

CHANGES IN PERCEPTIONS OF INTERPERSONAL  
RELATIONSHIPS WITH PARENTS BY COLLEGE  
STUDENTS AS THEY ADVANCE FROM  
FRESHMEN TO SENIORS

By

JAMES A. ROBISON, JR.

Bachelor of Arts

Mount Vernon Nazarene College

Mount Vernon, Ohio

1977

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
MASTER OF SCIENCE  
December, 1982

Thesis  
1982  
R666C  
Cop. 2



CHANGES IN PERCEPTIONS OF INTERPERSONAL  
RELATIONSHIPS WITH PARENTS BY COLLEGE  
STUDENTS AS THEY ADVANCE FROM  
FRESHMEN TO SENIORS

Thesis Approved:

A handwritten signature in blue ink, appearing to read "Bob Sch".

Thesis Adviser

A handwritten signature in black ink, appearing to read "Athena Wright".

A handwritten signature in black ink, appearing to read "Julia L. McFarland".

A handwritten signature in black ink, appearing to read "Norman N. Burkha".

Dean of the Graduate College

## PREFACE

This study is concerned with determining some changes that occur in the perceptions that college students report concerning their relationships with their parents as they advance from their freshmen year to their senior year. Three important aspects of interpersonal relationships are examined -- perceived similarity, perceived identification, and perceived self-validation. Differences in perceptions by students are examined on the basis of the sex of the student, the class of the student, and the sex of the parent. A correlational model is used.

The author wishes to express his appreciation to his major advisor, Dr. Bob Helm, for his patient guidance and assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. Julia M<sup>C</sup>Hale, and Dr. Althea Wright, for their assistance in the preparation of the final manuscript as well as their cooperation in the collection of the data.

A special note of thanks is given to Dr. James Price for his assistance in developing the statistical analyses and to Dr. Gary Adams for his clarification of the abilities of statistical testing procedures.

Finally, special appreciation and gratitude is expressed to my wife, Beverly, for her unshakeable confidence

in my abilities, her efforts in the typing and retyping of the manuscript, and her sacrifices and understanding when she was left alone so that this study could be brought to a successful conclusion.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
II. REVIEW OF THE LITERATURE . . . . .	6
The Interaction Experience . . . . .	6
Interaction Perceptions . . . . .	7
The Self and Others . . . . .	8
Perceived Similarity . . . . .	11
Perceived Identification . . . . .	13
Perceived Self-Validation . . . . .	16
Summary and Listing of the Experimental Hypotheses . . . . .	18
III. METHODS . . . . .	26
Subjects . . . . .	26
Instruments . . . . .	27
Procedure . . . . .	30
Analysis . . . . .	32
IV. RESULTS . . . . .	39
V. DISCUSSION . . . . .	49
VI. SUMMARY . . . . .	56
BIBLIOGRAPHY . . . . .	59
APPENDIX . . . . .	65

## LIST OF TABLES

Table	Page
I. Comparisons Between Perceived Similarity Correlations of Freshmen and Sophomore- Juniors and of Seniors and Sophomore- Juniors on All Dimensions . . . . .	40
II. Comparisons Between Perceived Similarity Correlations of Males and Females on All Dimensions . . . . .	41
III. Comparisons Between Perceived Similarity Correlations with Same-Sex and Opposite- Sex Parents of Males and Females on All Dimensions . . . . .	42
IV. Comparisons Between Perceived Identification Correlations of Freshmen and Sophomore- Juniors and of Seniors and Sophomore- Juniors on All Dimensions . . . . .	43
V. Comparisons Between Perceived Identification Correlations of Males and Females on All Dimensions . . . . .	44
VI. Comparisons Between Perceived Identification Correlations with Same-Sex and Opposite- Sex Parents of Males and Females on All Dimensions . . . . .	45
VII. Comparisons Between Perceived Self-Validation Correlations of Freshmen and Sophomore- Juniors and of Seniors and Sophomore- Juniors on All Dimensions . . . . .	46
VIII. Comparisons Between Perceived Self-Validation Correlations of Males and Females on All Dimensions . . . . .	47
IX. Comparisons Between Perceived Self-Validation Correlations with Same-Sex and Opposite- Sex Parents of Males and Females on All Dimensions . . . . .	48

LIST OF FIGURES

Figure		Page
1.	The Interaction Perception Matrix of a Single Viewpoint . . . . .	7
2.	The Interaction Perception Matrix Demonstrating the Relationship Between Perceived Similarity, Perceived Identification, and Perceived Self-Validation . . . . .	11



## CHAPTER I

### INTRODUCTION

College years are times of transition and change. Exposure to new ideas (both inside and out of the classroom), new acquaintances (with different perspectives on life), and new experiences (of freedom and responsibility) cause students to question and examine their securely-held beliefs of the past. The relative anonymity afforded by the college environment (most often in a different town) allows the students to try out new roles and do things that would not even be considered "at home". Feldman and Newcomb (1969) point out that:

the college experience aids students to make the break from family and local community and to develop an independence of spirit that is useful in our highly mobile society. The college student becomes less reliant on parents and assumes increasing responsibility for his own care, decisions, plans, and activities. He has the experience of shifting for himself and making friends among strangers (p. 39).

Upon entering college for the first time, the freshman is immediately confronted with the values, norms, and role structures of a new social system and various new subsystems. Adapting to this new environment involves both desocialization (there are strong pressures to unlearn certain past values, attitudes, and behavior patterns) and socialization (there are equally strong pressures to

assimilate new values, attitudes, and behavior patterns). Because the freshman moves from being an established member of a social system into a system where he or she is a novice, a form of "culture shock" or "value shock" often results. During that first year the freshman develops a large number of loose friendships based on propinquity. The developmental task of most concern to college freshmen according to Fisher and Noble (1960) is achieving emotional independence from parents.

During the sophomore and junior years, students often become more dissatisfied with college as an institution and with their particular experiences of it. Feldman and Newcomb (1969) note that during this phase of his or her college experience the student shares a smaller number of friendships than during the freshman year, but the friendships are more intimate and are based more on shared values and interests. The influence of peers becomes more overpowering. Both Freedman (1956) and Davie and Hare (1956) state that the solidarity of the peer culture reaches its peak during the junior year.

Feldman and Newcomb (1969) point out that by the time a student reaches his or her senior year the "power of peers" begins to diminish. The senior is less oriented to the mores of peer groups and less involved in and identified with his or her institution. The senior's attitude and interests conform less closely to the stereotypes of their own sex. Feldman and Newcomb (1969) describe seniors as

being usually more dominant, confident, assertive, and independent than freshmen (based on a number of studies using a variety of assessment techniques and instruments). Newcomb(1956) has long held the position that the "typical" senior is also less conservative than the "typical" freshman, although the difference is only a slight one. The results of a longitudinal study at a professionally-oriented coeducational private university by Angrist (1972) showed that as a whole the class under study increased in graduate school plans, became more decided about occupational choices, and became more career salient.

Heath (1968) notes that some of the major changes during the college years - the adapting to a new social and intellectual environment, the choosing of a vocation, and the increasing intimacy with the opposite sex - forced changes in the student's self-concept. He states that in the totality of his study "no student reported that he had not changed his conception of himself as a consequence of his college experience" (p.222). In a study of students at a small private college for men he determined freshmen perceived friends, coursework and faculty, school atmosphere, and living arrangements as most helpful in developing their self-concepts. Seniors also perceived friends and the school atmosphere as important to the development of their self-concepts, and additionally described both parents and summer vacation experiences as being important.

Heath (1968) points out that an important milestone in

the development of the students' self-concepts occurred when they began to think of themselves as adults -- "when their youth and college days became their irrevocable pasts" (p.223). But do these changes in their self-perceptions result in corresponding changes in their perceptions of others? Heider's (1958) balance theory would predict a definite yes. Heider's theory:

[focuses attention] on the p-o-x unit of the cognitive field which consists of p (the perceiver), o (another person), and x (either a third person or an impersonal identity). The relationship within this p-o-x unit is one of interdependence with affective feeling and cognitive unit organization being the governing variables. Cognitive unit organization occurs by way of perceived similarity, proximity, causality, or belonging. Unless either one or all three p-o-x relations are positive, the individual's system is considered to be in a state of 'imbalance' .... Heider further postulated that (a) there is a tendency for cognitive units to achieve balance, and (b) if no balance exists, the state of imbalance will give rise to tensions and forces to restore balance (Harari, 1971, pp. 127-128).

Therefore when the students' perception of themselves (in Heider's terminology the x) change either their perception of their parents (the o) or of their parents' perception of them (the students) should change. Heath (1968) noted that the change in the students' self-perception was "frequently witnessed by the changed quality of their relations with their parents" (p. 223). It is conceivable that a qualitative change in their relationship indicates a perceptual change in the relationship.

It is the purpose of this study to explore the

perceptual changes noted by college students in their interpersonal relationships with their parents. Inasmuch as this is an exploratory study no attempt will be made to determine causality (that changes in perception are caused by college attendance), but rather to simply determine what (if any) changes occur in their perceptions while they are attending college. Changes in the perceptions of each sex over time will be examined.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### The Interaction Experience

The study of social perception involves the examination of the dyadic unit, which according to Cronbach (1958) consists of comparing "descriptions of, statements about, or actions by two persons" (p.355). Each person in the dyadic unit is able to see the behaviors of the other person and analyze them (Laing, 1967). Heider's (1958) "naive psychology" theorized that individuals perceive behaviors to be caused and analyze them in order to infer the causes of the particular behaviors and thereby account for their outcomes. Each person in the dyad attempts some control over the observations and causal attributions (and hence the beliefs, attitudes, and decisions) of the other in order to maximize the positive outcomes and minimize the negative outcomes resulting from the interaction (Thibaut & Kelley, 1959). Furthermore each person in the dyad is aware to some degree that the other person is likewise attempting to exert influence and has similar concerns about the outcomes of the interaction experience.

## Interaction Perceptions

Helm, Fromme, Murphy, and Scott (1976) have developed a model in which the social perceptions in a dyad are differentiated into the interacting perspectives of rater, ratee, and viewpoint (see also Laing, Phillipson & Lee, 1966, for similar considerations). In this model, the term "Rater" refers to the person doing the rating, while "Ratee" refers to the person being rated. Each of the two individuals in the dyad represents a "Viewpoint". Each Viewpoint recognizes that within the dyad there exists two Raters (self and other) and two Ratees (self and other). The 2 X 2 intersections of the Rater and Ratee perspectives of a single Viewpoint yield interaction perceptions. A View of One's Self, of the Other, of the Other's View of One's Self, and of the Other's Self-View occurs in this matrix (see Figure 1).

		RATEE	
		Self	Other
RATER	Self	A View of One's Self	A View of the Other
	Other	A View of the Other's View of One's Self	A View of the Other's Self-View

Figure 1. The Interaction Perception  
Matrix of a Single  
Viewpoint

## The Self and Others

The key to understanding social perception within a dyad is the self. It is through the filter of self that all social information passes before being assimilated by the person. Brown (1965) has suggested that perception of the self is unique in an epistemological sense because in forming an impression of the self an individual can draw upon certain classes of internal data that are not available to form impressions of others. However in many other respects the self-conception is created by a process of impression formation much like the process by which conceptions of others are created. Also he noted that an individual's conception of the self and of others are highly interdependent entities.

Not that this last idea is a new one. Indeed, as Kemper (1966) has noted:

It has long been part of our theoretical heritage that the self is formed in the course of interactions with others. James, Cooley, Mead, and Baldwin were the late nineteenth and early twentieth century architects of this position... Mead, however, more than others argued for the intimate, organic nature of the relationship between self and others. Only through the process of taking the role of the other towards oneself does one acquire a self (p.323).

Cooley (1902) aptly described the self-image as "the looking-glass self" being formed by imagining another's perception of one's self. Coser (1971, p. 337) noted that "through the individual's ability to take in his imagination the attitudes of others, his self becomes an object of his own



reflection. The self as both subject and object is the essence of being social."

This process of role taking, or evaluating one's self through the eyes of another is the basis for what has come to be called the "symbolic interaction" approach to understanding the self. Miyamoto and Dornbush (1956) summarize the basic themes of this approach as: (1) the responses of others have an influence in shaping self-definitions; (2) there is a distinction between (a) the actual response of the other and (b) the subject's perception of the response of the other; and (3) the self takes the role of the "generalized other," that is, of "the individual's conception of the organized process of which he is a part."

But who are these "others", especially this "generalized other" so instrumental in shaping the self-concept? According to Sullivan (1947) it is one's parents and certain significant others (such as brothers, sisters or a nurse) that are so important. He believed that the self "tends very strongly to maintain the direction and characteristics given to it in childhood" (p.131). However, no one discounts the effect of those of primary importance in the present environment (as opposed to those of primary importance at some point in the past). The study of Miyamoto and Dornbush (1956) demonstrated a relationship between a person's self conception and his or her estimate of the response of others who lived in the same fraternity or sorority house. Reeder, Donohue, and Biblarz (1960)

found others in the same military unit had an effect upon the self-concept.

A study by Denzin (1966) looked specifically at college students' perceptions of who evaluated them as persons and was thus instrumental in shaping the students' self concepts. The students were instructed to list all persons who fit into this category. Sixty-two percent of the students listed their family or one of its members as an answer with approximately the same percentage of males and females giving this response. It was interesting to note that approximately two-thirds of the males also selected friends, while scarcely one-half of the females made this selection. Looking at it from a temporal point of view, however, Denzin noted that as males move through college, friends and family members were less frequently listed as evaluating them as persons (and thus influencing their self-concepts), whereas fellow students, religious organizations, and social organizations were more frequently listed. For females a totally different picture was painted. As they progressed through college the number choosing family members increased from nearly half of the freshmen to almost three-fourths of the juniors and seniors. Thus we see a definite change in college students' perceptions of who influences their self-concept as they progress through college. It would seem logical to infer that if the students perceived the influence of parents on their self-images as changing that they would also perceive their relationship with their parents as changing.

## Perceived Similarity

Many different techniques have been devised to measure or at least operationally define and quantify different aspects of a person's perception of his or her relationship with others. Perhaps one of the most popular involves asking a person to rate his or her self on a set of items and then rate another on the same set of items. The correlation or the difference between the two sets of scores ("Self" and "Other" in the interaction perception matrix -- see Figure 2) is regarded as a measure of "assumed similarity" (see Fiedler, 1953; Jackson & Carr, 1955; Fiedler, Hutchins, & Dodge, 1959; Byrne & Blaylock, 1963), "inferred identification" (see Lazowick, 1955; Johnsgard & Newman, 1964), or perhaps more appropriately, "perceived similarity" (see Cava & Raush, 1952; Davitz, 1955).

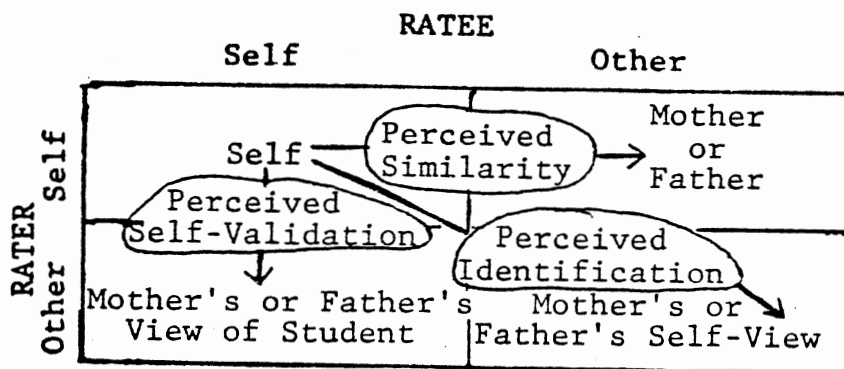


Figure 2. The Interaction Perception Matrix Demonstrating the Relationship Between Perceived Similarity, Perceived Identification, and Perceived Self-Validation.

An abundance of studies have utilized this approach to assess sex differences in the perception of others.

\* Not all results have been in agreement. Studies by Sopchak (1952), Beier and Ratzenburg (1953) and Gray and Klaus (1956) all proclaim that an individual of either sex perceives greater similarity with the parent of the same sex than with the parent of the opposite sex. Gray and Klaus (1956) add that for both sexes perceived similarity with one parent is accompanied by strong perceived similarity with the other parent.

To contradict these results a study by Manis (1958) claims that males express significantly more perceived similarity to parents than females but no significant differences in perceived similarity to the same-sex versus opposite-sex parent could be found. The results of Lazowick's (1955) study indicated that for males there was a significantly greater perceived similarity with their fathers than with their mothers. However, this difference did not appear for females. Helper (1955) suggests that if Lazowick's results are correct that this sex difference "can be traced, in part, at least, to differences between boys and girls in reactions to parental reward for similarity to the like-sexed parent" (p.193). In other words, in boys the degree of self-concept modeling (leading to higher perceived similarity scores) after the father is dependent upon parental reward for similarity to the father. However, for girls the degree of self-concept modeling after

the mother is unrelated to parental reward for similarity to her mother.

An investigation by Kohn & Fiedler (1961) examined the effect of age as well as sex differences in the perception of persons by high school freshmen, college freshmen, and college seniors. Results indicated that both groups of college students were able to differentiate between others more than high school students, but there were no significant differences between college freshmen and college seniors. In testing to determine whether or not females would assume more similarity to their mothers and/or fathers than would males, they discovered no significant differences between the sexes. Furthermore they found no significant differences among the classes or among the class and sex interactions. However, a study by Gray and Klaus (1956) reported that females showed a greater perceived similarity to parents than did men.

#### Perceived Identification

Perhaps one of the most thoroughly confusing areas in the study of interpersonal relationships is that of identification. While it is not the intent of this paper to delve into that area per se (see Bronfenbrenner, 1960; Kagan, 1958; and Winch, 1962; for detailed looks at many theories of "identification"), an important aspect of the identification process is investigated in this project, namely a person's perception of his or her identification with others.

Mead (1934) defined identification simply as "taking the role of the other." Dymond (1950, p.343) builds upon this idea to declare identification to be "a very special kind of role taking; one that is more lasting, less frequent, and more emotional" than a typical empathic relationship based on perceived similarity to another. Murphy (1947) adds that identification is the tendency to view oneself as one with another person and to act accordingly. Thus whereas perceived similarity to another person is based upon a comparison of my perception of self and of another, perceived identification is based upon a comparison of my perception of self and of the other's self-view. Note that it is not based upon the actual self-view of the other, but rather upon the identifier's perception of the self-view of the other. As Sopchak (1952) points out:

A little thought will show, however, that this is the only type of identification which can exist. One can identify himself with another only by identifying himself with his image of that person, because the subject can never know what the other person actually is (p.161).

The assessment of perceived identification involves only a slight modification of the technique used to assess perceived similarity. An individual is asked to rate his or her self on a set of items and then using the same set of items to rate another as that other "would rate him or herself" (instead of simply rating the other as the individual perceived the other to be). The correlation or the difference between these two sets of scores yields a

measure of perceived identification. Because this technique of assessment is so similar to that of perceived similarity it has shared many of the same names. It has been called "psychological perception" by Steinmetz (1945), "assumed similarity" by Fiedler (1951), and "identification" by Sopchak (1952). However, in spite of the methodological similarities there remains an important distinction which is clearly illustrated in the interaction perceptions of a single Viewpoint (see Figure 2). While the rating of the Self and the perspective of the Ratee (the rating of the Other) remain the same in assessing both perceived similarity and perceived identification, the perspective of the Rater changes from the Self perspective (in perceived similarity) to the Other's perspective (in perceived identification).

While there has been an abundance of studies dealing with the topic of identification there have been very few that have investigated perceived identification and even fewer that have investigated perceived identification reported by college students. However, in one study (Osgood, Suci, and Tannenbaum, 1957), it was shown that girls often identify with their father as much as their mother. With boys identification appears to be firmly fixed with the father.

### Perceived Self-Validation

Newcomb (1956, p. 582) states that "all persons, at all times, are liked according as they are judged to agree with oneself about oneself." Accurate perception of another in a dyadic relationship necessarily entails the realization that the other person is evaluating the first person even while the first person is evaluating the other. As Laing (1967) has pointed out, part of a person's perception of another is based upon the inferences that person makes from his or her perception of the other person's perception of the first person. By comparing the self-concept with the description of self that the individual perceives in the behaviors of a particular other, he or she is able to determine if the other conceptualizes "me" the way "I" conceptualize "myself". This knowledge affects judgements about how well the other "really knows" or understands the individual and about the accuracy of the individual's self-concept. This comparative process is referred to as self-validation and occurs continuously throughout an individual's lifetime (Turner, 1968).

Lewis and Wigle (1964) state that the feeling of being understood, or of having one's self-concept validated, is accompanied by the belief that the understander shares with the subject some of the subtle aspects of the subject's outlooks and beliefs. Looking at the dyadic encounter from the standpoint of the interaction perceptions, the person from whose Viewpoint the relationship is being observed is rating



the self from the Rater's perspectives of self and other (the same self is the Ratee in both cases -- see Figure 2).

Methodologically speaking, the assessment of perceived self-validation is very similar to methods used to assess both perceived similarity and perceived identification. The individual is asked to rate his or her self on a set of items and then mark the same set of items as a specified other would rate the individual. The correlation or the difference between these two sets of scores yields a measure of perceived self-validation. Like perceived similarity and perceived identification this methodological technique has been used many times in interpersonal perception studies, although not under the name which we have relegated to it. It has been called "expected reciprocity" (see de Jung and Meyer, 1963), "assumed reciprocity" (see Ausubel, 1953; Schiff, 1954), "projection" (see Ausubel & Schiff, 1955), "congruency" (see Tagiuri, 1958; Tagiuri, Blake, & Bruner, 1953), "perceived reciprocal attraction" (see Newcomb, 1956), and "tendency toward reciprocation" (see Katz and Powell, 1956), but is perhaps best labelled "perceived self-validation" because it describes "how much I see another understanding and agreeing with (validating) my self-concept." Reciprocity implies a measure of the perceptions of both individuals in a relationship, but this measure is actually only dealing with the perceptions of one side of the relationship.

In viewing Figure 2 we begin to see the

interrelationships among perceived similarity, perceived identification, and perceived self-validation, and the value of the interaction perception model developed by Helm, Fromme, Murphy, and Scott (1976). All three measures correlate the View of One's Self with one of the three remaining Rater/Ratee perspective interactions. Each of the three correlations yields unique insight into the perception of a person's relationship with another.

#### Summary and Listing of the Experimental Hypotheses

In exploring the perceptual changes expressed by college students in their interpersonal relationships with their parents it is important to first note that the students are not only observing and analyzing themselves and their parents, but are simultaneously aware that each of their parents is observing and analyzing them. Looking at it from the model developed by Helm, Fromme, Murphy, and Scott (1976), each student is a Viewpoint who recognizes that his or her mother and father both have Viewpoints of their own. Within the student's Viewpoint there is the knowledge that both the student and the parent are simultaneously rating (serving as the Rater) and being rated (serving as the Ratee). Figure 1 depicts for us that from the student's Viewpoint when Self rates Self a view of the student's self is described. When Self rates Other a view of the student's mother or father (depending on

the Other being rated) is reported. When the student takes the role of the Other to rate Self we see the way the student perceives that his or her father or mother would rate the student. Finally when the student takes the role of the Other to rate the Other we are given the student's perception of the mother or father's self-view.

The self is the key to understanding social perception within the dyadic relationship. The evaluative process which is so necessary in the development of the self-concept is the same process which allows for the evaluation of others. While the influence of those people of primary importance to the student at the time when the self-concept first crystalized remains throughout the student's lifetime, studies by Miyamoto and Dornbush (1956), Reeder, Donhue, and Biblarz (1960), and Denzin (1966), have shown that others in the present also have an effect upon the self-concept.

By comparing the student's view of self with his or her view of mother or father we can determine a measure of perceived similarity to that parent. Similarly by comparing the student's view of self with his or her perception of mother or father's self view we can derive a measure of perceived identification with that parent. Finally by comparing the student's view of self with the student's perceptions of mother or father's view of him or her we can obtain a measure of perceived self-validation. These three perceptual measures -- perceived similarity,

perceived identification and perceived self-validation -- yield immense insight into students' perceptions of their interpersonal relationships with their parents.

But what changes occur in these perceptions during the years while an individual is in college? Freshmen come to college with many of the same beliefs, attitudes, and values that their parents have. While some changes in the students' self-concepts and in their conceptualizations of their parents have occurred prior to the college experience, during this time the lack of daily contact with their parents and the socialization which the students are undergoing combine to make changes in perceptions of self and others both very noticeable and very real. During the sophomore and junior years when the peer culture is the strongest, students experience the greatest perceived similarity to their peers (and presumably the least perceived similarity to their parents). As the power of peers diminishes during the senior year, so does perceived similarity to peers. A sort of "re-socialization" takes place as the seniors adopt a new set of beliefs, values, and attitudes that conform more to the working world's mores. Since the seniors' parents are a part of this "outside world", the seniors should perceive their parents as being more similar to them than they had during the previous two years. It is therefore hypothesized that for both sexes perceived similarity to fathers and to mothers will be less for sophomore-juniors than for either freshman or for

seniors (H<sub>1</sub>).

A study by Kohn and Fiedler (1961) examined the sex differences in college students' perceptions of interpersonal relationships with their parents. They were unable to determine any significant differences between the sexes. On the other hand a study by Manis (1958) concludes that males express significantly more perceived similarity to parents than do females. Finally a study by Gray and Klaus (1956) reported that females express a greater perceived similarity than males. Which results are correct? In an attempt to shed more light upon this area an exploratory hypothesis has been derived which states that between males and females in any year level in college there will be significant differences in perceived similarity to fathers and to mothers (H<sub>2</sub>).

Studies by Sopchak (1952), Beier and Ratzenburg (1953), and Gray and Klaus (1956) all proclaim that an individual of either sex perceives greater similarity with the parent of the same sex than with the parent of the opposite sex. A study by Lazowick (1955) indicated that this difference was true for males, but not for females. The study by Manis (1958) found no significant differences between similarity to the same-sex parent and similarity to the opposite-sex parent for raters of either sex. Because of the differences in results among the studies, a simple exploratory hypothesis has been generated which states that for males and females in any year level in college there

will be significant differences between perceived similarity to the same-sex parent and perceived similarity to the opposite-sex parent. (H<sub>3</sub>)

Because the family and most often the parents are the primary influence in shaping the student's perception of self during the pre-college years, it is quite natural that an incoming freshman would perceive a great deal of identification with them. This is theorized to be especially true during the first few days and weeks of the first semester in school because the student is overwhelmed by the school environment and often reacts defensively, attributing greater perceived identification to the relationship with parents than would have happened only a few weeks before the college experience began. As the days and months go by, however, socialization takes place and it is thought that perceived identification with college friends increases while perceived identification with parents decreases. As the hold of the peer culture over the student weakens during the senior year perceived identification with peers should drop and perceived identification with parents should again increase. Just as was hypothesized in regard to perceived similarity to parents, it is hypothesized that for both sexes perceived identification with fathers and with mothers will be less for sophomore-juniors than for either freshmen or for seniors (H<sub>4</sub>).

Are there sex-differences in expressing perceived identification with fathers and with mothers? To determine the

answer to that question an exploratory hypothesis was derived that between males and females in any year level in college there will be significant differences in perceived identification with fathers and with mothers (H5).

Most of the leading psychological theorists who have addressed the issue of identification have stated that individuals identify more with parents of the same sex. Does this tendency also appear in perceived identification with parents? A study by Osgood, Suci, and Tannenbaum (1957) suggests that for boys there is greater perceived identification with father than with mother. However with girls this is not the case. Their perceived-identification-with-father scores were not significantly different from their perceived-identification-with-mother scores. Based on the results of this study it was hypothesized that males of any year level in college will express significantly greater perceived identification with their fathers than with their mothers (H6A) whereas females of any year level in college will not express significant differences in their perceived identification with either parent (H6B).

An incoming freshman has been involved with his or her family for the totality of his or her life. The parents of this new student have had a major role in shaping the student's self-concept. As the importance and intensity of friendships with those other than parents increases, the student's self-concept begins to change a little. The alterations and modifications of the self-concept occur

gradually, but appear very noticeable to those who have only limited and infrequent interactions with the student (such as parents who see their child only every so often on weekends). Often parents are unwilling to accept these self-concept changes in their child and will not validate the new self-concept. During the senior year when the student becomes less involved with his or her peers and begins to orient him or herself more toward the "outside world" other changes in the self-concept occur. Usually these changes are in the direction of increased practicality and responsibility, which most parents find easier to accept. Since students are so sensitive to the responses of others it is felt that they definitely will sense if their parents are or are not validating their self-concepts. It is therefore hypothesized that perceived self-validation by mothers and by fathers will be less for sophomore-juniors of either sex than for either freshman or seniors (H<sub>7</sub>).

Despite the changing sex roles in today's culture, daughters are still viewed by many parents as more in need of protection and support than are sons. Thus one would expect differences based on the sex of the student in the reactions of parents to changes in their offspring's behavior. Students of each sex should show differences in their perceptions of the self-validation they receive from their parents. To test this idea it was therefore hypothesized that between males and females in any year level in



college there will be significant differences in perceived self-validation by their fathers and by their mothers (H<sub>8</sub>).

Same-sex parents share more with their child than biological similarity. Most often they have undergone similar experiences (although not necessarily in the college setting) and learned the same social lessons that their child is now facing. Often these experiences are such that the opposite-sex parent never could share them. What effect this commonality of background with a child of the same sex has upon a parent's behavior is open for investigation. Therefore we tested the hypothesis that for males and females in any year level in college there will be significant differences between perceived self-validation by the same-sex parent and perceived self-validation by the opposite-sex parent (H<sub>9</sub>).

## CHAPTER III

### METHODS

#### Subjects

The subjects involved in this research project consisted of 108 students enrolled in psychology and home economics classes at Oklahoma State University. All of the subjects volunteered to participate in the study after receiving a brief explanation of the project. One-half of the subjects were male and one-half female. One-third of the subjects of each gender were freshmen, one-third were sophomores and juniors, and one-third were seniors. Only those students who entered into undergraduate study in the same year that they graduated from high school and have continued through their academic program without a major interruption (i.e., not enrolling for one or more semesters, excluding summers) were considered in this project. Thus the students' ages varied from eighteen to twenty-three. All subjects were single students (never been married) from intact two-parent families. The rationale for this requirement is based upon a study by Sutton-Smith, Rozenburg, and Lendry (1968) and upon substantive outcomes of pilot studies conducted by Winch (1962) which collectively reported numerous differences between children

of two-parent intact families and families where the father was absent (no mention was made of families where the mother was absent). Only those subjects who lived with both natural parents when not in school, who had never lived with anyone besides their natural parents, and who were not living at home while attending school were considered.

### Instruments

Many different methods utilizing many different instruments have been developed over the years to measure the various aspects of person perception. There have been checklists, Q-sorts, projective techniques, and even an open-ended question which simply asks the individual to describe someone (either self or some other). Perhaps one of the best known is the semantic differential rating technique. According the Endler (1961, p. 106), "the semantic differential is an objective, reliable, valid, and general method for measuring the connotative meaning of concepts." Osgood (1952) summarized the logic of this method by stating:

1. The process of description of judgement can be conceived as the allocation of a concept to an experiential continuum definable by a pair of polar items.
2. Many different experiential continua or ways in which meanings vary are equivalent and hence may be represented by a single dimension.
3. A limited number of such continua can be used to define a semantic space within which the meaning of any concept can be specified (p.227).

The three major continua (or dimensions) are usually

identified as evaluative, potency, and activity factors, although they are occasionally renamed to be more descriptive of the exact scales of which they are comprised. The three major continua account for over 95% of the common variance in the use of the scales in rating concepts.

Osgood (1962) pointed out that there is no such thing as "the" semantic differential with a rigidly defined set of factors. Indeed he felt that for significant concept classes it was necessary to develop specific instruments. Therefore he and Ware developed a Personality Differential in which the evaluative dimension (continuum) appeared as a morality factor, the potency dimension as a toughness factor, and the activity dimension as an excitability factor.

In this study subjects were asked to respond on a seven-point semantic differential consisting of 16 bipolar adjectives. Nine of the bipolar adjectives were analyzed in this study. The other seven served simply to provide additional face validity for the instrument (based on the rationale that most people believe the more descriptors one uses in portraying an individual, the better one has done one's job of portraying that individual) and to allow subjects to express their perceptions of person on scales which were descriptive of more than one dimension. The nine adjectives used in this study were chosen from the Personality Differential developed by Osgood and Ware (Osgood, 1962) because of their seeming relevance to the

task at hand and because they loaded heavily on one of the dimensions but not on either of the other two. They included moral-immoral, reputable-disreputable, and wholesome-unwholesome on the evaluative (morality) dimension; rugged-delicate, sensitive-insensitive, and tough-tender on the potency (toughness) dimension; and emotional-unemotional, excitable-calm, and tense-relaxed on the activity (excitability) dimension. The other seven bipolar adjectives used in the instrument were mature-immature, confident-unsure, active-passive, logical-intuitive, objective-subjective, and outgoing-withdrawn.

A total of eight forms of this semantic differential were prepared. While all sixteen adjectives were included in each form, their order of appearance and directionality were randomized from form to form to help reduce fatigue and/or the appearance of response sets. The subjects responded on the semantic differential a total of four times. The specific forms given to each subject and the order of presentation of the forms were randomly decided.

The students were also asked to complete a questionnaire consisting of basic demographic data and information about their siblings, their relationships with their friends, dating relationships (both past and present), and their financial and emotional dependence upon their parents.

The Appendix contains a sample semantic differential sheet along with its accompanying directions, and a copy

of the demographic questionnaire.

#### Procedure

Because freshmen begin adapting to their new environment almost as soon as they arrive at school, it was deemed necessary to record their perceptions of their parents during the first month of classes. In like manner it was felt that seniors would show maximal differences from their peers during the last month of classes when they began in earnest to look for a job or decided upon definite future plans. Therefore all freshmen subjects participated in the study during the first month of classes of the 1979 - 1980 school year and all seniors during the last month of classes that year. While the timing of participation of the sophomore and juniors was not deemed as critical, most participated during one of the two periods mentioned for freshmen and seniors. Some, however, did participate more toward the middle of the school year.

The students were given an instrument sheet briefly describing the investigation and explaining the marking of the semantic differential. They were then asked to indicate on each of the scales of the instrument their rating of their self-concept--"me". This was collected and the students were asked to complete the demographic instrument. After that was completed and collected the students were given the final three semantic differential sheets. The instructions directed them to make two

different marks ("M" for mother or mother's perspective and "F" for father or father's perspective) on each scale as they rated the concepts "mother" and "father" (the "other" of the interpersonal perception matrix) on one sheet and the concepts "the way my mother sees herself" and "the way my father sees himself" (the "other's self-view" of the interpersonal perception matrix) on another. The order of the presentation of these two sheets was randomly counterbalanced to deter the development of order-related response artifacts. The instructions on the final sheet directed the students to use the same marks as they recorded "the way my mother sees me" and "the way my father sees me" (the "other's view" of the interpersonal perception matrix). The reasoning for having the students complete this sheet last rather than randomly ordering all three sheets was simple. It was feared that as the subjects continued to rate concepts on semantic differentials fatigue might result in carelessness or have some other effect upon the ratings. The inaccuracy of these ratings would introduce additional error and weaken the strength of association between those ratings and the rating of self (completed first in the order of tasks). Previous pilot work completed by Helm (1978) indicated the strength of association between "other's view" and the self-concept (referred to as perceived self-validation) demonstrated the weakest of the three associations. It was decided that it was more desirable to have the weakest of associations more heavily

laden with any error caused by fatigue than to weaken one of the other associations where a more definite result was anticipated.

### Analysis

The procedure of having one person rate himself or herself and another, and predict responses for the other's self-view and view of the person is not new. However, data collected through such a procedure has heretofore been difficult to analyze. Dymond (1949) and Couch (1958) allowed subjects to interact and then formed pairs of subjects to rate themselves and their partners and predict their partners' self-views and views of the subjects. Scores from one subject were compared with the corresponding scores from the partner. Helm et al (1976) had students read a fictitious scenario involving a girl and her father and then give ratings from the girl's viewpoint of one of the four views (the girl's view of herself or her father or her view of how her father would see himself or her). None of the studies have attempted to look at the relationships of the four views, or interaction perceptions, generated by the same individual.

Much controversy has surrounded dyadic analysis. Initially the controversy was over the use of correlational techniques versus the use of a distance measure (Osgood and Suci, 1952; Cronbach and Gleser, 1953; Osgood, Suci and Tannenbaum, 1957) and the support was for the distance measure.



Gradually, however, investigators began to notice flaws in the use of the distance measure. Cronbach (1958) pointed out that: (1) distance measures lose information regarding the direction of differences; (2) distance scores treat regression effects as if they represented real changes; and (3) the distance index assumes an interval scale that is often not the case. To avoid these criticisms Bronfenbrenner (1958) suggested a return to the use of the correlation scores. His reasoning for doing so was exactly the same reasoning that had lead others away from the use of the correlation score to the distance score, namely that through the use of correlation scores it was possible to statistically control for the effects of the elevation and spread of ratings between persons (the differences between the raters' use of the scales).

The next wave of criticisms that was leveled at dyadic analysis centered around the fact that it was described as a global measure when in fact it consisted of several underlying processes such as projection (Bender and Hastorf, 1953; Hastorf, Bender and Weintraub, 1955), elevation, differential elevation, stereotype accuracy, and differential accuracy (Cronbach, 1955; Gage and Cronbach, 1955). Again the use of a correlational procedure suggested itself because it statistically controlled for the effects of both types of elevation. The score for stereotype accuracy only appears when rating unknown individuals and hence is not a problem in this study. Only in hypotheses 3,6, and 9

where differences in perceptions of same versus opposite sex parents are examined does the problem of differential accuracy occur and the statistical test to be used considers this effect although it is not totally able to control for it.

Gage, Leavitt and Stone (1956) pointed out that another contaminant in the process of dyadic analysis was that subjects often responded to the rating instruments through the use of intermediary keys (or response sets). Most relevant to this study were: (1) a favorability response set which inclined the subject to use favorable ratings to describe self and others (and thus give a spuriously high correlation between the self and other ratings); (2) an intermediary key based upon the type of scores used in the analysis; (3) certain response keys based upon resorting to stereotypes and manifest stimulus value of the person being rated; and (4) intermediary keys based upon the central tendencies in the use of the scales by the person doing the rating.

In this study a specific analytical procedure was developed which avoided the difficulties and criticisms mentioned heretofore. First a number value was assigned to each interval on the semantic differential. One was assigned to the interval that was closest to the adjective that described the largest amount of the factor it loaded upon (moral, reputable, and wholesome on the evaluative dimension; rugged, sensitive, and tough on the potency dimension; and emotional, excitable, and tense on the

activity dimension). Seven was assigned to the interval closest to the other adjective and numbers two through six were assigned to the intervals in order between numbers one and seven. Three factor scores were derived from each individual's ratings of self, mother, father, mother's self-view, father's self-view, mother's view of the child, and father's view of the child. These factor scores were named after the three dimensions of semantic space isolated by Osgood, Suci, and Tannenbaum (1957) (Evaluative, Potency, and Activity) and consist of the mean ratings of the three scales which loaded on the dimension. An Overall-Average score for each view by each individual was generated from the mean of the three factor scores of that view. The scores were then broken up into groups based on the sex of the student (2 groups with an N for each group of 54), class of the student (3 groups with an N for each group of 36), and both sex and class of the student (6 groups with an N for each group of 18). Within each group correlations were computed for the same dimension (Evaluative, Potency, Activity, and Overall-Average) between self and mother (perceived similarity to mother), self and father (perceived similarity to father), self and mother's self view (perceived identification with mother), self and father's self-view (perceived identification with father), self and mother's view of the child (perceived self-validation by mother), and self and father's view of the child (perceived self-validation by father).

In utilizing this method the correlational analysis controlled for the rater's use-of-scale artifacts (elevation and spread of scores). To control for the favorability response set Bronfenbrenner (1958) suggested that the favorability level of each item be determined in advance (by having it rated for "desirability") and items that were homogeneous with respect to the favorability level then grouped together. His suggestion was heeded in this study. In pilot work preparatory to this study 25 students enrolled in a social psychology class at Oklahoma State University representing all groups in this study (but not used as subjects in this study) were asked to rate each of the adjectives used in the semantic differential on a seven-step favorability continuum with "one" representing extremely favorable, "two" representing definitely favorable, "three" representing somewhat favorable, "four" representing neither favorable nor unfavorable, "five" representing somewhat more unfavorable than favorable, "six" representing definitely unfavorable, and "seven" representing extremely unfavorable. The mean rating of all the students on each adjective scale was computed. Factor scores were derived by computing the mean of the three adjective scales which loaded on that dimension of the semantic differential (Evaluative, Potency, or Activity). The factor analytic work of Osgood, Suci, and Tannenbaum (1957) has shown these dimensions to be independent if an equal number of scales is used to define each dimension. In this case there were

three scales defining each dimension. Results of  $t$ -tests between the means of the factor scores indicated significant differences between the Evaluative and Potency dimensions ( $t_{24} = 3.938, p < .001$ ) and between the Evaluative and Activity dimensions ( $t_{24} = 3.979, p < .001$ ). No significant differences were found between the Potency and Activity dimensions ( $t_{24} = -1.728, p > .05$ ). Thus the favorability in the semantic differential is loaded heavily on the evaluative dimension. While it may be true that one individual may perceive being "emotional" (or any of the other Potency or Activity adjectives) as a more favorable description than its opposite, there are no systematic biases built into the instrument.

Since all scores used in the dyadic analysis of this study were generated by one individual, no artifacts are built into the study due to the types of scores used in the analysis. Finally, since the students rated only persons with whom they were intimately acquainted, there are no response sets due to resorting to stereotypes and manifest stimulus value of the person being rated.

Comparisons between independent correlations were conducted as suggested by Walker and Lev (1953) and Bruning and Kintz (1977). Correlation coefficients were transformed to  $Z_r$  scores and subjected to the following comparison procedure:

$$(Z_{r1} - Z_{r2}) \pm \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}$$

The results were compared to the standard normal distribution to determine significance at the  $\alpha = .05$  level. This procedure was used to analyze hypotheses one, two, four, five, seven and eight.

For hypotheses three, six, and nine, which involved comparisons of dependent correlations, the following formula was applied (again following the recommendation of Walker and Lev, 1953, and Bruning and Kintz, 1977):

$$(r_{xy} - r_{xz}) \times \frac{(N - 3)(1 + r_{yz})}{\sqrt{2 [1 + (2)(r_{xy})(r_{xz})(r_{yz})] - (r_{xy}^2 + r_{xz}^2 + r_{yz}^2)}}$$

The result is distributed as  $t_{N-3}$  and was compared to that distribution to assess significance at the  $\alpha = .05$  level.

Because hypotheses one, four, six - A, and seven all predicted specific directionality in the differences, one-tailed tests of significance were employed in testing these hypotheses. For these hypotheses the comparisons were arranged in such a manner that only difference scores falling in the positive tail of the distribution were considered statistically significant. For all other hypotheses two-tailed tests of significance were utilized.

## CHAPTER IV

### RESULTS

For hypothesis one the correlations between the self and mother scores were computed on each of the three dimensions and the overall-average. Comparisons between the freshmen and sophomore-junior classes and between the senior and sophomore-junior classes on all dimensions were completed. The same procedure was repeated for the correlations between the self and father scores. The results are listed in Table I. Because the hypothesis states directionality (perceived similarity to mothers and to fathers will be less for sophomore-juniors than for the other two groups) a one-tailed test of significance was utilized and only scores falling in the positive tail of the Z-distribution were considered significant. As can be seen only one score proved to be significant. This score indicated that seniors tend to show greater overall perceived similarity to their mothers than do sophomore-juniors.

Hypothesis two compared the sex differences in perceived similarity to either parent. Again the correlations between the self and mother scores and the self and father scores were computed and comparisons made between the sexes on each dimension. Table II displays the results and indicates

no significant relationships were determined.

TABLE I

COMPARISONS BETWEEN PERCEIVED SIMILARITY CORRELATIONS OF FRESHMEN AND SOPHOMORE-JUNIORS AND OF SENIORS AND SOPHOMORE-JUNIORS ON ALL DIMENSIONS

	Perceived Similarity to Mother in Compared Classes Freshmen & Senior & Sophomore- Sophomore- Junior Junior		Perceived Similarity to Father in Compared Classes Freshmen & Senior & Sophomore- Sophomore- Junior Junior	
	Evaluative Dimension	-.085	.983	.219
Potency Dimension	.102	1.308	.301	-1.109
Activity Dimension	.102	-.085	-1.381	-1.036
Overall Average	.715	2.352*	-1.178	-0.731
	*p	.01		

The differences in perceived similarity to the same-sex versus the opposite-sex parent were examined next. Comparisons were made for the male and female groups to determine if members of either or both groups showed greater perceived similarity to one parent than to the other. The results are arranged in Table III. Positive scores indicate greater perceived similarity to the same-sex parent, whereas negative scores are indicative of greater perceived



similarity to the opposite-sex parent. As is noted, males showed a significantly greater overall perceived similarity to their fathers than to their mothers, despite the fact that this difference was not demonstrated in any of the dimensions. Females, on the other hand, showed no significantly greater overall perceived similarity to one parent than to the other, but did show significantly greater perceived similarity to their fathers than their mothers on the evaluative dimension.

TABLE II

COMPARISONS BETWEEN PERCEIVED SIMILARITY CORRELATIONS OF MALES AND FEMALES ON ALL DIMENSIONS

	Perceived Similarity to Mother	Perceived Similarity to Father
Evaluative Dimension	1.005	.010
Potency Dimension	.864	.207
Activity Dimension	-.667	-1.010
Overall Average	-1.308	-1.076

( $p = .05$  requires a  $Z_r$  critical value of  $\pm 1.96$ )

Table IV reflects the results of the comparisons made to test hypothesis four. The comparisons were made and tested in the same manner as described for hypothesis one

except that the correlations compared were the self and mother's self-view and the self and father's self-view rather than the self and mother or father. As was also the case in hypothesis one, the only statistically significant finding was that seniors tended to show greater perceived identification with their mothers than did sophomore-juniors.

TABLE III

COMPARISONS BETWEEN PERCEIVED SIMILARITY CORRELATIONS WITH SAME-SEX AND OPPOSITE-SEX PARENTS OF MALES AND FEMALES ON ALL DIMENSIONS

	Evaluative Dimension	Potency Dimension	Activity Dimension	Overall Average
Males	.125	.780	1.413	1.708*
Females	-2.057 *	-.043	.630	1.238

\* $p < .05$

In testing hypothesis five comparisons were made between the sexes to determine if either sex reported a greater perceived identification to mother or to father than did the other sex. A positive score indicated greater perceived identification by males than by females, whereas a negative

score was indicative of greater perceived identification by females than by males. As Table V indicates in all cases females showed greater perceived identification. However, in only one case was the greater perceived identification significantly different between females and males. In that case females tended to report significantly greater perceived identification to mothers in the activity dimension than did males. While the score indicating the greater overall perceived identification to mothers by females was not significant ( $p < .07$ ), it was indicative that further research in this area may prove fruitful.

TABLE IV  
COMPARISONS BETWEEN PERCEIVED IDENTIFICATION CORRELATIONS  
OF FRESHMEN AND SOPHOMORE-JUNIORS AND OF SENIORS  
AND SOPHOMORE-JUNIORS ON ALL DIMENSIONS

	Perceived Identification in Compared Classes to Mother			
	Freshmen & Sophomore- Junior	Senior & Sophomore- Junior	Freshmen & Sophomore- Junior	Senior & Sophomore- Junior
Evaluative Dimension	.487	.333	-.532	.057
Potency Dimension	-.130	-.146	.861	-.406
Activity Dimension	.130	1.357	-.849	-.955
Overall Average	.252	2.405*	.264	.707

\*  $p < .01$

TABLE V  
 COMPARISONS BETWEEN PERCEIVED IDENTIFICATION CORRELATIONS  
 OF MALES AND FEMALES ON ALL DIMENSIONS

	Perceived Identification to Mother	Perceived Identification to Father
Evaluative Dimension	-.975	-.697
Potency Dimension	-.091	-1.707
Activity Dimension	-2.378*	-.390
Overall- Average	-1.818	-1.298
	*p < .02	

Hypothesis six consisted of two parts. Part A involved determining whether or not males expressed greater perceived identification with fathers than with mothers. Part B likewise involved determining whether or not females expressed greater perceived identification with one parent than with the other. Testing hypothesis six-part A involved comparisons between the perceived-identification-with-father and perceived-identification-with-mother scores. As before, a positive score indicated a greater perceived identification with father and a negative score was indicative of a greater perceived identification with mother. The results of the comparisons reported in Table VI demonstrated that no significant differences were found. Comparisons between the same scores generated by the female group lead to the other

results reported in Table VI. In this row positive scores depicted greater perceived identification with mothers and again in the activity dimension females showed greater perceived identification to mothers than to fathers. In no other area, however, were the differences in perceptions statistically significant.

TABLE VI  
COMPARISONS BETWEEN PERCEIVED IDENTIFICATION CORRELATIONS  
WITH SAME-SEX AND OPPOSITE-SEX PARENTS OF  
MALES AND FEMALES ON ALL DIMENSIONS

	Evaluative Dimension	Potency Dimension	Activity Dimension	Overall Average
Males	-.198	-1.093	-.571	.820
Females	1.118	-.686	2.790*	1.290
	* $p < .01$			

Tests of the last three hypotheses all involved comparisons between the self and mother's-view-of-child scores and between the self and father's-view-of-child scores. Hypothesis seven involved comparisons between the classes to determine if freshmen and/or seniors demonstrated significantly greater perceived self-validation by mothers or fathers than did sophomore-juniors. Again due to the

directionality of the hypothesis only scores falling in the positive tail of the distribution were considered significant. The results of the comparisons are summarized in Table VII. As can be seen seniors reported significantly greater self-validation by their mothers in the activity dimension than did sophomore-juniors. Also seniors tended to report significantly greater self-validation by their fathers in the potency dimension than did sophomore-juniors. In neither case was the overall difference between the classes statistically significant.

TABLE VII

COMPARISONS BETWEEN PERCEIVED SELF-VALIDATION CORRELATIONS OF FRESHMEN AND SOPHOMORE-JUNIORS AND OF SENIORS AND SOPHOMORE-JUNIORS ON ALL DIMENSIONS

	Perceived Self-Validation in Compared Classes			
	to Mothers		to Fathers	
	Freshmen & Sophomore- Junior	Senior & Sophomore- Junior	Freshmen & Sophomore- Junior	Senior & Sophomore- Junior
Evaluative Dimension	-1.580	-2.092	.049	-.540
Potency Dimension	-.008	.796	1.166	1.682*
Activity Dimension	1.588	1.958*	-.195	-.240
Overall Average	-1.044	1.369	-2.116	.650

\*  $p < .05$

Determining sex differences in the perceived self-validation of students by their mothers and by their fathers was the intent of hypothesis eight. Summarized in Table VIII are the results of the comparisons that were made. Inasmuch as positive scores reveal a greater perceived self-validation reported by males and negative scores reveal a greater self-validation reported by females, it can be seen that females stated greater overall perceived self-validation by their fathers than did males. This was especially true on the potency dimension.

TABLE VIII

COMPARISONS BETWEEN PERCEIVED SELF-VALIDATION CORRELATIONS OF MALES AND FEMALES ON ALL DIMENSIONS

	Perceived Self-Validation by Mother	Perceived Self-Validation by Father
Evaluative Dimension	.611	-.076
Potency Dimension	-1.722	-2.616**
Activity Dimension	.182	.071
Overall- Average	.631	-2.298*
	* $p < .03$ ** $p < .01$	

The final hypothesis tested was to determine if either sex reported differences in perceived self-validation by the same-sex versus the opposite-sex parent. The results of the comparisons are reported in Table IX. Realizing that positive scores reveal a greater perceived self-validation by the same-sex parent and negative scores are indicative of greater perceived self-validation by the opposite-sex parent, it can be noted that females reported a significantly greater overall perception of self-validation by their fathers than by their mothers, although no dimension by itself indicated significant differences. Males showed no significant differences between their perceptions of self-validation by their fathers and self-validation by their mothers.

TABLE IX

COMPARISONS BETWEEN PERCEIVED SELF-VALIDATION CORRELATIONS  
WITH SAME-SEX AND OPPOSITE-SEX PARENTS OF MALES  
AND FEMALES ON ALL DIMENSIONS

	Evaluative Dimension	Potency Dimension	Activity Dimension	Overall Average
Males	-1.028	.319	-.067	-.518
Females	-.281	-1.356	-.64	-2.261*
	* $p < .05$			



## CHAPTER V

### DISCUSSION

In examining the totality of the results generated in this study, several important findings emerged. First it was apparent that seniors reported significantly greater overall perceived similarity to and perceived identification with their mothers than did sophomore-juniors. Also it was noted that seniors expressed significantly greater perceived self-validation by their mothers on the activity dimension and by their fathers on the potency dimension than did sophomore-juniors. In no case did any significant differences in perceived similarity, perceived identification, or perceived self-validation emerge between freshmen and sophomore-juniors. The third important finding in this study was that males reported significantly greater perceived similarity to their fathers than to their mothers. They did not report any significant differences between perceived identification with fathers and perceived identification with mothers, nor between perceived self-validation by fathers and perceived self-validation by mothers, however. Females noted a significantly greater perceived similarity to their fathers than to their mothers on the evaluative dimension, a significantly greater perceived identification with their mothers

than with their fathers on the activity dimension, and a greater overall perceived self-validation by fathers than by mothers. Also they expressed a greater perceived identification to mother on the activity dimension and a greater overall perceived self-validation by fathers than did males.

Hypotheses one and four received partial support from the results of this study in that seniors portrayed significantly greater overall perceived similarity to and perceived identification with their mothers than did sophomore-juniors. Thus it can be inferred that the reasoning that lead up to the hypotheses may be correct. But what about the parts of the hypotheses that predicted significantly greater perceived similarity and identification by freshmen than by sophomore-juniors? The fact that the results consistently failed to demonstrate any significant differences indicated that in fact there probably were no differences between freshmen and sophomore-juniors in their perceptions of their relationships with their parents. A study by Kohn and Fiedler (1961) reported significant differences in the perceptions reported by high school freshmen and college freshmen, but not in the perceptions reported by college freshmen and college seniors. Considering the results of this study in the light of Kohn and Fiedler's findings, it is suggested that perhaps it is sometime during the high school years that the students begin to differentiate their perceptions of themselves from their perceptions of their parents and their parents' self-views rather than after the

early weeks of college as had been hypothesized. Further testing using a wider span of ages would help to resolve this question. On the basis of the evidence available, however, it can be stated that seniors report significantly greater perceived similarity to and perceived identification with their mothers.

It is interesting to note that the differences between seniors and sophomore-juniors in perceived similarity and perceived identification occurred only in their relationships with their mothers, not their fathers. Thus we are forced to conclude that no group reported any significant differences in perceived similarity and/or perceived identification with fathers and that no changes occur in those perceptions during the college years.

In examining the differences between classes in the reporting of perceived self-validation by parents again only partial support could be found for the hypothesis (number seven). Seniors expressed greater perceived self-validation by their mothers than did sophomore-juniors, but this difference was confined to the activity dimension. Keeping in mind that the activity dimension on the Personality Differential represented the excitability level of a person and was thus to some extent a measure of temperament, the results of this part of the study suggested that seniors feel like their mothers understand and agree with the students' thoughts about their (the students') temperments.

Seniors also indicated greater perceived

self-validation by their fathers than did sophomore-juniors, but this difference was exhibited only on the potency dimension. It therefore appears that the seniors feel like their fathers understand and agree with the students' thoughts about their (the students') capability to meet the challenges of life (their "toughness" as the name of this factor on the Personality Differential implies).

The fact that the tests of hypothesis two concerning sex differences in perceived similarity to either or both parents revealed no significant differences lent support to the findings and conclusions of Kohn and Fiedler (1961), and called into question the findings in studies by Manis (1958) and Gray and Klaus (1956). There appeared to be no differences in perceived similarity to either of the parents between males and females.

When comparing the perceived-similarity-to-mothers and perceived-similarity-to-fathers correlations for each sex (the tests of hypothesis three), however, an apparent difference between the two sexes emerged. Males reported significant differences between the two correlations, whereas females did not. Males perceived themselves as more similar to their fathers than to their mothers. Females, on the other hand, did not express perceptions of being more similar to one parent than to the other. These findings supported the results obtained by Lazowick (1955). To account for this sex difference in perceived similarity to the same-sex versus the opposite-sex parent, Helper (1955)

suggested that children are differentially reinforced for modeling after and expressing statements about similarity to the same-sex parent. Males, it would seem, are reinforced for being similar to their father, whereas female's reinforcements are not contingent upon similarity to mothers. Thus it seems that whether or not the males actually are more similar to their fathers (which is not within the scope of this study to investigate), their prior reinforcement history has been such that they report more similar perceptions of themselves and their fathers than the females do.

The fourth of the major findings of this study declared that females reported greater perceived similarity to fathers than mothers on the evaluative dimension, greater perceived identification with mothers than fathers on the activity dimension, and greater overall perceived self-validation by fathers than by mothers. Each one of the three parts of this finding is important because each one provides help in determining the totality of the picture.

The fact that females reported greater perceived similarity to their fathers than to their mothers on the evaluative dimension (which represents the morality of the person) indicated that they distinguished between their parents on a good-bad continuum and decided they were closer to their fathers than to their mothers on that continuum. The reports of greater perceived identification with their mothers than with their fathers on the activity

(or excitability) dimension indicated that they believed they shared with their mothers a common perception of their temperaments. This result lent a small amount of support to hypothesis six.

Hypothesis eight and nine received support from the females in that they reported greater overall perceived self-validation by fathers than by mothers and greater overall perceived self-validation by fathers than did the males. Taken together these results demonstrated a "daddy's girl" phenomenon. The fact that females reported greater perceived self-validation by fathers than by mothers indicated that they saw their relationships with their fathers as less critically accepting and supportive than their relationship with their mothers. The fact that females perceived more self-validation by fathers than males tends to indicate that fathers are less critical and expectant of daughters (and hence more accepting) than with sons.

In viewing the results of the comparisons of perceived identification correlations between males and females (the tests of hypothesis five), it becomes apparent that in every instance females as a whole expressed greater perceived identification than did males. While only one of the results was statistically significant at the  $\alpha = .05$  level, the overall impression suggested a trend in need of further investigation. It appears, however, that in general females tend to report greater perceived identification than males.

Looking specifically at the one statistically significant result in the tests of hypothesis five, it appeared that females not only showed greater perceived identification with their mothers than their fathers on the activity dimension, but they also reported greater perceived identification with their mothers than did their male counterparts. Thus not only did they believe they shared with their mothers a common perception of their temperments, but they also reported a much stronger belief about it than did the males.

## CHAPTER VI

### SUMMARY

This study has looked at the changes that college students reported concerning their perceptions of their interpersonal relationships with their parents as they advanced from freshmen to seniors. The literature as shown that numerous changes take place in their attitudes as well as their actions. Changes that occur in their perceptions of themselves and others while in college have an effect upon their perceptions of their interpersonal relationships. This is most notably true in their relationships with their parents. Changes in three important aspects of the interpersonal relationships were examined in this study: perceived similarity, perceived identification, and perceived self-validation.

Results indicated partial support for the hypotheses. Specifically it was determined that seniors showed greater overall perceived similarity and perceived identification to their parents than did sophomore-juniors. Also they expressed greater perceived self-validation by their mothers on the activity dimension and by their fathers on the potency dimension than did sophomore-juniors. These notable differences illuminated the fact that there are differences between the way seniors perceive their relationships with



parents and the way sophomore-juniors perceive their parental relationships. No such differences were found between the freshmen and sophomore-junior classes. It was suggested that perhaps the onset of the differentiation between the perceived self and the perceptions of parents and parents' self-views occurred during the high school years rather than the early college years. It was recommended that further research utilizing wider age spans be conducted if information regarding the entire process of the changes in perceived similarity, perceived identification, and perceived self-validation of adolescents (rather than just college age adolescents) is desired.

Another of the results of the study suggested that males perceived greater overall similarity to fathers than to mothers. Females did not. It was suggested that males and females received differential reinforcement for modeling after and expressing statements about perceived similarity to their fathers, whereas the reinforcements received by females was not contingent upon such behaviors.

The other major results of this study concerned the perceptions of females. It was determined that they expressed greater perceived similarity to their fathers than to their mothers on the evaluative dimension, greater perceived identification with their mothers than with their fathers on the activity dimension, and greater overall perceived self-validation by their fathers than by their mothers. Also they reported greater perceived identifica-

tion with their mothers on the activity dimension and greater overall perceived self-validation by fathers than did males. Discussion centered around the idea that females distinguished between their parents on a good-bad continuum and perceived themselves as closer to their fathers on that continuum. Also a "daddy's girl" phenomenon emerged in that females reported less critical acceptance (greater self-validation) by their fathers than by their mothers and definitely more than males. It was mentioned that although not statistically significant females expressed greater perceived identification with their mothers than did males in every case suggesting an idea in need of further investigation. Finally it appeared that females believed they shared a common perception of their temperaments with their mothers, and reported a much stronger belief about it than did the males.

## BIBLIOGRAPHY

- Angrist, S.S. "Changes in woman's work aspirations during college." (Paper presented at the Ohio Valley Sociological Society annual meeting, Akron, Ohio). Cited in S.S. Angrist, Variations in Women's Adult Aspirations During College. Journal of Marriage and the Family, 1972, 34, 465-468.
- Ausubel, D.P. Reciprocity and assumed reciprocity of acceptance among adolescents, a sociometric study. Sociometry, 1953, 16, 339-348.
- Ausubel, D.P., & Schiff, H. Some intrapersonal interpersonal determinants of individual differences in socioempathic ability among adolescents. Journal of Social Psychology, 1955, 41, 39-56.
- Beier, E., & Ratzenburg, F. The parental identifications of male and female college students. Journal of Abnormal and Social Psychology, 1953, 48, 569-572.
- Bender, I.E., & Hastorf, A.H. On measuring generalized empathetic ability (social sensitivity). Journal of Abnormal and Social Psychology, 1953, 48, 503-506.
- Bronfenbrenner, U. Freudian theories of identification and their deviations. Child Development, 1960, 31, 15-40.
- Bronfenbrenner, U. The study of identification through interpersonal perception. In R. Taguiri & L. Petrullo (Eds.), Person perception and interpersonal behavior. Stanford: Stanford University Press, 1958. Pp 110-130.
- Brown, R. Social psychology. New York: The Free Press, 1965.
- Bruning, J.L. & Kintz, B.L. Computational handbook of statistics. 2nd Ed. Glenview, Illinois: Scott, Foresman and Company, 1977.
- Byrne, D., & Blaylock, B. Similarity and assumed similarity of attitudes between husbands and wives. Journal of Abnormal and Social Psychology, 1963 67, 636-640.

- Cava, E.L., & Raush, H.L. Identification and the adolescent boy's perception of his father. Journal of Abnormal and Social Psychology, 1952, 47, 855-856.
- Cooley, C.H. Human nature and the social order. New York: Charles Scribners Sons, 1902.
- Coser, L.A. Masters of sociological thought. New York: Harcourt Brace Jovanovich, Inc., 1971.
- Couch, C. Self-attitude and degree of agreement with immediate others. American Journal of Sociology, 1958, 63, 491-496.
- Cronbach, L.J. Processes affecting scores on "understanding of others" and "assumed similarity". Psychological Bulletin, 1955, 52, 177-193.
- Cronbach, L.J. Proposals leading to analytic treatment of social perception scores. In R. Taguiri & L. Petrullo (Eds.), Person perception and interpersonal behavior. Stanford: Stanford University Press, 1958. Pp. 353-379.
- Cronbach, L.J. & Gleser, G. Assessing similarity between profiles. Psychological Bulletin, 1953, 50, 456-473.
- Davie, J.S., & Hare, A.P. Button-down collar culture: a study of undergraduate life at a men's college. Human Organization, 1956, 14, 13-20.
- Davitz, J.R. Social perception and sociometric choice of children. Journal of Abnormal and Social Psychology, 1955, 50, 173-176.
- deJung, J.E. & Meyer, W.J. Expected reciprocity: grade trends and correlates. Child Development, 1963, 34, 127-139.
- Denzin, N.K. The significant others of a college population. The Sociological Quarterly, 1966, 7, 298-310.
- Dymond, R.F. Personality and empathy. Journal of Consulting Psychology, 1950, 14, 343-350.
- Dymond, R.F. A scale for the measurement of empathetic ability. Journal of Consulting Psychology, 1949, 13, 127-133.
- Endler, N.S. Changes in meaning during psychotherapy as measured by the semantic differential. Journal of Counseling Psychology, 1961, 8, 105-111.

- Feldman, K.A., & Newcomb, F.M. The impact of college on students. Volume I: An analysis of four decades of research. San Francisco: Jossey-Bass, Inc., 1969.
- Fiedler, F.E. A method of objective quantification of certain counter transference attitudes. Journal of Clinical Psychology, 1951, 7, 101-107.
- Fiedler, F.E. The psychological - distance dimension in interpersonal relations. Journal of Personality, 1953, 22, 142-150.
- Fiedler, F.E., Hutchins, E.B., & Dodge, J.S. Quasi-therapeutic relations in small college and military groups. Psychological Monographs, 1959, 73, No. 3 (Whole No. 473).
- Fisher, M.B., & Noble, J.L. College education as personal development. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960.
- Freedman, M.B. The passage through college. Journal of Social Issues, 1956, 12, 13-27.
- Gage, N.L., & Cronbach, L.J. Conceptual and methodological problems in interpersonal perception. Psychological Review, 1955, 62, 411-423.
- Gage, N.L., Leavitt, G.S., & Stone, G.C. The intermediary key in the analysis of interpersonal perception. Psychological Bulletin, 1956, 62, 411-423.
- Gray, S.W., & Klaus, R. The assessment of parental identification. Genetic Psychology Monographs, 1956, 54, 87-114.
- Harari, H. Interpersonal models in psychotherapy and counseling: a social-psychological analysis of a clinical problem. Journal of Abnormal Psychology, 1971, 78, 127-133.
- Hastorf, A.H., Bender, I.E., & Weintraub, D.J. The influence of response patterns on the "refined empathy score". Journal of Abnormal and Social Psychology, 1955, 51, 341-343.
- Heath, D.H. Growing up in college: liberal education and maturity. San Francisco: Jossey-Bass, Inc., 1968.
- Heider, F. The psychology of interpersonal relations. New York: Wiley, 1958.
- Helm, B. Personal interview. Stillwater, Oklahoma, April 13, 1978.

- Helm, B., Fromme, D.K., Murphy, P.J., Scott, W.C. Experiencing double-bind conflict: a semantic differential assessment of interaction perceptions. Journal of Research in Personality, 1976, 10, 166-176.
- Helper, M. Learning theory and the self concept. Journal of Abnormal and Social Psychology, 1955, 51, 184-194.
- Jackson, W., & Carr, A. Empathic ability in normals and schizophrenics. Journal of Abnormal and Social Psychology, 1955, 51, 79-82.
- Johnsgard, K., & Newman, D. Changes in parental identification during psychotherapy. (Paper presented at the meeting of the Western Psychological Association, San Jose, California, April, 1960). Cited in S.A. Shell, Jr., J.M. O'Mally, and K.W. Johnsgard, The Semantic Differential and Inferred Identification. Psychological Reports, 1964, 14, 547-558.
- Kagan, J. The concept of identification. Psychological Review, 1958, 65, 296-305.
- Katz, L., & Powell, J. Measurement of the tendency toward reciprocation of choice. Sociometry, 1956, 18, 659-665.
- Kemper, T.D. Self-conceptions and the expectations of significant others. Sociological Quarterly, 1966, 7, 323-343.
- Kohn, A.R., & Fiedler, F.E. Age and sex differences in the perception of persons. Sociometry, 1961, 48, 157-164.
- Laing, R.D. The politics of experience. New York: Pantheon Books, 1967.
- Laing, R.D., Phillipson, H., & Lee, A.R. Interpersonal perceptions: a theory and a method of research. New York: Springer, 1966.
- Lazowick, L.M. On the nature of identification. Journal of Abnormal and Social Psychology, 1955, 51, 175-183.
- Lewis, W.A., & Wigel, W. Interpersonal understanding and assumed similarity. Personnel and Guidance Journal, 1964, 43, 155-158.
- Manis, M. Personal adjustment, assumed similarity to parents and inferred parental evaluations of the self. Journal of Consulting Psychology, 1958, 22, 481-485.

- Mead, G.H. Mind, self, and society. Chicago: University of Chicago Press, 1934.
- Miyamoto, S.F., & Dornbusch, S.M. A test of interactionist hypotheses of self-conception. American Journal of Sociology, 1956, 61, 399-403.
- Murphy, G. Personality: a biosocial approach to origins and structure. New York: Harper, 1947.
- Newcomb, T.M. The prediction of interpersonal attraction. American Psychologist, 1956, 11, 575-586.
- Osgood, C.E. The nature and measurement of meaning. Psychological Bulletin, 1952, 49, 197-237.
- Osgood, C.E. Studies of the generality of affective meaning systems. American Psychologist, 1962, 17, 10-28.
- Osgood, C.E., & Suci, G.J. A measure of relation determined by both mean differences and profile information. Psychological Bulletin, 1952, 49, 251-262.
- Osgood, C., Suci, G. & Tannenbaum, P.H. The measurement of meaning. Urbana: University of Illinois Press, 1957.
- Passini, F.T., & Norman, W.T. A universal conception of personality structure. Journal of Personality and Social Psychology, 1966, 4, 44-49.
- Quarantelli, E.L., & Cooper, J. Self-conceptions and others: a further test of Meadian hypotheses. The Sociological Quarterly, 1966, 7, 281-297.
- Reeder, L.G., Donohue, G.A., & Biblarz, A. Conceptions of self and others. American Journal of Sociology, 1960, 66, 153-159.
- Schiff, H. Judgmental response sets in the perception of sociometric status. Sociometry, 1954, 17, 207-227.
- Sopchak, L. Parental "identification" and "tendency toward disorders" as measured by the MMPI. Journal of Abnormal and Social Psychology, 1952, 47, 159-165.
- Steinmetz, H.C. Directive psychotherapy: measuring psychological understanding. Journal of Clinical Psychology, 1945, 1, 331-335.
- Sullivan, H.S. Conceptions of modern psychiatry. Washington: William-Alanson White Psychiatric Foundation, 1947.

- Sutton-Smith, B., Rosenberg B.G., & Landry, F. Father absence effects on families of different sibling compositions. Child Development, 1968, 39, 1213-1221.
- Taguiri, R. Social preference and its perception. In L. Petrullo and R. Taguiri (Eds.), Person perception and interpersonal behavior. Stanford: Stanford University Press, 1958. Pp. 316-336.
- Taguiri, R., Blake, R.R., & Bruner, J.S. Some determinants of the perception of positive and negative feelings in others. Journal of Abnormal and Social Psychology, 1953, 48, 585-592.
- Thibaut, J.W., & Kelley, H.H. The social psychology of groups. New York: Wiley, 1959.
- Turner, R.H. The self-conception in social interaction. in C. Gordon and J. Gergen (Eds.), The self in social interaction. New York: John Wiley & Sons, Inc., 1968.
- Walker, H., & Lev, J. Statistical inference. New York: Holt, Rinehart & Winston, 1953.
- Winch, R.F. Identification and its familial determinants. Indianapolis: The Bobbs-Merrill Company, Inc., 1962.



APPENDIX

This study is designed to investigate the way in which people think about themselves and about their parents. The results which are obtained will be completely confidential and will not affect you in any way. With your cooperation, we hope to discover some of the factors which are important in family life. You can contribute to this study by giving your frank and immediate reactions to the items which are presented on the following pages.

Each of these items will consist of two words which are opposite in meaning, such as:

Confident \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unsure

Note that these words are separated by seven spaces. Your task will be to use items of this type to describe yourself, your parents, what your parents think about you, and what they think about themselves.

For example, if you were asked to describe yourself (using the letter "S"), you would put an "S" in the space which best tells how confident or unsure you ordinarily consider yourself to be. If you think of yourself as being extremely confident you would place the "S" in the space nearest the word Confident, as shown here:

Confident S : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unsure

If you think of yourself as being definitely confident, but not extremely confident, you would place the indicator one space farther away from the word Confident, like this:

Confident \_\_\_\_\_ : S : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unsure

If you think you are neither confident nor unsure you would place the indicator in the middle space, like this:

Confident \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : S : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unsure

If you think of yourself as being somewhat more unsure than confident, you would use the first space on the Unsure side of the middle.

Confident \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : S : \_\_\_\_\_ : \_\_\_\_\_ Unsure

Finally, if you think of yourself as being definitely unsure, you would place the indicator one space away from the Unsure side of the scale, and if you think you are extremely unsure, you would use the space which is nearest to the word Unsure.

Please remember that there are no right or wrong answers. Some of the items will seem very real and concrete, while others may seem somewhat abstract. We want your frank reaction to each of the items. You can be most helpful by working rapidly, without stopping to think much about your answers. Please do not omit any items and mark each item only once. It is important that you mark only one space (not between spaces).

Thank you for your cooperation.

Tense \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Relaxed

Moral \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Immoral

Withdrawn \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Outgoing

Wholesome \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unwholesome

Tender \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Tough

Delicate \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Rugged

Mature \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Immature

Logical \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Intuitive

Insensitive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Sensitive

Active \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Passive

Confident \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unsure

Unemotional \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Emotional

Disreputable \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Reputable

Predictable \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Unpredictable

Subjective \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Objective

Excitable \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Calm

## INFORMATION SHEET

Sex:  Male  Female

Student ID Number \_\_\_\_\_

Class:  Freshman  Sophomore  Junior  Senior  
 OtherIf you are a freshman, did you graduate from high school  
this past spring (1979)?  Yes  NoIf you are a sophomore, did you graduate from high school  
last spring (1978)?  Yes  NoIf you are a junior, did you graduate from high school  
two years ago (1977)?  Yes  NoIf you are a senior, did you graduate from high school  
three years ago (1976)?  Yes  NoAre you single?  Yes  NoDo you live somewhere other than with your parents while  
attending Oklahoma State University?  Yes  NoDo you live with your parents when not at O.S.U.?  Yes  NoAre both your natural parents still alive?  Yes  NoAre your natural parents married and living at the same  
residence?  Yes  NoHave you ever lived with anyone other than your natural  
parents?  Yes  No

What percentage of your financial income and support is supplied by either of your parents? (100% means your parents totally support you; 0% means your parents contribute nothing to support you)

\_\_\_\_\_ %

How often do you plan to get home this semester?

- \_\_\_\_\_ At least once a week  
\_\_\_\_\_ Several times a month  
\_\_\_\_\_ Twice a month  
\_\_\_\_\_ Once a month (3 or 4 times a semester)  
\_\_\_\_\_ Twice a semester  
\_\_\_\_\_ Once a semester  
\_\_\_\_\_ Not until after the semester is over.

Where do you live while at O.S.U.?

- \_\_\_\_\_ Dorm  
\_\_\_\_\_ Fraternity/Sorority House  
\_\_\_\_\_ Apartment/Married Student Housing  
\_\_\_\_\_ In my parents home

When you go home for a visit, with whom do you spend the most time?

- \_\_\_\_\_ Your parents  
\_\_\_\_\_ Your brothers and sisters  
\_\_\_\_\_ Your friends  
\_\_\_\_\_ Other (Please list)

On the average trip to your parents' home, how long do you stay?

- \_\_\_\_\_ Less than one day  
\_\_\_\_\_ One full day  
\_\_\_\_\_ Two days  
\_\_\_\_\_ Weekends  
\_\_\_\_\_ Longer



VITA

James A. Robison, Jr.

Candidate for the Degree of  
Master of Science

Thesis: CHANGES IN PERCEPTIONS OF INTERPERSONAL  
RELATIONSHIPS WITH PARENTS BY COLLEGE STUDENTS  
AS THEY ADVANCE FROM FRESHMEN TO SENIORS

Major Field: Psychology

Biographical:

Personal Data: Born in Sandusky, Ohio, January 31,  
1956, the son of Mr. and Mrs. James A. Robison,  
Sr.

Education: Graduated from Sandusky High School,  
Sandusky, Ohio, in June, 1974; received  
Bachelor of Arts degree in Psychology from  
Mount Vernon Nazarene College in 1977; enrolled  
in coursework at Oklahoma State University,  
1977-1979; enrolled in coursework at Florida  
Atlantic University in 1982; completed require-  
ments for Master of Science degree at Oklahoma  
State University in December, 1982.

Professional Experience: Undergraduate Counseling  
Assistant, Department of Career Counseling and  
Guidance, Mount Vernon Nazarene College, 1975;  
Undergraduate Teaching Assistant, Department of  
Psychology, Mount Vernon Nazarene College, 1976-  
1977; Graduate Research Assistant, Department  
of Psychology, Oklahoma State University, 1978;  
Graduate Teaching Assistant, Department of Psy-  
chology, Oklahoma State University, 1978-1979;  
Social and Rehabilitative Services Counselor II,  
State of Florida, Department of Health and Re-  
habilitative Services, 1979-1981; Teacher, St.  
Lucie County (Florida) Public Schools, Depart-  
ment of Exceptional Student Education, 1981-  
present.