

THE RELATIONSHIP OF PARENTAL CONTROL
AND ACCEPTANCE TO CREATIVITY
IN EARLY CHILDHOOD

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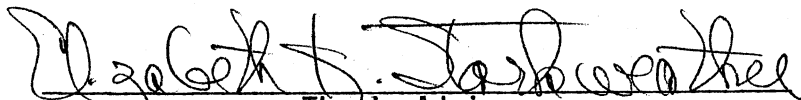
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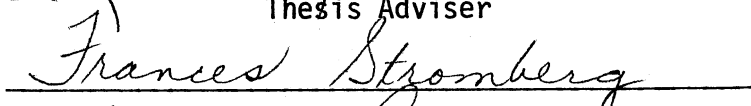
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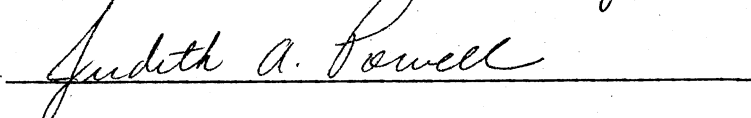
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CHAPTER I

INTRODUCTION

Purpose

The overall purpose of the present study was to examine the influence of parent attitudes and behaviors upon creativity in young children. The specific purposes were (1) to select appropriate instruments for the measurement of parental control and acceptance, (2) to administer the instruments to parents of young children previously given creativity tests, and (3) to compare the parents' degree of control and acceptance to the creative ability of the children.

Problem

The study of creative potential in young children has been an area of investigation in recent years, with much of the contributing research coming from Oklahoma State University. The primary concern of this research has been to develop research instruments suitable for use with preschool children. Several studies have been concerned with the relationships among personality characteristics related to creativity, e.g., McKinzie (1968), Moffatt (1969), Patton (1969), Goldsmith (1970), Tallent (1971), Davidson (1973). Also, creativity profiles have been constructed on individual children (Lane, 1971).

Now that it is possible to measure creativity in young children, the concern is to identify influences which tend to stifle or foster children's creative behavior. Several researchers have recognized a need for examining the influences which affect the development of creativity in early childhood, e.g., Tortorella (1967), Williams (1968), Davidson (1973). Specifically, the study of parent-child relations and their effect on the development of personality characteristics related to creativity should be pursued.

The literature supports a belief that parents do influence their children's behavior and tend to stifle or foster creativity in the child, e.g., Arasteh (1968), Heilbrun (1971). Taylor (1964) found that the home environment holds the greatest responsibility for developing the creative attributes of young children. He maintains that the home situation either enhances or hinders the development of characteristics related to creative potential.

The present study is one small part of an on-going investigation of creativity in early childhood. The overall goal of the larger research program has been to increase understanding of young children in order to enable them to live more creatively, i.e., to free them to live creatively (Starkweather, 1966). The study of the forces which influence creativity, particularly parent attitudes and behaviors, is valuable to this understanding. The present study contributes to the larger creativity research program by examining the relationship between specific dimensions of parent-child relations and a specific characteristic of creativity, i.e., originality.

CHAPTER II

REVIEW OF LITERATURE

The literature on parent behaviors and their relationship to creativity in young children was surveyed for the present study. Many researchers have selected specific dimensions of parent behavior for study, and many different methods of research have been used in their studies. Some researchers have proposed theoretical frameworks in order to present the dimensions of parent behavior in a clear graphic manner. This review of literature includes (1) theoretical frameworks, (2) methodologies for studying parent attitudes and behaviors, and (3) implications for the present study.

Theoretical Frameworks

Theoretical frameworks which can serve as a guide to the study of parent behavior have been presented by many researchers. Each has proposed major dimensions for consideration, and some have designed graphic models which have been of value in planning research on parent behavior. The more recent models have incorporated the strengths of earlier models, and therefore, certain dimensions of parent behavior are common to most theoretical frameworks. For example, control and acceptance are two common dimensions of parent behavior which are specifically named or implied in the theoretical discussions. Controlling behavior is implied in such terms as dominance,

disciplinarianism, and strictness; and accepting behavior is implied in such terms as warmth, love-hostility, and affectionateness. Both dimensions are assumed to exist in varying degrees in each parent.

Shoben Research

One of the earliest instruments for studying parent behaviors was that of Shoben (1949). His purpose in studying parent behaviors was to differentiate parents of maladjusted children from parents of adequately adjusted children. He singled out three major dimensions of parental behavior -- dominant, possessive, and ignoring -- which he defined explicitly.

The Dominant variable . . . consists of items reflecting a tendency on the part of the parent to put the child in a subordinate role, to take him into account quite fully but always as one who should conform completely to parental wishes under penalty of severe punishment. The Possessive sub-scale refers to a tendency on the part of the parent to 'baby' the child, to emphasize unduly . . . the affectional bonds between parent and child, to value highly the child's dependence on the parent, and to restrict the child's activities to those which can be carried out in his own family group. The third sub-scale, called the Ignoring variable, refers to a tendency on the part of the parent to disregard the child as an individual member of the family, to regard the 'good' child as the one who demands the least parental time, and to disclaim responsibility for the child's behavior (Shoben, 1949, p. 129).

Shoben's definition of dominant parent behavior is essentially a definition of parental control. His definitions of possessive and ignoring behavior show these behaviors to be two extremes of an acceptance dimension.

Waring Research

A series of studies of parental control and acceptance was directed by Ethel B. Waring (Purnell Studies, Cornell University, 1948-1955). The purpose of the studies was to search for the relationship between parents' control and acceptance of their own children and between children's control and acceptance of other children.

Waring and her associates defined control and acceptance as follows:

Control in social action involves persons in two roles, the active agent and the recipient of control. By control is meant any guiding, directing, or restraining influence upon the activity, thinking, or feeling of another. In controlling another person, one relates his interest and efforts with the other person in one of three directions:

1. Supplements or reinforces the activity, thinking, or feeling of another.
2. Opposes or conflicts with the activity, thinking, or feeling of another.
3. Is independent of or unrelated to the activity, thinking, or feeling of another.

Acceptance in social interaction involves a person's recognition of another as one who has needs and wishes. In accepting another, one's awareness of the other person is in one of three directions:

1. Awareness of another as a worthy equal whom one willingly aids in gaining his wishes.
2. Awareness of another as an opponent whom one deliberately thwarts or hinders in seeking fulfillment of his wishes.
3. Preoccupation of the self so as to be scarcely aware of another as a psychological entity in his field, and so does nothing either to help or hinder him in attaining his wishes (Waring, 1955, pp. 3-4).

Fels Institute Research

One study of dimensions of parent behavior, frequently referred to in the literature, was that conducted at the Fels Institute by

Baldwin, Kalhorn, and Breese (1945). These researchers incorporated the work of Champney (1941) in their study. Their purpose was to identify and show relationships among basic dimensions of parent behavior. A graphic representation of the relationship among these three basic dimensions is presented in Figure 1. Specifically, these dimensions are philosophies of child rearing, warmth and coldness, and possessiveness and detachment.

Philosophies of child rearing are parent ideologies such as democracy, permissiveness, and principled autocracy. A quality of controlling behavior is implied in each philosophy. The dimension of warmth and coldness implies varying degrees of accepting behavior. Baldwin (1955) describes parental warmth as a dimension which ranges from warmth to coldness; warmth can be expressed in a variety of child-rearing practices while coldness cannot. While the parent expresses some degree of warmth toward the child, he combines this with a certain amount of emotional detachment, ranging from possessiveness to extreme detachment. The parent's degree of warmth and detachment is then carried out in his philosophy of child rearing.

Sears, Maccoby, and Levin Research

Sears, Maccoby, and Levin (1957) examined the practices used by mothers in the socialization of their children in the areas of feeding, toilet training, dependency, sex, and aggression. Their purpose was to examine several common dimensions of maternal child-rearing practices in these areas of socialization.

The dimensions of child-rearing practices on which this research was focused were (1) severity of training, (2) disciplinary techniques,

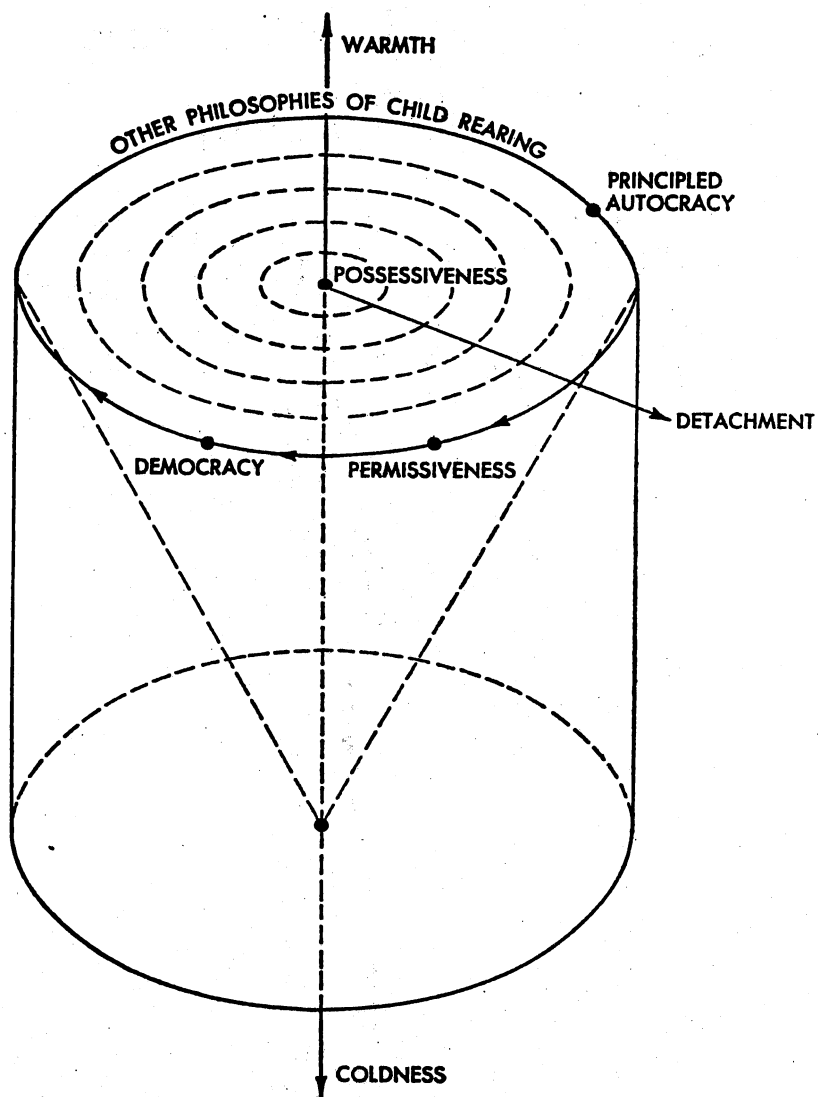


Figure 1. The Relationship Among Three Aspects of Parent Behavior (Baldwin, 1955, p. 519)

(3) positive inculcation of more mature behavior, (4) permissiveness, and (5) temperamental qualities expressed in the mother-child relationship. The first three of these imply a controlling relationship, and the last two imply an accepting relationship. Severity of training and disciplinary techniques, which include rewards and punishments, imply controlling behavior. The positive inculcation of more mature behavior also implies controlling behavior inasmuch as it refers to the values the parent tries to instill in the child, the restrictions and demands placed on him, the goals set for him, and the degree to which his freedom of action is limited or expanded. Permissiveness implies acceptance inasmuch as it refers to the degree of tolerance and understanding the mother has for her child's behavior. The dimension of temperamental qualities in the mother-child relationship also implies acceptance inasmuch as the qualities referred to are affectionateness, level of self-esteem, and other feelings that she conveys to the child.

Roe Research

Roe (1957) studied the dimensions of parent behavior which are presented graphically in Figure 2. The purpose of Roe's work was to examine relationships between early experiences and personality factors, e.g., attitudes, abilities, interests, which influence one's vocational choice.

Roe's model for parent behavior shows the possible positions of the child in the family emotional structure, i.e., as the center of attention, as avoided, or as accepted. Emotional concentration on the child can range from the extreme of overprotection to that of over-demandingness. Both of the extremes imply controlling behavior on the

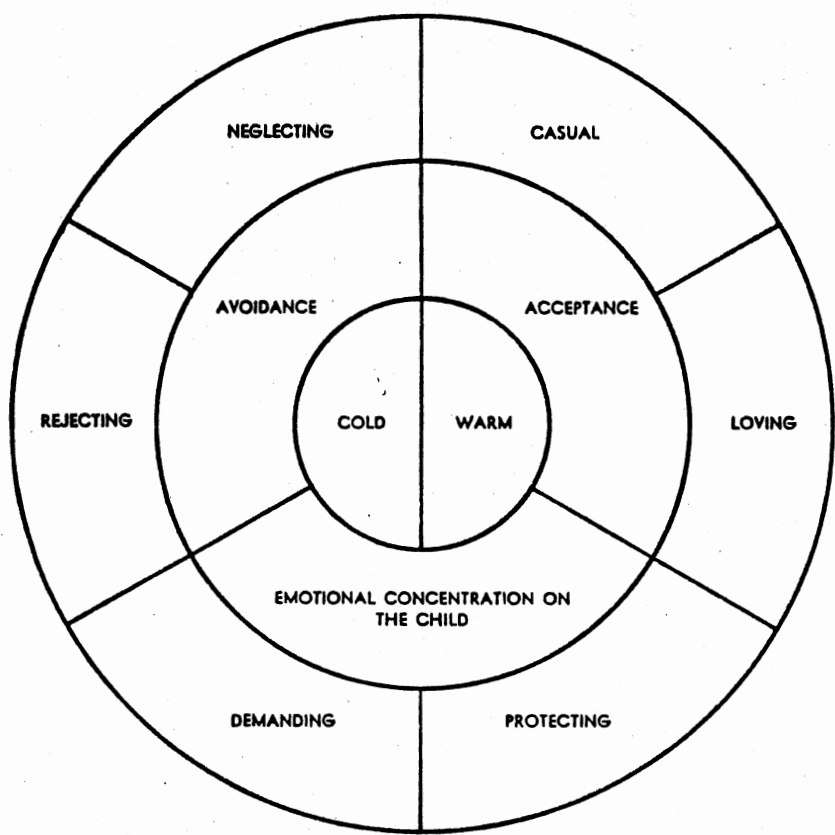


Figure 2. Hypothetical Model of the Realm of Parent Attitudes (Roe and Siegelman, 1963, p. 356)

part of the parent. Avoidance of the child can range from rejection to neglect; and acceptance of the child can range from a loving to a casual relationship. Both of these dimensions, the acceptance and the avoidance of the child, imply different degrees of accepting behavior on the part of the parent.

In subsequent research, Roe and Siegelman (1963) added rewards and punishment to the theoretical framework. Here, as with over-demanding and overprotecting behavior, the implication is one of controlling behavior on the part of the parent.

Schaefer Research

Schaefer (1959) studied dimensions of parent behavior which are presented graphically in Figure 3. This model grew out of Schaefer's earlier work in the development of the Parental Attitude Research Instrument (Schaefer and Bell, 1958). Schaefer's purpose was to develop a theoretical framework which would facilitate the description of the natural relationships among different behaviors. His model consists of two major dimensions, autonomy-control and love-hostility. The autonomy-control dimension represents two extremes of controlling behavior on the part of the parent, and the love-hostility dimension represents two extremes of accepting behavior on the part of the parent.

Slater Research

Slater (1962) studied the relationship between personality and perceived parental behavior. The relationships which he found are presented schematically in Figure 4. The six intersecting axes in

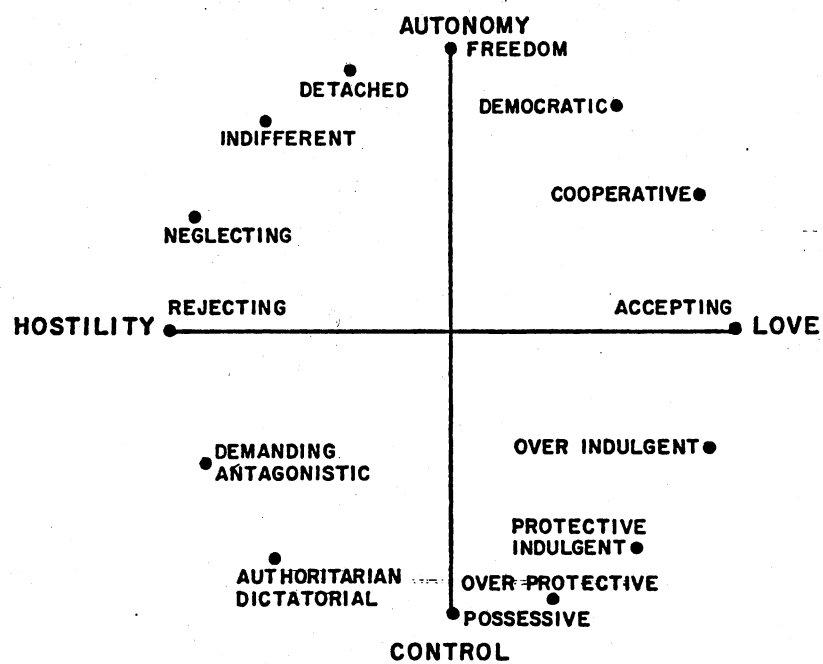


Figure 3. Schaefer's Hypothetical Circumplex of Maternal Behavior Concepts (Schaefer, 1959, p. 232)

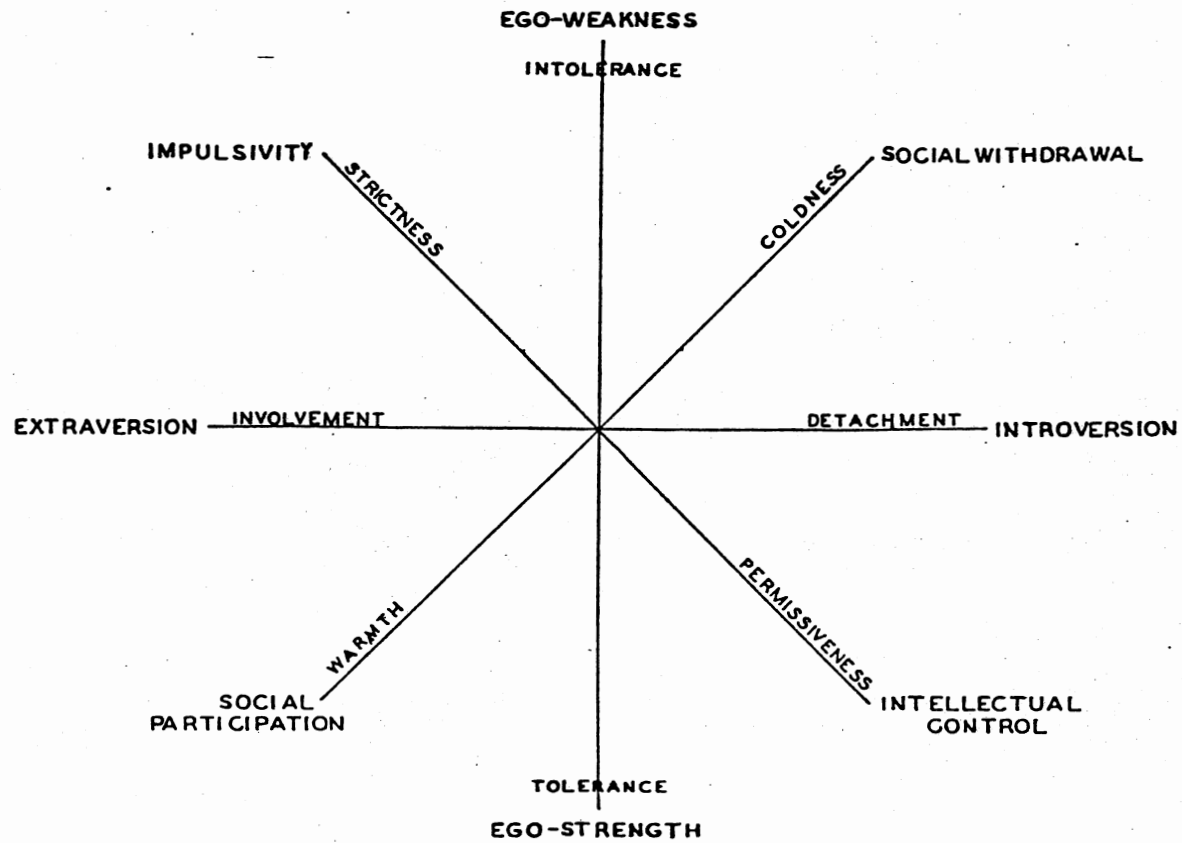


Figure 4. Schematic Relationship Between Personality and Perceived Parental Behavior (Slater, 1962, p. 65)

this figure represent different dimensions of parent behavior. On the basis of this research, Slater described two scales of parent behavior. One scale was called Emotional Supportiveness and Warmth (ESW), which reflected the degree to which the parent is seen as helpful, rewarding, nurturant, affectionate, and affiliative. These qualities all imply accepting behavior on the part of the parent. The other scale was called Inhibitory Demands and Discipline (IDD), which reflected the degree to which the parent was seen as strict, authoritarian, puritanical, demanding, aggressive, and punitive. All of these qualities imply controlling behavior on the part of the parent. Parents who fell at the negative end of the ESW scale were seen as cold and emotionally depriving; whereas parents who fell at the negative end of the IDD scale were seen as permissive and indulgent. To some extent the two scales do overlap, and accepting and controlling behavior on the part of the parent is implied in both.

Torgoff Research

Torgoff (1963) chose two dimensions of parent behavior for study, achievement-inducing and independence-granting. His major purpose was to study the relationship between these two inasmuch as one cannot exist without the other, and yet, the balance between the two can range from an achievement orientation to an independence orientation. For example, some parents demand achievement much earlier than others, and some parents grant independence much earlier than others.

Torgoff has explained achievement-inducing behavior as follows:

(Achievement-inducing behavior) involves attempts to intervene into the child-environment interaction in order to shape the child's behavioral development in directions and at times thought appropriate by the parent. As achievement-inducers, parents attempt to influence the child to acquire those values, skills, and ways of thinking, feeling, and behaving which the parent believes desirable and necessary if the child is to interact appropriately with the environment (Torgoff, 1963, p. 1).

Torgoff has explained independence-granting behavior as follows:

(Independence-granting behavior) involves parental control over the child's expression of self-direction, and his attempts to release himself from parental supervision and to interact with the environment autonomously. As independence-granters, parents regulate the freedom accorded the child to interact autonomously with the environment; restraining the child from engaging in situations believed to be dangerous, injudicious, or otherwise undesirable; and releasing the child from parental control as the child grows in his ability to function independently (Torgoff, 1963, p. 2).

These dimensions of achievement-inducing and independence-granting actually range from a type of behavior that is essentially controlling to a type of behavior that is essentially accepting and understanding. One extreme would be controlling inasmuch as the parent forces achievement and does not grant independence to the child. The other extreme would imply accepting behavior inasmuch as the parent understands the child, does not force him to achieve, and grants him independence as he grows.

Pumroy Research

Pumroy (1966) selected and developed descriptions of parent behaviors from the literature. His purpose for selecting and describing

these behaviors was to construct items for his Maryland Parent Attitude Survey.

The dimensions he chose were disciplinarian, protective, indulgent, and indifferent behaviors. (1) Disciplinarian parents are strict and explicitly state the rules for their children. The child's non-compliance with the rules results in punishment. These parents are early achievement-inducers. (2) Protective parents prevent the child from taking risks, are overly watchful, and perform tasks for the child long after he can perform the tasks for himself. (3) Indulgent parents are child-centered and shower the child with warmth and affection. Rules are not enforced; responsibility is not insisted upon in the child. (4) Indifferent parents have no strong feelings for the child and show little interest in the child's thoughts or activities. They prefer not to be bothered by the child.

Pumroy's definitions of disciplinarian and protective parents represent controlling parent behavior. His definitions of indulgent and indifferent parents indicate a dimension of accepting parent behavior.

Baumrind Research

Baumrind (1966) examined the dimension of parental control in her research. Her purpose was to critically examine the effects of parental control variables on child behavior.

Baumrind distinguished three types of parental control, namely, permissive, authoritarian, and authoritative. The permissive parent attempts to behave toward the child in a manner which is nonpunitive, accepting, and affirmative. He includes the child in policy decisions

and gives reasons for rules. He makes a limited number of demands for responsibility on the child. He allows the child to regulate his own activities when possible and avoids the exercise of control. The authoritarian parent attempts to control the behavior and attitudes of the child according to a standard conduct. He values obedience in the child and uses punitive, forceful measures to enforce proper conduct. Responsibility is emphasized in the child to create a respect for work. The child is expected to accept the parent's word for what is right. The authoritative parent encourages verbal give and take with the child, gives reasons for rules, and considers the child's objections. He sets and enforces necessary limits for the child but does not hem the child in with restrictions. He recognizes the child's individual interests and needs.

Various degrees of controlling behavior are evident throughout Baumrind's descriptions of these types of parents, with the authoritarian parent being the most controlling and the permissive parent being the least controlling. Various degrees of accepting behavior on the part of the parent is implied in each of the descriptions of behavior with the authoritative parent being the most accepting and the authoritarian parent being the least accepting.

Methodologies for Studying Parent

Attitudes and Behaviors

There are various methodologies for studying parent attitudes and behaviors. These fall into three categories: (1) observations, (2) interviews, and (3) questionnaires.

Observations

Observations of parent-child interactions may take place in the home or in a controlled laboratory situation. Home observations provide an opportunity for parent-child interactions to be observed in the natural environment; however, the behavior of parent and child may be affected by the presence of an observer. Laboratory observations provide an opportunity for parent-child interactions to be observed under specific controlled conditions; however, the controlled conditions may influence the behavior so that it would be different from the behavior usually evident in the natural home situation.

Records of both home and laboratory observations may be kept by a rating scale, in which certain units of behavior are coded, or by a running record, in which all behavior is written down by the observer -- verbal responses may be tape recorded when running records are kept.

Merrill Observations. Merrill (1946) conducted one of the earliest laboratory observations in her study of mother-child interactions. She observed, through a one-way screen, behavioral interactions between mother and child during two play periods and kept a running record of their behavior.

The mother-child pairs were divided into control and experimental groups. For the control group, the second play was a repetition of the first; however, each mother in the experimental group was told after the first period that her child was capable of playing on a higher level than had been indicated by the first play period. This was assumed to increase the mother's motivation to encourage her child to

play "well."

The mother's behavior was classified according to predetermined behavior categories, e.g., lack of contact, teaching, helping, directing. Merrill then analyzed her data according to the consistency of maternal behavior, the effects of increased motivation on maternal behavior, and individual differences in maternal behavior.

The mothers in the control group did not change significantly between the two play periods; while the mothers in the experimental group showed significant increases in directing the child's activity, interfering with the child's plans, criticizing his performance, and structuring changes in his activity.

Fels Institute Observations. In the Fels Institute research, parent behaviors were studied in extensive home observations (Baldwin, Kalhorn, and Breese, 1945). The purpose of the study was to discover the attitudes which underlie some common patterns of parent behavior; to relate these attitudes to other aspects of the home, such as parent personality, cultural status, the education of the parents, and their intelligence; and to show the relationship between parental attitudes and the developing personality of the child.

Each home was visited six times, once every six months over a period of three years. During each visit the parents' behavior was observed for a two-hour period. The observer rated each parent's behavior according to the Fels Behavior Rating Scales. These scales provided the researchers with a quantitative measure of thirty variables of parent behavior designed to include the most important aspects of the parent-child relationship, e.g., child-centeredness of

home, severity of penalties, quantity of suggestion, rapport with the child. A factor analysis of the Fels Scales indicated three major factors -- democracy in the home, acceptance of the child, and indulgence. All of the homes participating in the study were described in terms of the interaction of these three factors, thus providing a consistent picture of the most frequent patterns of parent behavior in each home.

Interviews

Another method used in the study of parent attitudes and behaviors is the interview. Interviews rely completely on the respondent's verbal report for information about behavior. Information is obtained by asking the respondent questions about his actions, feelings, or beliefs, and his explanations or reasons for each. Interviews may also obtain information about facts such as age, education, religion, income, and nationality. Interviews allow the respondent considerable freedom in response.

Interviews may range from the rigidly structured type, in which the order of questions and permitted responses are predetermined, to the completely unstructured type, in which the order of questions and responses are not predetermined. The amount of structure in the interview may vary. It may consist of closed questions in which the respondent selects from a list of fixed responses, or it may consist of open-ended questions in which the respondent is given the opportunity to answer in his own terms.

An unstructured interview may be focused, clinical, or nondirective. When the interview is focused, the interviewer knows in advance what topics he wishes to cover, but the method of eliciting information is left to his discretion. When the interview is clinical, the interviewer is concerned with broad underlying feelings or motivations and personal history. When the interview is nondirective, the interviewer encourages the respondent to talk about a topic with a minimum of direct questioning or guidance.

Sears, Maccoby, and Levin Interviews. Sears, Maccoby, and Levin (1957) conducted a comprehensive interview study of parent behaviors. They used open-ended questions and interviewed 379 mothers about their child-rearing practices in specific areas of socialization.

After extensive pretesting, an interview method was chosen which fell between the extremes of a structured and an unstructured interview. The interview consisted of a list of open-ended questions which were worded and ordered the same way for all interviews.

The interviews were tape recorded; and from these records the mothers were rated on scales developed for various aspects of the parent-child relationship. For example, in their handling of aggressive behavior, the mothers were rated on a scale which measured "permissiveness for aggression toward the parents."

Each interview was rated independently by two researchers, and final scores represented the combined judgments of the two. Ratings obtained in this way were used to answer questions about (1) the child-rearing practices of mothers and the amount of variation within the group, (2) the effects of certain types of child-rearing practices

on the personalities of young children, and (3) the personalities of mothers who engage in certain kinds of child-rearing practices.

Waring Interviews. For the series of Purnell Studies at Cornell University (Waring, 1948-1955), Waring and her associates conducted intensive interviews of 20 mothers on the practices they use in controlling their children. In each interview, eight common problem-situations were presented; and the mothers were asked to describe in detail how they handled each situation. They were asked to describe the variety, frequency, and severity of the practices they used, as well as to describe how the situation developed and how the control was carried out. To supplement the interviews, observations were made of each mother interacting with her child, and she was rated according to the amount of recognition and consideration she gave his needs.

Questionnaires

Another method used to study parental attitudes and behavior is the questionnaire. Some questionnaires are developed for use in one particular research project and are focused on the particular aspects of behavior being studied. Other questionnaires are developed for more general use and may be appropriate for use in a variety of research studies. Some are developed for the measurement of specific parental attitudes and behavior, such as control and acceptance; and others are more comprehensive and are intended to measure broad aspects of parent-child relations, such as love-hostility and autonomy-control. Usually the questionnaires are given to parents who are asked to respond about their current behavior and attitudes;

but in some instances the questionnaires are designed to obtain retrospective reports of parent behavior and are given to grown children rather than to the parents themselves.

Shoben Questionnaire. One of the early parental attitude questionnaires, the University of Southern California Parent Attitude Survey, was developed by Shoben (1949). It was designed for the use of clinicians and researchers who were dealing with problems of parent-child relationships. He found no reliable questionnaires available at that time.

Shoben originally administered his questionnaire to 50 mothers of problem children and 50 mothers of non-problem children. The problem children were receiving clinical help for some personality or behavior problem or had been in the custody of juvenile authorities.

The items in the questionnaire were classified by judges according to the attitudinal themes of dominant, possessive, and ignoring behavior. Weightings were given to the mothers' responses according to whether their agreement or disagreement with each item was mild or strong. Shoben found that, in terms of maternal dominance, possessiveness, and ignoring behavior, the questionnaire differentiated mothers of problem children from mothers of normal children.

Schaefer and Bell Questionnaire. Schaefer and Bell (1958) developed the Parental Attitude Research Instrument designed to be used in a variety of situations in which parental attitudes toward child rearing and family life are to be related to parent personality, parent-child relationships, and/or the personality development of children. The questionnaire is a multivariate instrument consisting

of 32 individual scales, e.g., Encouraging Verbalization, Avoidance of Communication, Fostering Dependency, from which researchers may select scales and items appropriate for their particular studies. Respondents are asked to agree or disagree, strongly or mildly, with each item.

Schaefer and Bell found many of the scales in the questionnaire to be related to the education of the mothers, with the mothers of higher education usually having more approved attitudes toward child rearing. Other researchers have found three basic dimensions of parent attitudes discernable in the questionnaire: Authoritarian-Control, Hostility-Rejection, and Democratic Attitudes (Zuckerman, Ribback, Monashkin, and Norton, 1958).

Waring Questionnaire. Waring and her associates (Geddis, 1950) developed a questionnaire to measure parental control and acceptance. Previous to the construction of this instrument, parents were interviewed extensively about their child-rearing practices; and from these interviews many of the questionnaire items were developed.

The questionnaire is designed to measure general beliefs about parent-child relations, preferred child-rearing practices, actual practices, and satisfaction with one's child. Questions about general beliefs and about preferred child-rearing practices provided two ways of measuring parental control.

A part of the questionnaire which dealt with parents' behavior in specific problem-situations was developed by Ostrander (1950). Common practices were listed, and mothers were asked to check which practices they used when their child, for example, would not eat, or

would not share his toys, or would not go to bed.

Descriptions of children, e.g., independent with children, imitative of children, exploring, non-exploring, were developed for use in measuring parental acceptance. For example, one description was of a child who has a mind of his own when he plays with other children; he knows what he wants to do and how he wants to do it. Another description was of a child who likes to explore; he goes in search of things that are new; he tries something different; he asks many questions to satisfy his curiosity. From these descriptions, the parent was asked to check the kind of child he would like to have; and then from the same descriptions at a later date, the parent was asked to check the kind of child that he actually had. Satisfaction with one's child, or acceptance of one's child, was indicated by the similarity of these two check lists.

Much time was spent in the development of this composite questionnaire throughout the Purnell Studies (Waring, 1948-1955). A major goal of the Purnell Studies was to develop a measure of parental control and acceptance. The research that came out of these studies discussed the relationships that exist between different kinds of control and different degrees of acceptance.

Porter Questionnaire. Porter (1952) developed a questionnaire called a Parental Acceptance Scale, which is one of the few questionnaires that attempts to measure parental acceptance. The instrument consists of various descriptions of child behavior, e.g., disagreeing with the parent about things the parent thinks are important, misbehaving in a group when others are behaving well, shouting and dancing

with excitement when the parent wants peace and quiet. Respondents are asked to indicate what they do and how they feel when their children behave in these specific ways. Several possible responses are offered; and these responses, ranked on a continuum, range from low to high acceptance.

Porter found that his acceptance scale did differentiate among parents. Also he found no significant difference in the degree to which men accept children and the degree to which women accept children. Another finding was a positive relationship between acceptance of children and the educational level of the parent.

Torgoff Questionnaire. Torgoff (1958) developed a Parental Developmental Timetable, a questionnaire designed to measure parental attitudes toward achievement-inducing and independence-granting. In the questionnaire, parents are asked to indicate at what ages they would begin to expect or permit certain kinds of behavior in boys and in girls, e.g., expect the child to keep his own room tidy, allow the child to cross busy streets by himself, permit the child to remain at home alone during the day, if he wants to do so. These "age" responses indicate the parent's tendency to be an early or late achievement-inducer and an early or late independence-granter. Torgoff believes that there is a critical relationship between inducing achievement and granting independence that provides a balance or imbalance in the parent-child relations; therefore, the ratio of achievement-inducing to independence-granting indicates the amount of control the parent uses with his child.

Slater Questionnaire. Slater (1962) developed the Parental Role Patterns Questionnaire which was designed to obtain retrospective reports of parent behavior. The questionnaire was given to male college students who were asked to recall how characteristic each statement was of their fathers and mothers. The questionnaire consists of two scales for each parent: (1) Emotional Supportiveness and Warmth, and (2) Inhibitory Demands and Discipline.

Slater was interested in the relation of parent behavior to children's personality development. He used his questionnaire in combination with the Minnesota Multiphasic Personality Inventory to study this relationship.

Roe and Siegelman Questionnaire. Roe and Siegelman (1963) also used retrospective reports in a study of parent behavior. They devised the Parent-Child Relations Questionnaire to be administered to adults regarding their own parents' behavior toward them when they were children. Respondents were asked to indicate how characteristic each statement was of their mothers and fathers. Items were constructed to fit ten categories of parent behavior, e.g., loving, protecting, demanding, rejecting, and referred to specific behaviors rather than to attitudes. This was done in order to reduce some of the difficulties which stem from the use of retrospective data.

Three factors in the questionnaire were identified statistically. These were Loving-Rejecting, Casual-Demanding, and Overt Attention. Findings in terms of these were related to religious background, socioeconomic status, and birth-order of the subject. Some of the significant findings were the following: Jewish parents showed more

overt attention toward their children; parents from the higher socioeconomic levels were more loving toward their children; younger children received more attention from their fathers than did older children.

Implications for the Present Study

In the theoretical frameworks the various dimensions of parent behavior, which have been mentioned or implied, include parental control and acceptance. These two dimensions are apparently independent of each other and can be related in a variety of ways. A parent may be highly controlling or noncontrolling and at the same time be either highly accepting or nonaccepting of his child. The dimensions of parental control and acceptance were selected for study in the present research because of their pervasiveness in parent-child relations.

The most common methods used in studying parent attitudes and behavior have been observations, interviews, and questionnaires. Both observations and interviews are extremely time-consuming and therefore are inappropriate for use in research that will involve a large number of subjects, as is anticipated in future creativity research. A questionnaire designed to measure parental control and acceptance is needed. Questionnaires that have evolved from the findings of observations and interviews may be adequate for the measurement of parental control and acceptance in the creativity research. If not, new approaches to the study of parent-child relations must be initiated.

CHAPTER III

METHOD AND PROCEDURE

The present research was a pilot study of parent behaviors which influence the development of children's creativity. The major purpose was to compare young children's creativity to the amount of control and acceptance their parents use in child rearing. To provide data for this comparison, children were selected for whom originality test scores were available from earlier research; and the parents of these children were then administered attitude and behavior questionnaires which were designed to measure control and acceptance. This chapter includes a description of the subjects who participated in the study, a discussion of the examination and rejection or acceptance of various questionnaires, a discussion of the questionnaires selected for use, the research procedure, and recommendations for the analysis of data.

Subjects

The subjects in the study were the parents of children who had participated in earlier phases of the creativity research. The families of 16 children for whom originality test scores were available were still living in Stillwater, Oklahoma.

Originality test scores were available for eight boys and eight girls. The age range of these children at the time the originality

test was administered was from 3:6 to 5:9. All of the mothers of these children and thirteen of the fathers participated in the study by completing the questionnaire.

Examination of Questionnaires

The questionnaires described in the previous chapter were examined for possible use in the present research. The appropriateness of each was considered in terms of (1) the measurement of parental control and acceptance, and (2) the suitability of the items for parents of preschool children. The Shoben (1949) questionnaire was not seriously considered because its value over the years has been primarily as a springboard for the development of other interview techniques and questionnaires. The Torgoff (1958) questionnaire was carefully examined and rejected. A study of the specific items showed that they referred primarily to control rather than acceptance, and the majority of the items were inappropriate for the parents of preschool children.

The Parental Attitude Research Instrument developed by Schaefer and Bell (1958) was carefully examined. Certain scales were selected, e.g., Fostering Dependency, Strictness, Autonomy, and Comradeship and Sharing, which appeared to reflect parental control and acceptance. The items were examined, and some were slightly reworded to provide clearer meaning and suitability for parents of preschool children. The questionnaire was then given to 206 undergraduate students enrolled in a Family Relations and Child Development course at Oklahoma State University. When the data were statistically analyzed, it was found that the items did not discriminate among the subjects; therefore, this questionnaire was rejected for use in the present study.

Five other questionnaires were examined and were accepted for use in this particular pilot work. Three of the five questionnaires were selected for the measurement of parental control, the other two for the measurement of parental acceptance: (1) a Parent Attitude Questionnaire developed by Waring (1973); (2) a Preferred Practices Questionnaire also developed by Waring (1973); (3) Ostrander's Parent Behavior Questionnaire (1950); (4) Waring's Want-Have Analysis (1973); and (5) Porter's Parental Acceptance Scale (1952). The combination of these questionnaires provided a measure of both parental attitudes and behaviors, and all were suitable for parents of preschool children.

Questionnaires Selected for Use

The five questionnaires selected for this study were combined for presentation to the parents. All of them needed minor refinement, i.e., changes in wording, scoring, or method of presentation. The combined questionnaire, in five parts, as given to the parents, is presented in Appendix B. A detailed description of the scoring is presented in Appendix C.

Part I

Waring's Parent Attitude Questionnaire requires parents' responses to general statements about child-rearing practices. The questionnaire was used in its original form; but inasmuch as no definite procedure for scoring was found in Waring's research materials, a method of scoring was devised. Five judges were given the 27 items and instructed to mark the high-control responses according to Waring's definition of parental control. These responses

were weighted (Appendix C), then the scoring was the sum of the high-control responses with which the parents agreed. High scores indicate the more controlling parents.

Part II

Waring's questionnaire on Preferred Practices requires parents to select child-rearing practices they prefer in given situations. This questionnaire was used in its original form; but as no method of scoring was available, a scoring method was devised (Appendix C). The judges selected the high-control responses in the questionnaire, and a simple one-two weighting was devised for these. Each parent's score was the sum of these weighted scores for the high-control items he chose. High scores indicate the more controlling parents.

Part III

Waring's Want-Have Analysis provides a measure of the parent's satisfaction with his child, i.e., his acceptance of the child. This questionnaire was refined by changing the heading from "What Kind of Child Do You Want?" to "What Kind of Child Could Be Happy in Your Home?". The descriptions of children appear in their original forms, and from these the parents choose the descriptions which fit (1) the kind of child who could be happy in their home and (2) the kind of child they have. An analysis of each parent's satisfaction with his child is made by examining the relationship between his two sets of choices. The high scores indicate the more accepting parents. This scoring method was developed by Waring (Appendix C).

Part IV

Ostrander's Parent Behavior Questionnaire requires parents to select the child-rearing practices they actually use in handling their children in specific situations. In the original questionnaire, parents were asked to explain what happens and how the situation ends; but for the present study, this part of the questionnaire was eliminated. No adequate method of scoring was available. In order to devise a method of scoring, judges selected the four most controlling and the four least controlling responses for each situation. These data were then used in the development of weights for the ten possible responses in each situation. In the administration of the questionnaire, each parent selects from the possible responses those which he uses in each situation. The weighted scores for these responses are then used in calculating the parent's score. A simple formula for this calculation is presented in Appendix C. The higher scores indicate the more controlling parents.

Part V

Porter's Parental Acceptance Scale requires the parent to respond with what he does and how he feels when his child behaves in given ways. Five possible responses are presented for each item. These five responses do not clearly represent five levels of acceptance; and therefore, scoring of the scale was revised. For this, judges ranked the responses for each item, and from their composite rankings, weighted scores were calculated and assigned to the five responses for each item in the scale (Appendix C). Each parent's score is

the sum of the weighted scores for the responses he chooses. The higher scores indicate the more accepting parents.

Research Procedure

Use of Available Data

Data on children's originality, which was compared with data on parental control and acceptance, were obtained from earlier administration of the Starkweather Originality Test. This test consists of three-dimensional abstract forms made of plastic foam. There are 40 of the forms, four each of ten different shapes. The child responds to each form, one at a time, telling what each piece might be. The scoring is a simple numerical count of the number of different responses each child gives, and the high scores indicate the more original children. The originality scores used in the present study are presented in Table IV, Appendix A.

Administration of Parent Questionnaires

The parents selected to participate in the research were contacted by telephone, informed briefly of the research, and asked for their cooperation in filling out a parent attitude and behavior questionnaire. A time was arranged in which the researcher would go to the home and leave the questionnaires for the parents to complete at their own convenience. At that time also, the directions were briefly discussed, any questions from the parents were answered, and a time was arranged to collect the questionnaires, usually a week later.

Parents were permitted to fill out their questionnaires privately or in discussion with spouses, although each was given a separate questionnaire form. Both parents were also given a brief letter of explanation. The letter and a copy of the complete questionnaire are presented in Appendix B.

Analysis of Data

Data available for analysis include the children's originality test scores and the mothers' and fathers' questionnaire scores. The originality scores are analyzed to determine whether age differences were eliminated by an adjustment in scores. The questionnaire scores of mothers and fathers are analyzed to determine whether there is a relationship between parents' responses and children's originality. The Mann-Whitney U test is used for these analyses. The questionnaire responses of mothers and fathers are compared using the Wilcoxon matched-pairs signed-ranks test. The several parts of the questionnaire are compared by means of Spearman rank order correlations. For these analyses data for mothers and fathers are handled separately and combined.

CHAPTER IV

RESULTS

The purpose of this study was to examine the relationship between young children's originality and parental control and acceptance. The subjects were 16 mothers and 13 fathers of children for whom originality test scores were available. Data analysis presented in this chapter includes an explanation of the adjustment of originality scores, a comparison of mothers' and fathers' questionnaire scores, a discussion of the relationship of parental control and acceptance to children's originality, and an analysis of the questionnaire.

Adjustment of Originality Scores

On the originality test, older children obtain somewhat higher scores than younger children. The age ranges of the 16 children in the present study was from 3:6 to 5:9 at the time of testing; and an analysis of their originality scores showed a significant difference in the scores of older and younger children ($U = 11$; $p = .014$).

The children's originality scores were adjusted to compensate for the apparent influence of age. Past research has shown that there is an average of ten points difference in test scores of children four and five years old. On the basis of this finding, an arbitrary score adjustment was made by adding 10/12ths of a point to a child's score for each month of his age below five years. For example, child

F-2281 was tested at age 4:7, which is five months below five years; therefore, four points ($5 \times 10/12$) were added to her initial score of 11, giving her an adjusted score of 15.

An analysis of the adjusted originality scores showed that there was no significant difference between the scores of the older and younger children ($U = 25$; n.s.). The adjustment of the originality scores had eliminated the difference that was related to age.

Comparison of Mothers' and Fathers' Questionnaire Scores

In Table I, the medians and ranges of mothers' and fathers' scores on the questionnaire are presented. An analysis of the scores of the 13 couples who responded to the questionnaire indicated that there was no significant difference in the responses of mothers and fathers. The Wilcoxon matched-pairs signed-ranks test was used in this analysis; and for the five parts of the questionnaire, T-scores ranged from 17 to 48.5, none of which was statistically significant.

Relationship of Parental Control and Acceptance to Children's Originality

For an analysis of the relationship between children's originality and parents' control and acceptance, the questionnaire responses of parents whose children scored high in originality were compared to those parents whose children scored low in originality. Mann-Whitney U test results of these analyses are presented in Table II. None of the differences were statistically significant; however, certain tendencies are evident. Parts II and IV of the questionnaire relate to controlling

TABLE I
 DISTRIBUTION OF QUESTIONNAIRE SCORES
 FOR MOTHERS AND FATHERS

Questionnaire	Mothers (N = 16)		Fathers (N = 13)	
	Median	Range	Median	Range
I	18	05 - 24	16	10 - 24
II	08.5	02 - 16	12	04 - 20
III	29.5	24 - 34	29	24 - 33
IV	25.5	22.3 - 31.4	27.6	22 - 35.9
V	77	71 - 88	71	61 - 82
V-a	39	34 - 44	37	31 - 41
V-b	38	34 - 44	34	30 - 41

TABLE II
 MANN-WHITNEY U TEST ANALYSES OF QUESTIONNAIRE
 RESPONSES IN RELATION TO HIGH AND LOW
 ORIGINALITY TEST SCORES

Questionnaire	Mothers (N = 16)		Fathers (N = 13)	
	U	p	U	p
I	24.5	n.s.	19	n.s.
II	17	.065	11.5	>.090
III	31	n.s.	15	n.s.
IV	30	n.s.	11	.090
V	20	.117	23.5	n.s.
V-a	18	.080	18	n.s.
V-b	24.5	n.s.	11.5	>.090

behavior, and there is a tendency for parents of high originality children to be more controlling than parents of low originality children. Part V of the questionnaire relates to parental acceptance, and here also the tendency is in the same direction. Parents of high originality children tend to be more accepting than parents of low originality children.

Analysis of the Questionnaire

The relationships among the five parts of the questionnaire were analyzed by means of Spearman rank order correlations. These are presented in Table III. A negative relationship between parental control and acceptance is evident in these correlations. Part II, which measures control, is negatively related to Part V, which measures acceptance, ($\rho = -0.478$; $p < .01$); Part IV, which measures control, is negatively related to Part III, which measures acceptance, ($\rho = -0.406$; $p < .05$); and Part IV, control, is negatively related to Part V, acceptance, ($\rho = -0.414$; $p < .05$).

The parts of the questionnaire designed to measure behavior show relationships more clearly than do the parts designed to measure attitudes. This is illustrated by the high correlations among the Parts II, IV, and V-b. Parts II and IV, which measure controlling behavior are positively correlated, ($\rho = +0.491$; $p < .01$). Part V-b, which measures accepting behavior, is negatively correlated to Part II, ($\rho = -0.531$; $p < .01$), and is negatively correlated to Part IV, ($\rho = -0.330$; $p < .05$). Here the negative relationship between accepting and controlling behavior is again illustrated.

TABLE III
 SPEARMAN RANK ORDER CORRELATIONS: THE RELATIONSHIPS AMONG
 THE FIVE PARTS OF THE QUESTIONNAIRE
 (N = 29)

	I	II	III	IV	V-a
II	+0.443**				
III	-0.006	-0.724			
IV	-0.305*	+0.491**	-0.406		
V	-0.009	-0.478**	+0.233	-0.414*	
V-a	-0.003	-0.285	+0.219	-0.406*	
V-b	-0.215	-0.531**	+0.176	-0.330*	+0.697**

* p .05

** p .01

Summary of Findings

1. There was no significant difference in the questionnaire responses of mothers and fathers.
2. There was no significant relationship between children's originality and parental control and acceptance; however, there was a tendency for parents of high originality children to be both more controlling and more accepting than parents of low originality children.
3. There was a negative relationship between parental control and parental acceptance.
4. The parts of the parent questionnaire designed to measure behavior show relationships more clearly than do the parts designed to measure attitudes.

CHAPTER V

SUMMARY AND IMPLICATIONS

The present research was a pilot study of parent behaviors which influence the development of children's creativity. The major purpose was to compare young children's creativity to the amount of control and acceptance their parents use in child rearing. To provide data for this comparison, children were selected for whom originality test scores were available from earlier research; and the parents of these children were then administered attitude and behavior questionnaires which were designed to measure control and acceptance.

The subjects in the study were 16 mothers and 13 fathers of children who had participated in earlier phases of the creativity research at Oklahoma State University. All of the families resided in Stillwater, Oklahoma, and the parents cooperated in the study by filling out a parent questionnaire.

Five research instruments, designed to measure parental control and acceptance, were selected for use in the study. These were combined into one five-part questionnaire which included (1) Waring's Parent Attitude Questionnaire, (2) Waring's Preferred Practices Questionnaire, (3) Waring's Want-Have Analysis, (4) Ostrander's Parent Behavior Questionnaire, and (5) Porter's Parental Acceptance Scale.

The data available for analysis were children's originality test scores and parents' questionnaire scores. Data were analyzed in the following ways: (1) The children's scores were analyzed to determine whether age differences were eliminated by an adjustment in the initial originality scores. (2) Questionnaire scores of mothers and fathers were analyzed to determine whether there was a relationship between parents' responses and children's originality. (3) Questionnaire scores of mothers and fathers were compared. (4) The relationships among the various parts of the questionnaire were analyzed. The Mann-Whitney U test, the Wilcoxon matched-pairs signed-ranks test, and Spearman rank order correlation were used for these analyses.

The findings of this research were as follows:

1. There were no significant differences in the questionnaire responses of mothers and fathers.
2. There was no significant relationship between children's originality and parental control and acceptance; however, there was a tendency for parents of high originality children to be both more controlling and more accepting than parents of low originality children.
3. There was a negative relationship between parental control and acceptance.
4. The parts of the questionnaire designed to measure behavior show relationships more clearly than do the parts designed to measure attitudes.

Implications for Future Research

The negative relationship between parental control and acceptance found in the present research suggested that parents who are high in

one are low in the other. This is not necessarily true. The fact that various degrees of control may be combined with various degrees of acceptance was pointed out by Waring (1973), and also is evident in the present finding that high originality in the children was related to high parental control and high parental acceptance.

As a pilot study, the present research focused on the selection and administration of the parent questionnaire, while the children's originality scores were obtained from available data. Three major problems resulted: (1) Parents were asked to respond as though their child were five years old at the time of the study. This was a necessary condition, but it may have lessened the validity of the parents' responses. (2) The age range of the 16 children for whom scores were available was from 3:6 to 5:9. This wide range necessitated an adjustment in originality scores, and may have distorted the scores. (3) In earlier creativity research (Tallent, 1971), in which 125 children participated, the range of scores was from 08 to 38 with a median of 21. The range of adjusted scores in the present study was from 15 to 38 with a median of 27.5 which is unusually high. As a result, there were too few low scores for an adequate analysis of the relationship of parental control and acceptance to high and low originality.

Despite the problems mentioned above, the findings of the present study clearly suggest certain directions for future investigations of parent behaviors which influence the development of children's creativity. (1) The length of the parent questionnaire as used in the present research was of necessity too long for general use. Only the parts which measure behavior (Parts II, IV, and V-5) should be

included in future studies. The remaining parts, which measure attitudes, should be eliminated. This refinement will shorten the questionnaire to half its original length; and consequently, a greater number parents may be willing to participate in future research.

(2) The age of the children should be controlled. For example, the children might range in age from 4:0 to 4:11. This narrow range would eliminate the necessity of any adjustment in originality scores. (3) Data should be gathered on children and parents rather than using any available data. Parents would then be able to respond to the questionnaire with greater accuracy than was provided in the present research. (4) Mothers and fathers should be asked to fill out questionnaires separately to ensure independent responses. (5) A much larger group of children should be included in future research in order to be certain that a wide range of originality scores will be available for analysis. (6) Ultimately, other characteristics of children's creativity, e.g., conformity-nonconformity, willingness to try the difficult, behavioral independence, should be studied in relation to parental control and acceptance.

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APPENDIXES

APPENDIX A

DESCRIPTIVE DATA AND QUESTIONNAIRE SCORES

TABLE IV

DESCRIPTIVE DATA AND SCORES FOR CHILDREN AND PARENTS PARTICIPATING IN A STUDY OF THE
RELATIONSHIP BETWEEN PARENTAL CONTROL AND ACCEPTANCE AND CHILDREN'S CREATIVITY

Sex and Code No.	Age	Originality Scores		Mothers' Questionnaire Scores							Fathers' Questionnaire Scores						
		Initial	Adjusted	I	II	III	IV	V	V-a	V-b	I	II	III	IV	V	V-a	V-b
F-2277	5:9	38	38	19	14	32	22.5	78	41	37	20	14	32	22.0	78	41	37
F-2285	5:9	35	35	20	12	24	28.4	71	37	34	20	12	24	28.4	71	37	34
M-1998	5:7	34	34	05	02	24	22.3	88	44	44	20	14	28	27.7	67	36	31
F-2035	5:7	33	33	24	16	30	31.4	76	39	37	24	18	26	35.9	69	35	34
M-2280	5:5	20	20	21	06	32	25.0	81	41	40	21	12	24	30.3	70	34	36
F-2274	5:1	27	27	15	06	34	24.9	72	38	34							
F-2200	4:10	21	23	19	02	29	25.5	75	39	36	11	08	30	23.0	82	41	41
F-1799	4:10	13	15	22	07	24	25.6	79	38	41							
M-2279	4:9	29	32	16	06	34	24.3	82	40	42	11	20	24	31.8	67	35	32
F-2281	4:7	11	15	15	10	28	25.5	80	42	38							
M-2287	4:4	27	34	14	10	29	29.7	76	38	38	16	12	29	28.9	61	31	30
M-1790	4:4	08	15	17	09	29	23.9	71	34	37	12	10	33	22.2	66	34	32
M-2295	4:1	18	27	12	06	26	26.8	71	35	36	11	10	28	25.0	80	40	40
F-2296	3:8	15	28	21	12	31	29.7	80	41	39	23	20	32	27.6	71	37	34
M-2294	3:7	13	27	14	10	33	25.9	73	35	38	12	08	29	23.9	74	37	37
F-2314	3:6	16	31	23	08	30	24.8	79	41	38	10	04	32	26.9	78	38	40

4

APPENDIX B

PARENT QUESTIONNAIRE

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Family Relations & Child Development
(405) 372-6211, Ext. 6034

74074

February 9, 1976

Dear Parents:

Will you please help me by filling out the enclosed questionnaire which is a part of my Master's thesis research. In the O.S.U. creativity research program, we are interested in learning whether there is a relationship between young children's creativity and the ways in which parents relate to and train their children. Admittedly, my research is one small part of this project. It is the first step in a pilot study of parent-child relations.

The questionnaire contains five parts and takes about 45 minutes to complete. If you have any questions about the directions, please call me. I would like each parent, mother and father, to fill out a separate questionnaire. If you wish, you may work together as you do this. I do ask that you complete the entire questionnaire and that you check to be sure that you have followed all directions. I will make arrangements with you to pick up your completed questionnaires.

Please know that the information which you give me will be treated as confidential and will be shared with no one but my thesis advisor, Dr. Elizabeth Starkweather. When my research is completed, I will be happy to share the results with you.

Sincerely yours,

*Judy Ritter*Judy Ritter
377-7483; 372-6211, Ext. 6086

PARENT ATTITUDE AND BEHAVIOR QUESTIONNAIRE

Name: _____ Date: _____

Are you the father? _____ Or the mother? _____

Child about whom you will be thinking as you answer the questions:

Child's number in study: _____

Most of the statements throughout this questionnaire refer to four- and five-year-old children. Even though your child may be older now, please try to respond according to his behavior at age four or five.

Thank you for your cooperation.

PART I

All of the following statements apply to young children. You are asked to agree or disagree with each of the statements.

If you Agree with the statement, place a check (✓) opposite the statement, in the column "I Agree". If you Disagree with the statement, place a check opposite the statement in the column "I Disagree". There may be a few statements about which you are uncertain. If you are uncertain, check the column which most nearly represents your opinion, and draw a circle around the check.

	I Agree	I Disagree
1. Children should usually be told what to do		
2. It is frequently all right for children to do as they want even though the parents have told them not to		
3. Children should feel free to disagree with their parents.....		
4. Children should have some voice in family decisions affecting them.....		
5. Children should obey their parents without question.....		
6. Children should be "seen and not heard".....		
7. Children should not ask why but should take for granted that their parents are right.....		
8. It is occasionally all right for a child to disobey his parents.....		
9. Children should never be allowed to show anger toward their parents.....		
10. Children should settle most of their own quarrels.....		
11. Children should usually obey their parents without question.....		
12. Children should decide many things for themselves.....		
13. Children should learn that their parents' word is final.....		

	I Agree	I Disagree
14. If children are not told what to do by their parents, they will get into trouble.....		
15. Parents should be willing to admit when they are wrong or mistaken.....		
16. Parents should insist on obedience only if it is very important.....		
17. Parents should stop children when they have temper tantrums.....		
18. Parents should have their children ask them before making important decisions.....		
19. Parents should see to it that children do as they are told.....		
20. Parents should let children understand that the parents know best.....		
21. Parents should direct children's play most of the time.....		
22. Parents should explain to their children their reasons for disciplining them.....		
23. Parents seldom need to require obedience.....		
24. When parents tell children what to do they should tell them their reasons also.....		
25. Parents should include children in the mealtime conversation.....		
26. Parents should keep their children quiet in gatherings of grown-ups.....		
27. Parents should break a child's will early while he is young.....		

PART II

Mrs. Smith and Mrs. Jones are both regarded by their neighbors as fine mothers. They both love their children, take good care of them, and hope they will grow up to be good citizens. Mrs. Smith's methods of dealing with her children differ from Mrs. Jones' in many ways. In some situations you may prefer Mrs. Smith's method. In other situations you may prefer Mrs. Jones'. Frequently you may think of other methods which work better for you. Nevertheless, in each of the following examples, you are asked to make a choice between the methods used by Mrs. Smith and those used by Mrs. Jones.

Indicate which method you prefer by drawing a circle around either a or b in the following examples:

-
1. a. Four-year-old Johnny Jones dislikes carrots. Mrs. Jones does not allow conversation about disliked food at the table and she expects Johnny to eat his carrots before he has dessert.
b. Four-year-old Sammy Smith dislikes carrots. Mrs. Smith encourages him to remind her to give him a small serving.
 2. a. When Johnny grabs a toy from little Janie, Mrs. Jones takes the toy away from both children.
b. When Sammy grabs a toy from little Susie, Mrs. Smith suggests that he return it to Susie and ask if he may play with it soon.
 3. a. When Mrs. Smith found Sammy playing with matches she explained that he couldn't play with them because he might get burned, but promised to allow him to light the dinner table candles.
b. When Mrs. Jones found Johnny playing with matches, she took them away and warned him not to touch them again.
 4. a. Mrs. Jones ignores her children when they say "I hate you" or "You are an old meanie".
b. Mrs. Smith does not allow her children to call her names.
 5. a. When two-year-old Janie Jones sucks her thumb, Mrs. Jones tells her to take her thumb out of her mouth.
b. When two-year-old Susie Smith sucks her thumb, Mrs. Smith tries to interest her in a toy.
 6. a. Mrs. Jones is toilet training her two-year-old Janie. She asks Janie if she has to go to the toilet but never insists if the child refuses.
b. Mrs. Smith is toilet training her two-year-old Susie. She insists that Susie use the toilet regularly.

7. a. When Johnny has friends in to play, Mrs. Jones encourages them to plan their own games.
b. When Sammy has friends in to play, Mrs. Smith usually suggests games for them to play.
8. a. Mrs. Smith does not allow her children to play anywhere outside their own yard unless they ask her first.
b. Mrs. Jones allows her children to play wherever they want to in the neighborhood.
9. a. Once she has told her children what to do, Mrs. Smith allows no "back talk."
b. Even after she has told her children what to do, Mrs. Jones is willing to change her mind if the children have good reasons.
10. a. One day four-year-old Sammy followed a stray dog down the road. Mrs. Smith missed him, but waited until he returned. When he returned in about an hour, Mrs. Smith listened to his excited story of his wanderings, and warned him to tell her next time before he left.
b. One day four-year-old Johnny followed a stray dog down the road. Mrs. Jones went after him, brought him home, and told him he couldn't go out of his yard for the rest of the day.
11. a. When four-year-old Johnny Jones refused to put on his brown socks and insisted on wearing his new red ones, Mrs. Jones insisted that he wear the brown ones as she had planned.
b. When four-year-old Sammy Smith refused to put on his brown socks and insisted on wearing his new red ones, Mrs. Smith allowed him to wear the new red ones.
12. a. Mrs. Smith tries to stay out of the children's quarrels and interferes only to protect a child from physical harm.
b. Mrs. Jones settles her children's quarrels as soon as they start and before they "really get going strong".
13. a. One day Johnny came into the house and told his mother he had just been playing with a big black bear. Mrs. Jones explained that there were no bears around and told him he shouldn't make up stories.
b. One day Sammy came into the house and told his mother he had just been playing with a big black bear. Mrs. Smith encouraged him to tell her all about the bear.
14. a. When Johnny goes to a birthday party, Mrs. Jones selects and buys the gift for him to take.
b. When Sammy goes to a birthday party, Mrs. Smith helps Sammy select and buy the gift he takes.

15. a. Mrs. Smith asked Sammy to pick out several of his toys which he would like to give to a collection for poor children.
b. Mrs. Jones explained to Johnny that toys were being collected for poor children and he could give away the toys she had picked out.
16. a. Mrs. Smith trains her children to pick up their toys as soon as they finish using them.
b. Mrs. Jones often allows her children to "save" a project which they want to use another day.
17. a. When two-year-old Susie Smith plays with her food instead of eating, Mrs. Smith feeds her.
b. When two-year-old Janie Jones plays with her food instead of eating, Mrs. Jones asks her if she is finished and would like to leave the table.
18. a. Four-year-old Johnny Jones is quite a "day dreamer". Mrs. Jones encourages him to talk about his dreams and to act them out.
b. Four-year-old Sammy Smith is quite a "day dreamer". Mrs. Smith objects to his daydreaming, and tries to discourage it.
19. a. Mrs. Jones believes that children should help with household tasks, so each week she assigns some easy tasks and sees that the children do them.
b. Mrs. Smith believes that children should help with household tasks, so each week she and the children decide what these shall be but she permits them to "swap" tasks as they wish.
20. a. Mrs. Smith insists that her children use their toys carefully and take good care of them.
b. Mrs. Jones allows her children to do with their toys as they please.

PART III

WHAT KIND OF CHILD COULD BE HAPPY IN YOUR HOME?

Consider the following descriptions of young children.

1. Place a check (✓) before the description of each child who could be happy in your home.
2. Then, double check (✓✓) the TWO children who would be happiest in your home.
3. Then, indicate the TWO children who would be the least happy in your home by placing an X before the number.

-
- () 1. This child is content by himself most of the time. He seldom seeks company and he pays little attention to what other children are doing. He does not seem to feel left out when other children do not ask him to join them.
 - () 2. This child has a mind of his own when he plays with other children. He knows what he wants to do and how he wants to do it. He has his own ideas about what to do and his own way of doing it.
 - () 3. This child expresses his feelings freely. He shows how he feels about people, things, and whatever may be happening. You can tell by the way he acts whether he is happy, cross, bored, or angry.
 - () 4. This child always tries to be first in everything he does with other children. It is very important for him to do better than the others.
 - () 5. This child stays where he is supposed to be. He doesn't wander away from home. Any day in the week you may find him playing with his toys in the house or in the yard.
 - () 6. This child likes to do what other children are doing. The more ways he can be like them, the better. He likes to do what the other children expect him to do.
 - () 7. This child is willing to do as adults want him to do. He can be counted on to do as he is told. He may not understand why he does it, but as a rule he does it.
 - () 8. This child likes to have other children around; even when he is busy with his own affairs he manages to be near others. He likes to be doing things with others.
 - () 9. This child likes to explore. He goes in search of things that are new. He tries something different. He asks many questions to satisfy his curiosity.
 - () 10. This child keeps his feelings to himself. He may feel resentful but he seldom shows it. He doesn't make a fuss when he feels hurt or disappointed. In fact, unless people know him well, they cannot tell how he feels about most things.
 - () 11. This child is so satisfied with his own activities and achievements that he does not care to compare himself with others, and he doesn't mind if others beat him.
 - () 12. This child likes to be his own boss. He makes his decisions independently of adults. He prefers to do things his own way.

Here are the same descriptions of young children.

Consider them in relation to YOUR CHILD.

Place a check (✓) before each statement which fits YOUR CHILD.

Then, double check (✓✓) the TWO descriptions that are MOST like your child.

Then, indicate the TWO descriptions that are LEAST like your child by placing an X before the number.

- () 1. This child is content by himself most of the time. He seldom seeks company and he pays little attention to what other children are doing. He does not seem to feel left out when other children do not ask him to join them.
- () 2. This child has a mind of his own when he plays with other children. He knows what he wants to do and how he wants to do it. He has his own ideas about what to do and his own way of doing it.
- () 3. This child expresses his feelings freely. He shows how he feels about people, things, and whatever may be happening. You can tell by the way he acts whether he is happy, cross, bored, or angry.
- () 4. This child always tries to be first in everything he does with other children. It is very important for him to do better than the others.
- () 5. This child stays where he is supposed to be. He doesn't wander away from home. Any day in the week you may find him playing with his toys in the house or in the yard.
- () 6. This child likes to do what other children are doing. The more ways he can be like them, the better. He likes to do what the other children expect him to do.
- () 7. This child is willing to do as adults want him to do. He can be counted on to do as he is told. He may not understand why he does it, but as a rule he does it.
- () 8. This child likes to have other children around; even when he is busy with his own affairs he manages to be near others. He likes to be doing things with others.
- () 9. This child likes to explore. He goes in search of things that are new. He tries something different. He asks many questions to satisfy his curiosity.
- () 10. This child keeps his feelings to himself. He may feel resentful but he seldom shows it. He doesn't make a fuss when he feels hurt or disappointed. In fact, unless people know him well, they cannot tell how he feels about most things.
- () 11. This child is so satisfied with his own activities and achievements that he does not care to compare himself with others, and he doesn't mind if others beat him.
- () 12. This child likes to be his own boss. He makes his decisions independently of adults. He prefers to do things his own way.

PART IV

On the following pages there are eight situations in which you are asked what you would do if your child behaved in a certain way.

Ten possible responses are listed for each situation.

Place a check (✓) in the box in front of any practices you use.

Double check (✓) the ONE practice you use MOST often.

If there are other practices you use, you may add those.

Situation 1: When he doesn't eat what you want him to.

1. Coax - tell him how good it is - "Mother and Daddy like it."	6. Have him taste it.
2. Tell him he can't have dessert until he does.	7. Let him leave it.
3. Take the spoon in my hand and help him.	8. Insist - put it in his mouth.
4. Ignore - pay no attention.	9. Tell him to eat it, until he does.
5. Make him sit there until he eats it.	10. Substitute food he likes.
Other:	

Situation 2: When he won't go to bed when you want him to.

1. Just get him ready and put him there.	6. Read or tell a story.
2. Let him take something to bed with him.	7. Pick him up and carry him if he persists in refusing
3. Let him stay up later.	8. Threaten to punish him if he doesn't.
4. Resort to spanking.	9. Go to bed with him or lie down with him.
5. Keep telling him to go or to quiet down.	10. Take him by the hand and take him to bed.
Other:	

Situation 3: When he won't share his playthings.

1. Take away the things they are quarreling about.	6. Let them work it out themselves.
2. Put him in a chair until he will.	7. Separate the children to play in different places.
3. Get him interested in something else.	8. Threaten to put his toys away.
4. Tell him he ought to share.	9. Help him settle it with his playmates.
5. Punish him.	10. Make him give up or share.
Other:	

Situation 4: When he picks up bad words here and there.

1. Tell him it's bad, it isn't nice, it's very naughty.	6. Slap his mouth.
2. Tell him, "We don't talk that way," or "we can't use those words."	7. Explain that people won't like him if he talks that way.
3. Wash his mouth out.	8. Yell at him.
4. Tell him "cut it out."	9. Scold.
5. Ignore it, just let it go or even chuckle to myself.	10. Say, "I wouldn't say that word."
Other:	

Situation 5: When he goes out to play in places you have told him he cannot go.

1. Bring him back in the house.	6. Tie him up.
2. Spank him.	7. Frighten him - talk and talk about dangers.
3. Tell him why he shouldn't do it.	8. Tell him not to go again.
4. Threaten physical punishment	9. Threaten to take away special treats.
5. Tell him over and over.	10. Scold.
Other:	

Situation 6: When he doesn't pick up his toys.

1. Tell him again firmly.	6. Make a game of it.
2. Ask him to help.	7. Spank.
3. Push them out of the way or threaten to do so.	8. Insist - make him know I mean it.
4. Just let it go, don't make an issue out of it.	9. Help him with it.
5. Threaten to punish him if he doesn't.	10. Tell him he can't have his dinner until he does pick them up.
Other:	

Situation 7: When he doesn't wash before dinner.

1. Remind him to wash.	6. Ask him if he has washed.
2. Wash his hands for him.	7. Tell him he can't have his dinner until he's washed.
3. Approve him for what he does.	8. Ignore it and pretend he has washed.
4. Go in and help him wash.	9. Explain that he must wash before doing other things.
5. Tell him again and see that he does it.	10. Tell him his hands are dirty.
Other:	

Situation 8: When he tells "stories" that aren't so because he thinks he'll be punished if he tells what really happened.

1. Tell him he won't get punished "nearly as much" if he tells the truth.	6. Tell him he won't get into trouble if he tells the truth.
2. Spank him if he lies "a little too much."	7. Tell him it isn't so - it's a lie.
3. Make him to stay indoors to punish him.	8. Ask questions and try to make him understand.
4. Interest him in something else, sometimes play with him.	9. Put him to bed.
5. Put him in the corner.	10. Tell him he shouldn't.
Other:	

PART V

In each of the following 15 situations, you are asked to check (✓) the response which indicates HOW YOU FEEL when your child behaves in a certain way. Please check only ONE response in each situation.

A-1. When my child is shouting and dancing with excitement at a time when I want peace and quiet, it:

- Makes me feel annoyed.
- Makes me want to know more about what excites him.
- Makes me feel like punishing him.
- Makes me feel that I will be glad when he is past this stage.
- Makes me feel like telling him to stop.

A-2. When my child is unable to do something which I think is important for him, it:

- Makes me want to help him find success in the things he can do.
- Makes me feel disappointed in him.
- Makes me wish he could do it.
- Makes me realize that he can't do everything.
- Makes me want to know more about the things he can do.

A-3. When my child seems to be more fond of someone else (teacher, friend, relative) than me, it:

- Makes me realize that he is growing up.
- Pleases me to see his interest widening to other people.
- Makes me feel resentful.
- Makes me feel that he doesn't appreciate what I have done for him.
- Makes me wish he liked me more.

A-4. When my child wants to do something which I am sure will lead to disappointment for him, it:

- Makes me hope that I have prepared him to meet disappointment.
- Makes me wish he didn't have to meet unpleasant experiences.
- Makes me want to keep him from doing it.
- Makes me realize that occasionally such an experience will be good for him.
- Makes me want to postpone these experiences.

A-5. When my child kicks, hits or knocks his things about, it:

- Makes me feel like telling him to stop.
- Makes me feel like punishing him.
- Pleases me that he feels free to express himself.
- Makes me feel that I will be glad when he is past this stage.
- Makes me feel annoyed.

A-6. When my child is not interested in some of the usual activities of his age group, it:

- Makes me realize that each child is different.
- Makes me wish he were interested in the same activities.
- Makes me feel disappointed in him.
- Makes me want to help him find ways to make the most of his interests.
- Makes me want to know more about the activities in which he is interested.

A-7. When my child misbehaves while others in the group he is with are behaving well, it:

- Makes me realize that he does not always behave as others in his group.
- Makes me feel embarrassed.
- Makes me want to help him find the best ways to express his feelings.
- Makes me wish he would behave like the others.
- Makes me want to know more about his feelings.

A-8. When my child disagrees with me about something which I think is important, it:

- Makes me feel like punishing him.
- Pleases me that he feels free to express himself.
- Makes me feel like persuading him that I am right.
- Makes me realize he has ideas of his own.
- Makes me feel annoyed.

A-9. When my child says angry and hateful things about me to my face, it:

- Makes me feel annoyed.
- Makes me feel that I will be glad when he is past this stage.
- Pleases me that he feels free to express himself.
- Makes me feel like punishing him.
- Makes me feel like telling him not to talk that way to me.

A-10. When my child shows a deep interest in something I don't think is important, it:

- Makes me realize he has interests of his own.
- Makes me want to help him find ways to make the most of this interest.
- Makes me feel disappointed in him.
- Makes me want to know more about his interests.
- Makes me wish he were more interested in the things I think are important for him.

A-11. When my child acts silly and giggly, it:

- Makes me feel that I will be glad when he is past this stage.
- Pleases me that he feels free to express himself.
- Makes me feel like punishing him.
- Makes me feel like telling him to stop.
- Makes me feel annoyed.

A-12. When my child is faced with two or more choices and has to choose only one, it:

- Makes me feel that I should tell him which choice to make and why.
- Makes me feel that I should point out the advantages and disadvantages of each.
- Makes me hope that I have prepared him to choose wisely.
- Makes me want to encourage him to make his own choice.
- Makes me want to make the decision for him.

A-13. When my child is unable to do some things as well as others in his group, it:

- Makes me realize that he can't be best in everything.
- Makes me wish he could do as well.
- Makes me feel embarrassed.
- Makes me want to help him find success in the things he can do.
- Makes me want to know more about the things he can do well.

A-14. When my child makes decisions without consulting me, it:

- Makes me hope that I have prepared him adequately to make his decisions.
- Makes me wish he would consult me.
- Makes me feel disturbed.
- Makes me want to restrict his freedom.
- Pleases me to see that as he grows he needs me less.

A-15. When my child prefers to do things with his friends rather than with his family, it:

- Makes me wish he would spend more time with us.
- Makes me feel resentful.
- Pleases me to see his interests widening to other people.
- Makes me feel he doesn't appreciate us.
- Makes me realize that he is growing up.

In the next 15 situations, you are asked to check the response which indicates WHAT YOU DO when your child behaves in a certain way. Please check only ONE response in each situation.

B-1. When my child is shouting and dancing with excitement at a time when I want peace and quiet, I:

- Give him something quiet to do.
- Tell him that I wish he would stop.
- Make him be quiet.
- Let him tell me about what excites him.
- Send him somewhere else.

B-2. When my child is unable to do something which I think is important for him, I:

- Tell him he must do better.
- Help him make the most of the things which he can do.
- Ask him to tell me more about the things which he can do.
- Tell him that no one can do everything.
- Encourage him to keep trying.

B-3. When my child seems to be more fond of someone else (teacher, friend, relative) than me, I:

- Try to minimize his association with that person.
- Let him have such associations when I think he is ready for them.
- Do some special things for him to remind him of how nice I am.
- Point out the weaknesses and faults of that other person.
- Encourage him to create and maintain such associations.

B-4. When my child wants to do something which I am sure will lead to disappointment for him, I:

- Occasionally let him carry such an activity to its conclusion.
- Don't let him do it.
- Advise him not to do it.
- Help him with it in order to ease the disappointment.
- Point out what is likely to happen.

B-5. When my child kicks, hits or knocks his things about, I:

- Make him quit.
- Tell him it is all right to feel that way, but help him find other ways of expressing himself.
- Tell him he shouldn't do such things.
- Tell him I know how he feels.
- Pay no attention to him.

B-6. When my child is not interested in some of the usual activities of his age group, I:

- Try to help him realize that it is important to be interested in the same things as others in his group.
- Call his attention to the activities in which he is interested.
- Tell him it's all right if he isn't interested in the same things.
- See to it that he does the same things as others in his group.
- Help him find ways of making the most of his interests.

B-7. When my child misbehaves while others in the group he is with are behaving well, I:

- See to it that he behaves as the others.
- Tell him it is important to behave well when he is in a group.
- Let him alone if he isn't disturbing the others too much.
- Ask him to tell me what he would like to do.
- Help him find some activity that he can enjoy and at the same time not disturb the group.

B-8. When my child disagrees with me about something which I think is important, I:

- Tell him he shouldn't disagree with me.
- Make him quit.
- Listen to his side of the problem and change my mind if I am wrong.
- Tell him maybe we can do it his way another time.
- Explain that I am doing what is best for him.

B-9. When my child says angry and hateful things about me to my face, I:

- Tell him it's all right to feel that way, but help him find other ways of expressing himself.
- Tell him I know how he feels.
- Pay no attention to him.
- Tell him he shouldn't say such things to me.
- Make him quit.

B-10. When my child shows a deep interest in something I don't think is important, I:

- Let him go ahead with his interest.
- Ask him to tell me more about this interest.
- Help him find ways to make the most of this interest.
- Do everything I can to discourage his interest in it.
- Try to interest him in more worthwhile things.

B-11. When my child acts silly and giggly, I:

- Tell him I know how he feels.
- Pay no attention to him.
- Tell him he shouldn't act that way.
- Make him quit.
- Tell him it is all right to feel that way, but help him find other ways of expressing himself.

B-12. When my child is faced with two or more choices and has to choose only one, I:

- Tell him which choice to make and why.
- Think it through with him.
- Point out the advantages and disadvantages of each, but let him decide for himself.
- Tell him that I am sure he can make a wise choice and help him foresee the consequences.
- Make the decision for him.

B-13. When my child is unable to do some things as well as others in his group, I:

- Tell him he must try to do as well as the others.
- Encourage him to keep trying.
- Tell him that no one can do everything well.
- Call his attention to the things he does well.
- Help him make the most of the activities which he can do.

B-14. When my child makes decisions without consulting me, I:

- Punish him for not consulting me.
- Encourage him to make his own decisions if he can foresee the consequences.
- Allow him to make many of his own decisions.
- Suggest that we talk it over before he makes his decision.
- Tell him he must consult me first before making the decision.

B-15. When my child prefers to do things with his friends rather than with his family, I:

- Encourage him to do things with his friends.
- Accept this as part of growing up.
- Plan special activities so that he will want to be with us.
- Try to minimize his association with them.
- Make him stay with his family.

I will be back to pick up the completed questionnaire(s) on:

(Date) _____ (Time) _____.

Thank you for your help.

Judy Ritter

Judy Ritter

APPENDIX C

SCORING INFORMATION

SCORING INFORMATION

For some parts of the parent questionnaire the scoring method needed revision, and for other parts a scoring method needed to be developed. Five judges were selected to help with these scoring problems. The judges were faculty members at Oklahoma State University and were all trained and experienced in child development.

PART I

WARING'S PARENT ATTITUDE QUESTIONNAIRE

The five judges were instructed to answer Part I of the questionnaire as a highly controlling parent would answer. The judges agreed unanimously on 24 of 27 items. The three items on which they did not agree were eliminated, i.e., were disregarded in the scoring of the questionnaire.

The high-control responses for each item, as indicated by the judges, were as follows: (A = Agree; D = Disagree)

1: A	8: D	15: D	22: Omit
2: D	9: A	16: D	23: D
3: D	10: D	17: A	24: Omit
4: D	11: A	18: A	25: Omit
5: A	12: D	19: A	26: A
6: A	13: A	20: A	27: A
7: A	14: A	21: A	

High-control responses were used to score each parent's questionnaire. Two points were given for every high-control response which the parent checked, indicating complete agreement; and one point was given for every high-control response which the parent circled, indicating doubtful or uncertain agreement. With this method of scoring, the range of possible scores was from zero to 48.

PART II

WARING'S PREFERRED PRACTICES QUESTIONNAIRE

The judges checked the items in Part II as a highly-controlling parent would respond. There was complete agreement on all items. The high-control responses for each item were as follows:

1: a	6: b	11: a	16: a
2: a	7: b	12: b	17: a
3: b	8: a	13: a	18: b
4: b	9: a	14: a	19: a
5: a	10: b	15: b	20: a

High-control responses were used to score each parent's questionnaire. Two points were given for every high-control response for which certainty of the responses was indicated; and one point was given for every high-control response for which the parent indicated doubt or uncertainty. With this method of scoring, the range of possible scores was from zero to 40.

PART III

WARING'S WANT-HAVE ANALYSIS

In Part III-A of the questionnaire, parents checked descriptions of two children who would be most happy in their home and descriptions of two children who would be least happy in their home. This was a modification of the directions used by Waring. Initially parents were asked to check descriptions of children whom they would (and would not) like to adopt. In Part III-B, parents checked the two descriptions which were most like their own child and the two which were the least like their own child.

The 12 descriptions of children listed in Part III of the questionnaire were paired by Waring as follows:

- | | |
|------------------------------|------------------------------|
| 1. Self-contented when alone | 8. Social |
| 5. Non-exploring | 9. Exploring |
| 6. Imitative of children | 2. Independent with children |
| 7. Compliant with adults | 12. Independent with adults |
| 10. Non-expressive | 3. Expressive |
| 11. Non-competitive | 4. Competitive |

This pairing of opposite characteristics in children made it possible to score the degree of a parent's satisfaction with his own child either directly (he had the child he wanted) or indirectly (he had the opposite of what he wanted). Similarly, the degree of dissatisfaction could be scored both directly and indirectly. A neutral position would lie between satisfaction and dissatisfaction. The scoring method developed by Waring was used in the present study without modification. The range of possible scores was from 12 to 36.

Scoring of Want-Have Analysis

To score the Want-Have Analysis, the numbers indicating the parent's four selections were listed: the positive and the negative answers to Part III-A (child wanted) opposite the positive and the negative answers to Part III-B (child had).

The following weighting was developed for scoring parents' satisfaction or dissatisfaction with their own child:

<u>Score</u>	<u>The Child</u>	<u>The Child</u>	<u>Interpretation</u>
5	I want	and I have	Satisfaction
4	I want	and I don't have	Partial satisfaction
4	I don't want	and I have the opposite	Partial satisfaction
*3	I don't want	and I don't have	Perhaps partial satisfaction
*3	I don't want	and I don't have the opposite	Neither deprivation nor frustration
2	I want	but I don't have	Deprivation or dissatisfaction
2	I don't want	but I have	Deprivation or dissatisfaction
1	I want	but I have the opposite	Both deprivation and frustration

The converse weighting was developed to take more fully into consideration both direct and indirect comparisons:

<u>Score</u>	<u>III-B</u>	<u>III-A</u>
5	I have	I want
4	I don't have	I want the opposite
4	I have	I don't want the opposite
*3	I don't have	I don't want
*3	I don't have	I don't want the opposite
2	I don't have	I want
2	I have	I don't want
1	I have	I want the opposite

* The score of 3 was given also when no comparison was possible either directly or indirectly. For example, child 8 was listed as wanted and neither 8 nor his opposite, 1, was listed as had or not had; or conversely, 8 was listed as had and neither 8 nor his opposite, 1, was listed as wanted or not wanted. This situation as in the situation scored 3 above indicated partial satisfaction, neither deprivation nor frustration.

To illustrate the simplified method of scoring used in this study, the process has been reported in detailed steps.

<u>Example:</u>	<u>WANT</u>	<u>(Part III-A)</u>	<u>HAVE</u>	<u>(Part III-B)</u>
YES	8	←	8	YES
	9	←	2	
NO	4	←	1	NO
	10	←	5	

Steps:

1. The numbers were listed.
2. Direct comparisons were given precedence over indirect, e.g., the 8 compared to the 8 rather than to the 1 which is its opposite.
3. Weights were given to each of the choices on the "Want" side:

a. want 8 and have him	= 5
b. want 9 and do not have the opposite	= 4
c. don't want 4 --- no comparison possible	= 3
d. don't want 10 --- no comparison possible	= <u>3</u>
	=15
4. The weightings were totaled: =15
5. Similarly weights were given the choices from the "Have" side:

a. have 8 and want him	= 5
b. have 2 --- no comparison possible	= 3
c. don't have 1 and want opposite 8	= 4
d. don't have 5 and want opposite 9	= <u>4</u>
	=16
6. These weightings were totaled: =16
7. The totals were combined to obtain an aggregate
Want-Have score: =31

PART IVOSTRANDER'S PARENT BEHAVIOR QUESTIONNAIRE

Weightings for the possible responses listed in the Ostrander Questionnaire were developed with the help of the five judges. Each judge was given a copy of the questionnaire and was asked to select the four most controlling responses and the four least controlling responses for each of the eight situations presented in the questionnaire. From the judges' responses, a weighting of one, two, or three was calculated for each response. Those responses which all five judges rated as least controlling were given a weighting of one, and those which they all rated as most controlling were given a weighting of three. All other responses were given a weighting of two. The parent's score for each situation was calculated by summing the weights of each item checked, dividing this sum by the number of items checked, and then adding the weights of the items double-checked as the behavior used most frequently. Each parent's total score for the Ostrander Questionnaire was the sum of the scores for the eight situations. The range of possible scores was from 16 to 48.

Weightings for the Items in the Ostrander Questionnaire

Situation 1

1: 2 6: 2
2: 3 7: 1
3: 2 8: 3
4: 1 9: 2
5: 3 10: 1

Situation 2

1: 2 6: 1
2: 1 7: 3
3: 1 8: 3
4: 3 9: 2
5: 2 10: 2

Situation 3

1: 2 6: 1
2: 3 7: 2
3: 1 8: 2
4: 2 9: 2
5: 3 10: 3

Situation 4

1: 2 6: 3
2: 1 7: 2
3: 3 8: 3
4: 2 9: 2
5: 1 10: 1

Situation 5

1: 2 6: 3
2: 3 7: 3
3: 1 8: 1
4: 2 9: 2
5: 1 10: 2

Situation 6

1: 2 6: 1
2: 1 7: 3
3: 2 8: 2
4: 1 9: 1
5: 3 10: 3

Situation 7

1: 2 6: 1
2: 3 7: 3
3: 1 8: 1
4: 2 9: 2
5: 2 10: 2

Situation 8

1: 2 6: 2
2: 2 7: 2
3: 2 8: 2
4: 1 9: 3
5: 3 10: 1

PART V

PORTER'S PARENTAL ACCEPTANCE SCALE

Weightings for the responses listed in the Porter Questionnaire were developed with the help of the five judges. Each judge was asked to rank the five possible responses for each item from one to five, with one representing low acceptance and five representing high acceptance. Inasmuch as five levels of acceptance were not clearly indicated by the five possible responses to each item, the judges' composite rankings were used as a basis for assigning weights of one to three to the responses. One judge and one researcher (not a judge) assigned these weights independently, compared their weightings, and then resolved any differences by discussing the items. Each parent's score for the scale was the sum of the weights assigned to the responses checked. For the total score the range of possible scores was from 30 to 90. For Part-A, which focused on attitudes and feelings, and for Part-B, which focused on behaviors, the range of possible scores was from 15 to 45.

Weightings for Items in the Porter Parental Acceptance Scale

<u>A-1</u>	<u>A-2</u>	<u>A-3</u>	<u>A-4</u>	<u>A-5</u>	<u>A-6</u>	<u>A-7</u>	<u>A-8</u>
2	3	3	3	2	3	2	1
3	1	3	2	1	2	1	3
1	1	1	1	3	1	3	2
2	2	1	3	2	3	1	3
2	3	2	2	2	3	3	1

<u>A-9</u>	<u>A-10</u>	<u>A-11</u>	<u>A-12</u>	<u>A-13</u>	<u>A-14</u>	<u>A-15</u>
1	3	2	1	2	3	2
2	3	3	2	1	2	1
3	1	1	3	1	2	3
1	3	2	3	3	1	1
1	2	2	1	3	3	3

<u>B-1</u>	<u>B-2</u>	<u>B-3</u>	<u>B-4</u>	<u>B-5</u>	<u>B-6</u>	<u>B-7</u>	<u>B-8</u>
2	1	1	3	1	1	1	1
1	3	3	1	3	2	1	1
1	3	2	1	2	2	3	3
3	2	1	3	3	1	2	3
2	1	3	2	2	3	3	2

<u>B-9</u>	<u>B-10</u>	<u>B-11</u>	<u>B-12</u>	<u>B-13</u>	<u>B-14</u>	<u>B-15</u>
3	3	3	2	1	1	3
3	3	2	3	1	3	3
2	3	1	3	2	3	2
1	1	1	3	3	2	1
1	2	3	1	3	1	1

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