPI within a 50-minute class period.

The use of a classroom setting to gather data prevents true random sampling of individual subjects. However, there are several advantages to using the classroom situation. First of all, a classroom setting provides a type of naturalistic setting that eliminates certain sources of error in the sampling procedures. For example, if individual subjects were selected to participate in

the study from within a classroom, the possibility of a guinea pig or Hawthorne effect might confound the data. Such a setting also allows for control of extraneous variance among subjects by providing opportunity for testing a greater number of subjects.

Research Design

This study made use of a correlational design to determine if a relationship existed between the daughter's personal adjustment scores and her communication pattern with her father. The independent variables are levels of the daughter's personal adjustment as measured by six subscales of the CPI. These six subscales provided an opportunity to look at specific areas of personal adjustment. The dependent variable is the daughter's communication pattern with her father.

Statistical Design

A multiple regression analysis using a stepwise procedure was used to determine if a better than chance prediction of the father-daughter communication pattern could be made from scores on the personal adjustment inventory. At the same time data were collected for the father-daughter communication pattern, data also was collected for mother-daughter communication patterns in order to provide a point of reference in the interpretation of the results.

One of the limitations of a regression analysis concerns the inferring of causal relationships from the data obtained. A regression technique that demonstrates prediction is in no way meant to infer causality. Decision as to which variables to include in the study also is a factor that impacts the

interpretation of the statistical results. Such decisions, based on the theoretical basis of the hypothesis, is what ultimately gives the statistical results meaning.

Another problem in regression techniques concerns the number of cases needed to provide meaningful results. Tabachnick and Fidell (1983) suggest that:

Ideally one would have 20 times more cases than variables . . . A suggested minimum requirement is to have at least 4 to 5 times more cases than IVs. The lower the case-to-variable ratio, the more important it becomes that the residual be normally distributed.
(p. 91-92)

Before data were analyzed, several factors affecting the data were considered. Problems with outliers, multicollinearity, singularity, and skewness were identified and eliminated. Likewise, the assumptions of normality, linearity, and homoscedasticity were investigated for each variable.

CHAPTER IV

RESULTS

Introduction

Presented in this chapter are the results of the statistical analysis of the hypothesis formulated for this study. The major emphasis of this study was to determine if measures of the daughter's levels of personal adjustment are significant predictors of her communication pattern with her father. Data also were collected for mother-daughter communication patterns in order to provide a point of reference in the interpretation of the results.

The results of the study provided information regarding the combined and individual contributions of the independent variables (levels of personal adjustment) in the prediction of the dependent variable (the communication pattern). Computations were done using the Statistical Package for the Social Sciences (SPSS-X, 1983). When significance was indicated, a stepwise procedure was used to determine which of the independent variables added the most to the prediction equation. Such a procedure provided a way to identify the independent variables which predict the dependent variable, while eliminating those independent variables which did not provide additional prediction.

Tests of Assumptions and Limitations

An examination of the statistical analyses provided information concerning the assumptions and limitations inherent in a regression procedure. These

include information regarding the number of cases, outliers, multicollinearity and singularity, normality, linearity and homoscedasticity of residuals. The 164 subjects used for this study provided the recommended number as indicated by Tabachnik and Fidell (1983). Cases that have an unusual pattern of scores are outliers. These cases become important to the interpretation of results only if they fall outside of an expected range of ± 3 . An examination of the results for communication pattern indicated standard residuals of less than ± 3 .

Multicollinearity occurs when two variables in a correlation matrix are perfectly or near perfectly correlated. Singularity occurs when one score is a linear or nearly linear combination of others. If either of these conditions exist, the correlation matrix is rendered unstable. An examination of the correlation matrix revealed no significantly high correlations.

The assumption of normality is that the distribution of errors of predictions is independently and normally distributed at all levels of the predicted dependent variable. The assumption of linearity is that the relationship between variables can be described using a straight line. The assumption of homoscedasticity is that the variability in scores on one variable is roughly the same at all values of the other variables. Examination of the residual scatterplot provided evidence that each of these assumptions were met.

Test of the Research Hypothesis

The hypothesis stated that measures of the daughter's levels of personal adjustment are significant predictors of her pattern of communication with her father. A multiple regression analysis between father-daughter communication pattern and the independent variables was performed to determine the predictive contributions of the six measures of personal adjustment: Dominance,

Sociability, Sense of Well-being, Responsibility, Socialization, and Self-control.

The findings related to this hypothesis are presented in Table 2.

Table 2
Multiple Regression Analysis for the Prediction
of Father-Daughter Communication Pattern

Dependent Variable		Multiple R	R ² Adjusted	F	Sig. F
Father-Daughter Communication		.4022	.12981	5.052	.0001*
Independent Variables	B	Semi-Partial Correlation	Beta	F	Sig. F
Socialization	.5132	.1791	.2458	6.014	.0153*
Sociability	-.7676	-.1715	-.2517	5.512	.0201*
Responsibility	-.3633	-.0871	-.1199	1.423	.2347
Well-being	.1724	.0544	.0785	.556	.4569
Self-control	.1398	.0517	.0782	.502	.4798
Dominance	-.1486	-.0403	-.0602	.305	.5817

n=164, df=6; *p < .05

The results of the analysis indicated that a significant correlation of .4022 (p < .0001) was obtained between the dependent or criterion variable and the independent or predictive variables. The F ratio is significant (F=5.052; df=6;

$p < .05$), therefore, the statistical hypothesis was rejected. Results also indicated, as measured by R^2 , that 12% of the variance of scores on the criterion variable (communication pattern) can be accounted for by variations of scores on the predictive variables (levels of personal adjustment).

A stepwise multiple regression analysis examining the relationship of levels of personal adjustment to father-daughter communication pattern was performed to determine which variables added the most to the prediction equation and to eliminate those variables that did not provide additional prediction. The results of this procedure are reported in Table 3. Results indicated that Sociability and Socialization added significantly to the equation, while the remaining variables did not. In Step 1, Socialization was entered with all other variables not in the equation. Results indicated that the daughter's level of Socialization, with a variance of .1034 (R^2 Adjusted), accounted for 10.3% of the variance in scores on the father-daughter communication inventory when all other variables were eliminated. In Step 2, Sociability was entered with Socialization also in the equation and all other variables eliminated. Results indicated that the daughter's level of Socialization and Sociability combined accounted for 13.1% of the variance in scores on the father-daughter communication inventory, with Socialization having a positive correlation and Sociability having a negative correlation with the dependent variable.

An examination of the correlation matrix provided information concerning the relationships among all variables (Table 4). Results indicated that Sociability had a significant negative correlation with all variables with the exception of Self-control which was not significantly correlated. Socialization had a significant positive correlation with all variables except Sociability which was significantly negatively correlated. The mean scores and standard deviations obtained by the study sample and national samples are presented in Table 5.

Table 3
Stepwise Regression Analysis for the Prediction
of Father-Daughter Communication Pattern

Variable(s)		Adjusted		Semi-Partial		
Entered	R	R ²	Beta	Correlation	F	Sig. F
Step 1						
<u>Socialization</u>	.3216	.1034	.3216	.3216	18.692	.0000*
Step 2						
<u>Sociability</u>						
Socialization	.3771	.1315	.2559	.2427	11.062	.0011*
Sociability			-.2075	-.1968	7.274	.0077*

n=164, *p < .05

Also of interest to this study was corresponding results on the mother-daughter communication inventory. A procedure similar to that used with the father-daughter communication inventory was used to determine if a daughter's levels of personal adjustment were significant predictors of her pattern of communication with her mother. Such a procedure was considered necessary in order to demonstrate that the sample used for this study was typical regarding those variables found to be significantly correlated. Results of the analysis indicated that a significant correlation was obtained between the criterion variables and the predictive variable ($R=.5353$, $n=164$). The stepwise procedure

Table 4

Correlation Matrix of Independent
and Dependent Variables

	DO	SY	WB	RE	SO	SC	PAC
Dominance (DO)	1.000	-.695*	.243*	.291*	.292*	-.088	.164
Sociability (SY)		1.000	-.387*	-.283*	-.317*	-.056	-.289*
Sense of Well-being (WB)			1.000	.464*	.558*	.598*	.290*
Responsibility (RE)				1.000	.581*	.547*	.156
Socialization (SO)					1.000	.506*	.322*
Self-control (SC)						1.000	.203*
Parent-Adolescent Communication inventory (PAC) (father-daughter)							1.000

*CV = $\pm .195$, $p < .05$

revealed that two of the levels of personal adjustment (Socialization and Sense of Well-being) added significantly to the equation. The findings to this procedure are presented in Appendix G. These results are consistent with the literature (Acock, 1984; Anderson, 1981; Baumrind & Black, 1967; Prinz, Rosenblum, & O'Leary, 1978; Sears, 1970).

Table 5
Mean Scores and Standard Deviations of
Study Sample and National Samples

	Study Sample*		National Samples**	
	\bar{X}	SD	\bar{X}	SD
<u>Independent Variables (CPI)</u>				
Dominance	25.4	5.9	23.7	6.1
Sociability	13.4	4.8	21.4	5.7
Sense of Well-being	27.7	6.6	34.6	5.7
Responsibility	24.5	4.8	30.0	5.2
Socialization	33.2	7.0	39.4	5.6
Self-control	20.1	8.1	27.6	8.5
<u>Dependent Variable (PAC)</u>				
Father-daughter				
Communication Pattern	62.9	14.5	63.7	12.0

*n=164; **n=4,056 female high school students (CPI) and n=417 adolescents (PAC)

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to present a general review of the study and an interpretative analysis of the significant findings. General conclusions based upon the results of the study are discussed. Recommendations for implementation of the findings and research in related areas are stated.

Summary

The primary purpose of this study was to investigate the relationship between a daughter's levels of personal adjustment and her communication pattern with her father. The communication pattern between father and daughter was hypothesized to be predictable from six measures of the daughter's level of personal adjustment. Data also was collected for mother-daughter communication patterns in order to provide a point of reference in the interpretation of the results.

The subjects for this study were 164 female student volunteers enrolled in a public high school in a suburban area of a southwestern city. This school district is made up largely of white collar workers with middle to upper level incomes. Included were volunteers from English, Psychology, Family Living and Child Care classes.

Test data consisted of scores of the daughter's level of personal adjustment as measured by six subscales of the California Psychological Inventory (Gough, 1975): Dominance, Sociability, Sense of well-being, Responsibility, Socialization, and Self-control. Data also consisted of scores of the daughter's communication pattern with her father as measured by the Parent-Adolescent Communication inventory (Barnes & Olson, 1982). Scores of the daughter's communication pattern with her mother also were part of the data.

The research hypothesis stated that measures of the daughter's levels of personal adjustment are significant predictors of the pattern of communication between father and daughter. Multiple and stepwise analyses were performed to investigate this hypothesis. The levels of the daughter's personal adjustment were found to be significant predictors of the father-daughter communication pattern, therefore, the research hypothesis was not rejected. Levels of the daughter's personal adjustment also were found to be significant predictors of the mother-daughter communication pattern.

A stepwise multiple regression procedure was used to identify which of the six subscales measuring levels of personal adjustment contributed significantly to the prediction equation and to eliminate those subscales which did not provide additional prediction. The subscales Socialization and Sociability were the only two subscales providing significant predictability. The subscale Socialization was found to have a positive correlation with father-daughter communication pattern, while the subscale Sociability was found to have a negative correlation. The same procedure was used to identify which of the subscales contributed to the communication pattern between mother and daughter. The subscales Socialization and Sense of Well-being were significantly and positively correlated with the dependent variables.

Conclusions

The following conclusions have been drawn based on the results of this study.

1. The intrapersonal characteristic of Socialization is positively related to communication pattern with both father and mother. High scores on Socialization are related to a communication pattern that is open and free of conflict. Low scores on Socialization are related to a communication pattern that is viewed by the daughter as problematic. This is in keeping with the findings regarding self-concept and communication patterns reported by Flora (1975). She found that adolescents who had low self-concept perceived communication with their parents as more non-constructive. Research by Hue (1979) also concluded that an adolescent's self-esteem is related to communication satisfaction with both same and opposite-sexed parents. The definitions of self-esteem and self-concept which emphasize the intrapersonal feelings of adequacy, competency, and worth (Coopersmith, 1967; Kaufman & Raphael, 1984; Rosenberg, 1965; Wells & Rankin, 1983; Whitley, 1983) are closely aligned with Gough's (1975) definition of Socialization as an intrapersonal characteristic.

The results indicating that the Socialization of a daughter is related to her ability to communicate with her father also lend support to research concerning the psychosexual development of the daughter as investigated by Leonard (1966). This study emphasized the need for the father to interact with his daughter in order to provide her with a counter-oedipal relationship. The lack of such an opportunity was seen as the basis of emotional difficulties in six of the case studies presented by Leonard. Research by Fleck, Fuller, Malin, Miller and Acheson (1980) and Boskind-White and White (1983) also supports the need for the father to be more involved in his daughter's emotional development.

2. The father-daughter communication pattern that is open and free of conflict is negatively related to the interpersonal characteristic of Sociability. This inverse relationship is more difficult to understand. Gough (1975) defines Sociability as characteristic of an outgoing, sociable, and participative temperament. The results of this study, then, indicate that a daughter becomes less outgoing, sociable, and participating as her pattern of communication with her father becomes more open and free of conflict.

A discussion of this phenomenon requires a look at the correlation matrix for the subscales used to measure personal adjustment (Table 5). Four of the subscales measuring personal adjustment are significantly and inversely correlated to the Sociability subscale. Self-control is the only subscale with no significant correlation with Sociability. This indicates that the sample used for this study tends to score low on the Sociability subscale while scoring high on the other four subscales (excluding Self-control). This also indicates that high scorers on the Sociability subscale tend to score low on the other four subscales. This is contrary to what might be expected since an overall elevation of scores on the California Psychological Inventory are said to be indicative of a person who is ". . . functioning effectively . . ." (Gough, 1975, p. 12).

One interpretation of this anomaly is that the sample used for this study interpreted questions measuring Sociability in an uncharacteristic manner. A look at the 36 questions which make up the Sociability subscale (Appendix H) reveals several questions which concern the ability of the daughter to be socially aggressive and willing to be the center of attention. These include questions such as: (a) A person needs to "show off" a little now and then, (b) It is very hard for me to tell anyone about myself, (c) I usually feel nervous and ill at ease at a formal dance or party, (d) I like to be the center of attention, (e) I have no dread of going into a room by myself where other people have already gathered and are

talking, (f) I am likely not to speak to people until they speak to me, (g) It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing, and (h) In school I found it very hard to talk before the class. A possible interpretation of evidence of a quality closely akin to shyness on the part of the low scorers on this scale is that these daughters are reflecting a social value characteristic of this area of the United States. This area is considered part of the Bible-belt, a religiously fundamental area, which may be said to endorse a value system that views submission and passivity as an appropriate role for the female (Hestenes, 1986). The inverse significant correlation of low scores on the Sociability subscale with high scores on the Socialization subscale might indicate that the females represented in the sample have, indeed, internalized those values.

A possible interpretation of evidence that the quality of being outgoing on the part of the high scorers on this subscale correlates with low scores on the communication inventory for fathers and daughters might be seen in the studies regarding the relationship between a daughter's sexual behavior and the father-daughter relationship (Gerson, 1974; Kriskal, 1979; Meyer, 1978; Nelsen & Vengen, 1971; Ragland, 1978). Results of these studies indicated that the more rejecting or nonaccepting a father was towards his daughter, the more the daughter tended to act out in a sexual manner. A part of the acting out behavior may be seen as a tendency to be flirtatious or to otherwise attempt to gain the attention of males. In such cases, the daughter may be considered outgoing and socially aggressive, thus fitting the concept of Sociability as defined by Gough (1975).

3. According to developmental theorists, the major task of the adolescent is to separate from the family of origin in order to assume an adult role in society. At the same time, identity issues are likely to come to the

forefront, causing the adolescent to undergo intense intrapersonal and interpersonal struggles. The resulting turmoil can place a tremendous burden upon both parents and adolescent as they attempt to deal with these issues. The most apparent need at this time for all concerned is a vehicle through which these issues may be addressed. A pattern of open communication in a family would appear to be such a vehicle. The parents also must understand, however, that such a pattern will not be easily established or maintained. Because of their fluctuating need to separate and individuate, but still remain connected to the family at times, adolescents are likely to be resistant to attempts at communicating. They are likely to view communication as interference or attempts to control or pry into their privacy.

Therefore, it would appear to be important that the parents be convinced that it is worth the struggle to keep the lines of communication open. It also would appear important that each parent be convinced that his or her part is going to make a difference in the adolescent's overall and final adjustment as an adult.

4. The results revealed no positive relationship between the remaining four subscales (Dominance, Sense of Well-being, Responsibility, and Self-control) and communication pattern with father. This may be an indication that in those cases collective input from several sources such as other family members and friends work to obscure the impact of any one individual.

5. Results of this study may also be of use to the therapist of adolescents and their families. A family that presents themselves for counseling with the adolescent as the identified patient may be experiencing difficulties directly related to this study. An adolescent presenting with problems descriptive of low scorers on the Socialization subscale or high scores on the Sociability subscale may in reality be having problems communicating in the

family. It would be important for the therapist to consider assessing the family's ability to communicate and to intervene at that point if it is so indicated.

Recommendations

The following recommendations are made based on the results of this study.

1. Results of this study indicate that both father and mother make important contributions to their daughter's level of socialization via their patterns of communication. However, this does not imply that the contribution of either parent can produce the same results. Investigation into the differences between the level of socialization of daughters without fathers but with mothers as compared to those without mothers but with fathers is needed to help clarify this issue.
2. Delineation of the exact areas of concern which cause problems in communication between parents and adolescents is necessary in order to provide remediation. In addition, delineation of factors contributing to open and conflict-free communicating can provide material for the promotion of positive parenting skills.
3. Future research should investigate communication patterns from the perceptions of all family members rather than from just one member of the family. Differences in perceptions could then be related to levels of socialization and/or sociability.
4. Investigation into the characteristic of Sociability as it relates to female adolescents in various areas of the United States is in need of research. Such research might include an investigation of the social values of each area for comparison with this particular characteristic.

5. Further delineation of the unique and individual contributions of both father and mother to the adolescent daughter's overall personal adjustment is indicated. Research into both intrapersonal and interpersonal attributes can provide information to fill the current void in this area.

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APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE

APPENDIX A

PERSONAL DATA

Age _____ Grade _____ Sex (Male) _____ or (Female) _____

Please check (✓) the boxes below that describe your current home situation:

Natural father lives at home _____

Step father lives at home _____

Father absent from home (through death or divorce) _____

Natural mother lives at home _____

Step mother lives at home _____

Mother absent from home (through death or divorce) _____

If none of the statements above describe your current home situation, please indicate with whom you live (guardian, older brother or sister, for example)

APPENDIX B

CALIFORNIA PSYCHOLOGICAL INVENTORY

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

Appendix B, pages 60-65

University
Microfilms
International

300 N. ZEEB RD., ANN ARBOR, MI 48106 (313) 761-4700

CALIFORNIA PSYCHOLOGICAL INVENTORY

Below are a series of statements. Read each one, decide how you feel about it, and then mark your answer on the special answer sheet. If you agree with a statement, or feel that it is true about you, answer TRUE. If you disagree with a statement, or feel that it is not true about you, answer FALSE.

If you find a few questions which you cannot or prefer not to answer, they may be omitted. However, in marking your answers on the answer sheet, make sure that the number of the statement is the same as the number on the answer sheet.

1. I enjoy social gatherings just to be with people.
2. A person needs to "show off" a little now and then.
3. When in a group of people I usually do what the others want rather than make suggestions.
4. I often feel that I made a wrong choice in my occupation.
5. Several times a week I feel as if something dreadful is about to happen.
6. There's no use in doing things for people; you only find that you get it in the neck in the long run.
7. A person who doesn't vote is not a good citizen.
8. I have had very peculiar and strange experiences.
9. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.
10. It's a good thing to know people in the right places so you can get traffic tags, and such things, taken care of.
11. I am often said to be hotheaded.
12. I doubt whether I would make a good leader.
13. When I was going to school I played hooky quite often.
14. I sometimes pretend to know more than I really do.
15. It's no use worrying my head about public affairs; I can't do anything about them anyhow.
16. Sometimes I feel like smashing things.
17. As a child I used to be able to go to my parents with my problems.
18. Most people would tell a lie if they could gain by it.
19. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing.
20. I seem to be about as capable and smart as most others around me.
21. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawn mowed in the summer.
22. I think I would enjoy having authority over other people.
23. I find it hard to keep my mind on a task or job.
24. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards.
25. I liked school.
26. I think Lincoln was greater than Washington.
27. A windstorm terrifies me.
28. Sometimes I feel like swearing.
29. Sometimes I cross the street just to avoid meeting someone.
30. Maybe some minority groups do get rough treatment, but it's no business of mine.
31. It is very hard for me to tell anyone about myself.
32. We ought to worry about our own country and let the rest of the world take care of itself.
33. When I get bored I like to stir up some excitement.
34. I like to boast about my achievements every now and then.

35. I must admit I often try to get my own way regardless of what others may want.
36. I usually feel nervous and ill at ease at a formal dance or party.
37. I have at one time or another in my life tried my hand at writing poetry.
38. Once a week or oftener I feel suddenly hot all over, without apparent cause.
39. As long as a person votes every four years, he has done his duty as a citizen.
40. Sometimes I think of things too bad to talk about.
41. I would do almost anything on a dare.
42. With things going as they are, it's pretty hard to keep up hope of amounting to something.
43. I like to be the center of attention.
44. I would like to see a bullfight in Spain.
45. I am fascinated by fire.
46. I can be friendly with people who do things which I consider wrong.
47. I have no dread of going into a room by myself where other people have already gathered and are talking.
48. When in a group of people I have trouble thinking of the right things to talk about.
49. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.
50. At times I feel like picking a fist fight with someone.
51. Sometimes I have the same dream over and over.
52. I don't blame anyone for trying to grab all he can get in this world.
53. I do not always tell the truth.
54. I was a slow learner in school.
55. I think I am stricter about right and wrong than most people.
56. I am likely not to speak to people until they speak to me.
57. I do not dread seeing a doctor about a sickness or injury.
58. I think I would like to drive a racing car.
59. I fall in and out of love rather easily.
60. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
61. I seldom or never have dizzy spells.
62. It is all right to get around the law if you don't actually break it.
63. I am somewhat afraid of the dark.
64. I have a tendency to give up easily when I meet difficult problems.
65. I would like to wear expensive clothes.
66. I consider a matter from every standpoint before I make a decision.
67. I have strange and peculiar thoughts.
68. I hardly ever get excited or thrilled.
69. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
70. I like parties and socials.
71. My parents have often disapproved of my friends.
72. I should like to belong to several clubs or lodges.
73. My home life was always happy.
74. I often act on the spur of the moment without stopping to think.
75. My way of doing things is apt to be misunderstood by others.
76. I never make judgments about people until I am sure of the facts.
77. I am certainly lacking in self-confidence.
78. Most people are secretly pleased when someone else gets into trouble.
79. When I work on a committee I like to take charge of things.
80. My parents have generally let me make my own decisions.

81. I would rather go without something than ask for a favor.
82. Sometimes I feel as if I must injure either myself or someone else.
83. I have had more than my share of things to worry about.
84. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
85. I am quite often not in on the gossip and talk of the group I belong to.
86. In school my marks in deportment were quite regularly bad.
87. I can remember "playing sick" to get out of something.
88. When I meet a stranger I often think that he is better than I am.
89. I would be ashamed not to use my privilege of voting.
90. I think I would like to fight in a boxing match sometime.
91. Once in a while I laugh at a dirty joke.
92. Before I do something I try to consider how my friends will react to it.
93. If given the chance I would make a good leader of people.
94. I enjoy a race or game better when I bet on it.
95. I have often found people jealous of my good ideas, just because they had not thought of them first.
96. Sometimes at elections I vote for men about whom I know very little.
97. I like to go to parties and other affairs where there is lots of loud fun.
98. I very much like hunting.
99. I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.
100. I have never been in trouble with the law.
101. It makes me angry when I hear of someone who has been wrongly prevented from voting.
102. In school I was sometimes sent to the principal for cutting up.
103. At times I have worn myself out by undertaking too much.
104. I love to go to dances.
105. People have a real duty to take care of their aging parents, even if it means making some pretty big sacrifices.
106. I keep out of trouble at all costs.
107. I usually expect to succeed in things I do.
108. People pretend to care more about one another than they really do.
109. I like to read about history.
110. I am apt to show off in some way if I get the chance.
111. A person does not need to worry about other people if only he looks after himself.
112. We ought to pay our elected officials better than we do.
113. I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community.
114. I am so touchy on some subjects that I can't talk about them.
115. I am a good mixer.
116. I am often bothered by useless thoughts which keep running through my mind.
117. Most of the time I feel happy.
118. I must admit that I have a bad temper, once I get angry.
119. I like large, noisy parties.
120. When prices are high you can't blame a person for getting all he can while the getting is good.
121. I often feel as though I have done something wrong or wicked.
122. In school I found it very hard to talk before the class.
123. I usually feel that life is worthwhile.

124. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
125. I think most people would like to get ahead.
126. I am a better talker than a listener.
127. I like science.
128. I am bothered by people outside, on streetcars, in stores, etc., watching me.
129. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
130. I have very few quarrels with members of my family.
131. I have no fear of water.
132. If I get too much change in a store, I always give it back.
133. I like to read about science.
134. It is hard for me to act natural when I am with new people.
135. I have never done anything dangerous for the thrill of it.
136. As a youngster I was suspended from school one or more times for cutting up.
137. I used to like it very much when one of my papers was read to the class in school.
138. I feel that I have often been punished without cause.
139. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place.
140. I would like to be an actor on the stage or in the movies.
141. At times I have a strong urge to do something harmful or shocking.
142. I often get feelings like crawling, burning, tingling, or "going to sleep" in different parts of my body.
143. I don't seem to care what happens to me.
144. Police cars should be especially marked so that you can always see them coming.
145. I am afraid to be alone in the dark.
146. I have often gone against my parents' wishes.
147. We should cut down on our use of oil, if necessary, so that there will be plenty left for the people fifty or a hundred years from now.
148. When the community makes a decision, it is up to a person to help carry it out even if he had been against it.
149. I have nightmares every few nights.
150. I have a great deal of stomach trouble.
151. I have been afraid of things or people that I know could not hurt me.
152. I would rather have people dislike me than look down on me.
153. Any man who is able and willing to work has a good chance of succeeding.
154. I hardly ever feel pain in the back of the neck.
155. I must admit I try to see what others think before I take a stand.
156. People should not have to pay taxes for the schools if they do not have children.
157. I often think about how I look and what impression I am making upon others.
158. When I was a child I didn't care to be a member of a crowd or gang.
159. In a group, I usually take the responsibility for getting people introduced.
160. I would be willing to describe myself as a pretty "strong" personality.
161. I have never done any heavy drinking.
162. When I am feeling very happy and active, someone who is blue or low will spoil it all.
163. I find it easy to "drop" or "break with" a friend.

164. Everything tastes the same.
165. I get nervous when I have to ask someone for a job.
166. There are times when I act like a coward.
167. Sometimes I used to feel that I would like to leave home.
168. Much of the time my head seems to hurt all over.
169. I never worry about my looks.
170. I have been in trouble one or more times because of my sex behavior.
171. My people treat me more like a child than a grown-up.
172. I am made nervous by certain animals.
173. I go out of my way to meet trouble rather than try to escape it.
174. I must admit I am a pretty fair talker.
175. Some of my family have habits that bother and annoy me very much.
176. No one seems to understand me.
177. I have strong political opinions.
178. I dream frequently about things that are best kept to myself.
179. I think I am usually a leader in my group.
180. My home life was always very pleasant.
181. I seem to do things that I regret more often than other people do.
182. Disobedience to any government is never justified.
183. I have reason for feeling jealous of one or more members of my family.
184. My table manners are not quite as good at home as when I am out in company.
185. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.
186. I enjoy planning things, and deciding what each person should do.
187. I would rather not have very much responsibility for other people.
188. My mouth feels dry almost all the time.
189. I usually have to stop and think before I act even in trifling matters.
190. It is pretty easy for people to win arguments with me.
191. I know who is responsible for most of my troubles.
192. When I am cornered I tell that portion of the truth which is not likely to hurt me.
193. I get pretty discouraged with the law when a smart lawyer gets a criminal free.
194. I have not lived the right kind of life.
195. I have used alcohol excessively.
196. Even when I have gotten into trouble I was usually trying to do the right thing.
197. It is very important to me to have enough friends and social life.
198. I sometimes wanted to run away from home.
199. Life usually hands me a pretty raw deal.
200. I have a natural talent for influencing people.
201. People often talk about me behind my back.
202. I have one or more bad habits which are so strong that it is no use fighting against them.
203. I would never play cards (poker) with a stranger.
204. I am bothered by acid stomach several times a week.
205. I like to give orders and get things moving.
206. I get all the sympathy I should.
207. I have felt embarrassed over the type of work that one or more members of my family have done.

208. I don't think I'm quite as happy as others seem to be.
209. I am embarrassed with people I do not know well.
210. I used to steal sometimes when I was a youngster.
211. The one to whom I was most attached and whom I most admired as a child was a woman (mother, sister, aunt, or other woman).
212. I have often felt guilty because I have pretended to feel more sorry about something than I really was.
213. My home as a child was less peaceful and quiet than those of most other people.
214. Even the idea of giving a talk in public makes me afraid.
215. The things some of my family have done have frightened me.
216. As a youngster in school I used to give the teachers lots of trouble.
217. My skin seems to be unusually sensitive to touch.
218. If the pay was right I would like to travel with a circus or carnival.
219. I never cared much for school.
220. I am troubled by attacks of nausea and vomiting.
221. I would have been more successful if people had given me a fair chance.
222. The members of my family were always very close to each other.
223. I'm not the type to be a political leader.
224. My parents never really understood me.
225. People seem naturally to turn to me when decisions have to be made.
226. Almost every day something happens to frighten me.
227. I dislike to have to talk in front of a group of people.
228. My family has objected to the kind of work I do, or plan to do.
229. There seems to be a lump in my throat much of the time.
230. I have more trouble concentrating than others seem to have.
231. A person is better off if he doesn't show his emotions and feelings.

APPENDIX C

PARENT-ADOLESCENT COMMUNICATION INVENTORY

PARENT-ADOLESCENT COMMUNICATION
University of Minnesota
Adolescent Form
Howard L. Barnes & David H. Olson

		RESPONSE CHOICES				
		1	2	3	4	5
		Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
	Mother		Father			
1.	_____	21.	_____	I can discuss my beliefs with my mother/father without feeling restrained or embarrassed.		
2.	_____	22.	_____	Sometimes I have trouble believing everything my mother/father tells me.		
3.	_____	23.	_____	My mother/father is always a good listener.		
4.	_____	24.	_____	I am sometimes afraid to ask my mother/father for what I want.		
5.	_____	25.	_____	My mother/father has a tendency to say things to me which would be better left unsaid.		
6.	_____	26.	_____	My mother/father can tell how I'm feeling without asking.		
7.	_____	27.	_____	I am very satisfied with how my mother/father and I talk together.		
8.	_____	28.	_____	If I were in trouble, I could tell my mother/father.		
9.	_____	29.	_____	I openly show affection to my mother/father.		
10.	_____	30.	_____	When we are having a problem, I often give my mother/father the silent treatment.		
11.	_____	31.	_____	I am careful about what I say to mother/father.		
12.	_____	32.	_____	When talking to my mother/father, I have a tendency to say things that would be better left unsaid.		
13.	_____	33.	_____	When I ask questions, I get honest answers from my mother/father.		
14.	_____	34.	_____	My mother/father tries to understand my point of view.		
15.	_____	35.	_____	There are topics I avoid discussing with my mother/father.		
16.	_____	36.	_____	I find it easy to discuss problems with my mother/father.		
17.	_____	37.	_____	It is very easy for me to express all my true feelings to my mother/father.		
18.	_____	38.	_____	My mother/father nags/bothers me.		
19.	_____	39.	_____	My mother/father insults me when s/he is angry with me.		
20.	_____	40.	_____	I don't think I can tell my mother/father how I really feel about some things.		

APPENDIX D

PARENTAL CONSENT FORM

PUTNAM CITY NORTH HIGH SCHOOL

11800 NORTH ROCKWELL
OKLAHOMA CITY, OKLAHOMA 73132



To the parents or guardians of the students of Putnam City North High School:

Dear Parents:

The students of Putnam City North have been selected to participate in a research project concerning parent-adolescent communication patterns. This project is being conducted through Oklahoma State University and with the permission and cooperation of Mr. Kimbrough, the counseling staff, and teaching faculty of selected classes.

The information gathered will be used strictly as research data in an attempt to better understand the parent-adolescent relationship. It will require the completion of two inventories: The California Psychological Inventory and the Parent-Adolescent Communication inventory. This information will be gathered during a regular class period. There will be no identifying information requested - all information will be completely anonymous to both the researcher and the school faculty and staff. Copies of both instruments are available in the counseling office if you should wish to preview them.

Even though the data collection will be entirely anonymous, permission is still required before your adolescent may participate. If you are willing to grant this permission, please sign below.

Thank You,

Dorothy Allen
Research, O.S.U.

Student

Parent

APPENDIX E

SUBJECT INSTRUCTIONS

APPENDIX E

SUBJECT INSTRUCTIONS

I am conducting a study on communication patterns between teenagers and their parents. I would like for you to complete the three inventories as carefully as possible. The first questionnaire concerns information about the type of home situation in which you are currently living. Fill in your age and grade, and place a check mark in the appropriate categories that describe your living situation with both your father and mother. If none of the statements describe your current home situation, please indicate with whom you live on the lines provided. The communication inventory should be filled out next. You are asked to indicate with a number from one to five whether or not you agree or disagree with the statements. Answer the questions for mother first and then answer the same questions for father. If your father is absent from your home through death or divorce, answer the questions as you feel you might be able to if he were still present. The last inventory requires you to place an X in the appropriate box indicating whether you feel the statement is true or false. Do not skip over any of the questions. Answer them all as honestly as you can.

APPENDIX F

PERMISSION FOR USE OF INSTRUMENTS



UNIVERSITY OF MINNESOTA
TWIN CITIES

Family Social Science
290 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 373-1544

May 23, 1985

Dorothy J. Allen
12717 Arrowhead Drive
Oklahoma City, OK 73120

Dear Colleague:

I am pleased to give you permission to use the instruments included in the Family Inventory. You have my permission to duplicate these materials for your clinical work, teaching, or research project. You can either duplicate the materials directly from the manual or have them retyped for use in a new format. If they are retyped, acknowledgements should be given regarding the name of the instrument, developers' names, and the University of Minnesota.

If you are planning to use any of the instruments in a research project, please complete the enclosed Abstract Form and return it to me. This way we can keep track of the various studies using these inventories.

If you are planning to use FILE, A-FILE, and F-COPES, you need to obtain permission from Dr. Hamilton McCubbin. His address is also Family Social Science at the University of Minnesota.

The ENRICH inventory cannot be used in either clinical work or research without separate permission. This is because the inventory is computer scored and is distributed through a different office. For your clinical work, we would recommend that you consider using the entire inventory. We are willing, however, to give you permission to use the sub-scales in your research. We will also provide you with the ENRICH norms for your research project.

In exchange for providing this permission, we would appreciate a copy of any papers, thesis, or reports that you complete using these inventories. This will help us in staying abreast of the most recent development and research with these scales. Thank you for your cooperation.

In closing, I hope you find the Family Inventories of value in your work with couples and families. I would appreciate feedback regarding how these instruments are used and how well they are working for you.

Sincerely,

David H. Olson, Ph.D.
Professor

DHO:vzw
Enc.: Abstract Form

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Dorothy J. Allen
12717 Arrowhead Drive
Oklahoma City Okla 73120

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12/3/85

APPENDIX G

MOTHER-DAUGHTER COMMUNICATION PATTERN

APPENDIX G

MOTHER-DAUGHTER COMMUNICATION PATTERN

Multiple Regression Analysis for the Prediction of
Mother-Daughter Communication Pattern

Dependent Variable		Multiple R	R ² Adjusted	F	Sig. F
Mother-Daughter Communication		.5353	.25938	10.514	.000*
Independent Variables	B	Semi-Partial Correlation	Beta	F	Sig. F
Socialization	.8395	.2576	.3534	14.606	.0002*
Sociability	-.6797	-.1335	-.1959	3.923	.0494*
Well-being	.4377	.1215	.1753	3.253	.0732
Dominance	-.3085	-.0735	-.1099	1.192	.2767
Responsibility	.2046	.0431	.0593	.410	.5231
Self-control	-.1241	-.0403	-.0610	.359	.5499

n=164, df=6; *p < .05

Stepwise Regression Analysis for the Prediction of
Mother-Daughter Communication Pattern

Variable(s)		Adjusted		Semi-Partial		
Entered	R	R ²	Beta	Correlation	F	Sig. F
Step 1						
<u>Socialization</u>	.4847	.2302	.4847	49.757	.000*	
<u>Sense of Well-being</u>						
Socialization	.5141	-2.552	.3694	.3066	20.579	.000*
Well-being			.2066	.1715	6.438	.012*

n=164, *p < .05

APPENDIX H

CALIFORNIA PSYCHOLOGICAL INVENTORY

SOCIABILITY SUBSCALE

APPENDIX H

CALIFORNIA PSYCHOLOGICAL INVENTORY

SOCIABILITY SUBSCALE

1. I enjoy social gatherings just to be with people. (T)
4. A person needs to "show off" a little now and then. (T)
7. When in a group of people I usually do what others want rather than make suggestions. (F)
45. As a child I used to be able to go to my parents with problems. (T)
50. I seem to be about as capable and smart as most others around me. (T)
61. I liked school. (T)
64. A windstorm terrifies me. (F)
74. It is very hard for me to tell anyone about myself. (F)
83. I usually feel nervous and ill at ease at a formal dance or party. (F)
84. I have at one time or another in my life tried my hand at writing poetry. (T)
102. I like to be the center of attention. (T)
107. I can be friendly with people who do things which I consider wrong. (T)
108. I have no dread of going into a room by myself where other people have already gathered and are talking. (T)
111. When in a group of people I have trouble thinking of the right things to talk about. (F)
121. I was a slow learner in school. (F)
124. I am likely not to speak to people until they speak to me. (F)
126. I do not dread seeing a doctor about a sickness or injury. (T)

134. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing. (F)
145. I have a tendency to give up easily when I meet difficult problems. (F)
146. I would like to wear expensive clothes. (T)
163. I like parties and socials. (T)
167. I should like to belong to several clubs or lodges. (T)
188. I am quite often not in on the gossip and talk of the group I belong to. (F)
197. Once in a while I laugh at a dirty joke. (T)
202. If given the chance I would make a good leader of people. (T)
216. At times I have worn myself out by undertaking too much. (T)
218. I love to go to dances. (T)
225. People pretend to care more about one another than they really do. (F)
228. I like to read about history. (T)
242. I am a good mixer. (T)
258. In school I found it very hard to talk before the class. (F)
269. I like science. (T)
273. I am bothered by people outside, on street-cars, in stores, etc., watching me. (F)
277. I have no fear of water. (T)
283. I like to read about science. (T)
284. It is hard for me to act natural when I am with new people. (F)

2
VITA

Dorothy Jeffrey Allen

Candidate for the Degree of

Doctor of Philosophy

Thesis: THE PREDICTION OF COMMUNICATION PATTERNS BETWEEN
FATHERS AND DAUGHTERS FROM MEASURES OF THE
DAUGHTER'S PERSONAL ADJUSTMENT

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, July 4, 1938, the
daughter of Russell and Adeline Jeffrey. Married to Gene W. Allen
on August 2, 1958.

Education: Graduated from Central High School, Oklahoma City,
Oklahoma, in May, 1956; received Bachelor of Science degree in
Elementary Education from Oklahoma College of Liberal Arts in
May, 1967; received Master of Education degree in Counseling
Psychology from Central State University, Edmond, Oklahoma in
May, 1983; completed requirements for the Doctor of Philosophy
degree at Oklahoma State University in July, 1987.

Professional Experience: Counselor at Village Baptist Church, September,
1981, to September, 1984; Counselor at Opportunities for Teenage
Parents, January, 1982, to May, 1982; Counselor at Christian Clinic
for Counseling, September, 1984, to present; Psychological Intern for
the Department of Health, State of Oklahoma, Guidance Services,
August, 1986, to present; Associate Member of American
Psychological Association, and Student Member of Oklahoma
Psychological Association.