

COLLEGE STUDENTS' ATTITUDES CONCERNING
FATHER-DAUGHTER INTERACTION

By

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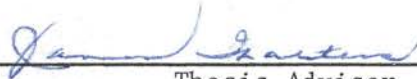
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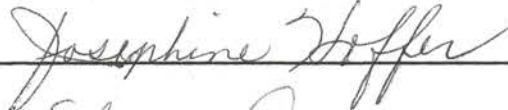
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose	1
II. REVIEW OF LITERATURE	4
Parental Roles	4
Parental Acceptance and Support	5
Social Class and Parent-Child Relationships	8
Parent-Child Identification	12
III. PROCEDURE	17
Subjects	17
Measurement of Background Information	17
Measurement of Permissive Attitudes Toward Father- Daughter Interaction	18
Description of the Instrument	18
Administration	21
Scoring	22
IV. RESULTS	23
Description of the Subjects	23
Background Information	23
Family Relationships Information	23
Item Analysis of <u>The Father-Daughter Interaction</u> <u>Test</u>	28
Reliability of the Instrument	29
Percentage of Permissive-Restrictive Responses of Men and Women on <u>The Father-Daughter Interaction Test</u> .	29
Relationship Between Scores and Selected Background Variables	47
V. SUMMARY AND CONCLUSIONS	54
Conclusions	55
SELECTED BIBLIOGRAPHY	57
APPENDIX A	61
APPENDIX B	65

LIST OF TABLES

Table	Page
I. Background Characteristics of the Subjects	24
II. Subjects' Ratings of Their Family Relationships	26
III. Discriminating Items on <u>The Father-Daughter Interaction Test</u>	30
IV. Percentage of Permissive-Restrictive Responses of Men and Women on <u>The Father-Daughter Interaction Test</u>	37
V. Mann-Whitney U Analysis of Test Scores Classified by Sex and Marital Status	47
VI. Kruskal-Wallis Analysis Reflecting Differences in Responses to <u>The Father-Daughter Interaction Test</u> Classified According to Number of Sisters	49
VII. Kruskal-Wallis Analysis Reflecting Differences in Responses to <u>The Father-Daughter Interaction Test</u> Classified According to the Type of Discipline Received From Father	49
VIII. Kruskal-Wallis Analysis Reflecting Differences in Responses to <u>The Father-Daughter Interaction Test</u> Classified According to Whether or Not Respondent Would Discipline Like His Father	50
IX. Kruskal-Wallis Analysis Reflecting Differences in Responses to <u>The Father-Daughter Interaction Test</u> Classified According to Whether or Not Respondent Would Discipline Like His Mother	51
X. Kruskal-Wallis Analysis Reflecting Differences in Responses to <u>The Father-Daughter Interaction Test</u> Classified According to the Degree of Love and Warmth Received From Parents	52
XI. Kruskal-Wallis Analysis of Test Scores Classified by Selected Background Variables	53

CHAPTER I

INTRODUCTION

Purpose

There is a concern in the United States today regarding roles which people play within our society. Among the most frequently discussed roles are those which parents play in family interaction and in child-rearing. Yet an examination of the research literature indicates that most of the research completed in the area of family roles and interaction concerns only one parent, the mother. American society tends to define the role of the father within the family structure in terms of social obligation rather than as a state having biological roots and involving psychological satisfaction (Josselyn, 1956). According to Nash (1965) in his review of the literature concerning relationships between fathers and their children, it is evident that investigators have neglected the father's role in child-rearing. Kagan (1964) concludes that most studies of psychological development report richer data on children than on parents or parent-child interaction and that material on the mother is much more extensive than on the father. Peterson, Becker, Hellmer, Shoemaker and Quay (1959) support these views by reporting that in a review of literature on parent-child relationships over the years 1929-1956 at least 169 publications dealing with relationships between mothers and their children were published.

Available information on father-child relations, by contrast, was encompassed in ten articles, one convention address and only one book.

A review of over 200 studies of parent-child relationships which were reported in the literature during the decade of the sixties has been reported by Walters and Stinnett (1971). The review confirms the dearth of scientific studies of father-daughter relationships.

One of the purposes of the present study was to develop The Father-Daughter Interaction Test which includes a film of eleven scenes concerning father-daughter interaction and a questionnaire. The second objective of this study was to assess the attitudes of college students concerning father-daughter interaction and to examine the relationship of these attitudes to selected psychological and sociological variables which were found to be relevant in the literature.

Since a large proportion of college aged young men and women will become parents within a few years, and since there is evidence (e.g. Radke, 1946; Roy, 1950; and Block, 1955) suggesting that child behavior, in part, reflects parental attitudes toward children, there is a need to assess the attitudes of these youth to determine if the attitudes which they hold are conducive to the healthful growth of children.

The specific hypotheses which were examined include the following:

1. No significant differences exist in attitudes concerning father-daughter interaction among respondents classified according to: (a) age, (b) sex, (c) marital status, (d) religious affiliation, (e) grade level, (f) major, (g) size of community in which reared, (h) number of sisters, (i) number of brothers, (j) type of discipline received from father, (k) type of discipline received from mother, (l) perceived closeness to mother, and (m) perceived closeness to father.

2. No significant differences exist between attitudes concerning father-daughter interaction among respondents:

- (a) who, in rearing their own children, would utilize a more permissive form of discipline than their father did and respondents who would utilize a less permissive form of discipline.
- (b) who, in rearing their own children, would utilize a more permissive form of discipline than their mother and respondents who would utilize a less permissive form of discipline.
- (c) who believed that their father had the greatest influence in determining the kind of person they are and respondents who believed that their mother had the greatest influence in determining the kind of person they are.
- (d) who rated the love and warmth of parents as "much" and respondents who rated the love and warmth of parents as "little."
- (e) who believed their fathers spent more than average time with them and respondents who believed their fathers spent less than average time with them.

CHAPTER II

REVIEW OF LITERATURE

Parental Roles

The prescriptions for parental roles are changing. An indication of this change in attitude may be found in conflicting findings which have been presented in recent literature. First, however, it is important to provide an explanation of what is meant by role prescriptions. Brim (1957) provides a very clear explanation when he states that:

Prescriptions for the roles in any society are directed to the successful discharge of the function of that system for society. Role prescriptions essentially are efforts on the part of society's members to regulate the behavior of certain of the members so that certain consequences will occur. The parent in our society is charged with the responsibility of behaving towards the child in a way which it is believed will result in the child's becoming a competent functioning member of society when adult. (p. 343)

According to Josselyn (1956), fatherhood is seen as a social obligation which is not recognized by American society as a male counterpart to motherhood. She further indicates that the father is considered effeminate if he shows tenderness and nurturance towards his children, thus he is handicapped in achieving a warm relationship with his children. This point of view is supported throughout psychological and sociological research. Gorer (1948) described American society as a "Mother-land" in which the American mother has the dominant role in rearing her children. The father, he says, has become vestigial. More

than twenty years ago, Kluckhohn (1949) reported that many American men were "so wrapped up in the pursuit of success that they largely abdicated control over their children's upbringing to their wives" (p. 231). Rubenstein and Levitt (1957) have spoken of the cultural expectation that the American male will delegate all parental responsibility to the mother, leaving material provision as his only role.

In contrast to the foregoing findings, two decades ago Tasch (1952) found that fathers did not see themselves as "vestigial" nor as merely secondary to the mother. They saw themselves, instead, as active participants in routine daily care, and childrearing as an integral part of their role as father; they did not see support as their only major function. This finding may indicate that our culture is becoming less matricentric, in fact, than some authorities think. The fact is, however, that very few investigations have been conducted within the last decade which explore the American males' attitudes as to what they believe their role as fathers should be.

Parental Acceptance and Support

Mutual acceptance and support within the family are two of the most important factors which contribute to positive growth in interpersonal relationships. Nash (1954) investigated the effects of strong attachments between parents and their children. He found that strong father-daughter attachments are less inimical to the girls' normal development than are strong mother-son attachments to that of the boy. Walsch (1968) found that no relationship exists between the fathers' attitudes of rejection and the behavior and development of the children in a temptation situation.


In a study concerned with the relationship between parental warmth and children's dependency and responsiveness to social reinforcement, Grossman (1965) had his respondents participate in a controlled task situation. The findings of his study indicated that the more warmly treated children were not significantly less dependent. [There was a strong negative correlation between the mothers' reports of their husbands' warmth and their reports of their daughter's tendency to be dependent. Boys who were more warmly treated by parents tended to be more dependent both at home and at school.] Bronfenbrenner (1961) concludes in his study concerning the absence of parental warmth that it is in the absence of extreme rejection or neglect that both parental affection and authority have differential effects on the development of responsibility in sons and daughters. For boys, it is the absence of sufficient warmth or discipline which more frequently impairs dependability; for girls, it is an overdose of either variable that has deleterious effects.

Studies concerning the effect of parental acceptance on children's intelligence and ratings of the value of education are plentiful. Hurley (1965) found a positive relationship between parental acceptance and children's intelligence. Gnagey (1968) found that male college students who tend to show less anxiety than other students scored high on parental acceptance. These students also tended to be under-achievers rather than over-achievers. He also discovered that female students who scored high on parental acceptance tended to rate the value of professional education higher than those who showed a lower degree of parental acceptance. These findings supplement the studies made by Digman (1963) and Hurley (1962) which found a negative relationship between the parental attitudes of harshness and rejection and the child's

intellectual development.

A study by Becker (1960) indicates that the general positiveness and negativeness of parental attitudes is a critical factor in their children's emotional and social adjustment. Becker also emphasizes the importance of the father's role in relation to his children's development. He found that if the father's conception of an ideal father-child relationship is loving, democratic, and emotionally mature, the child is rated by his mother as being better adjusted, more outgoing, and less demanding than if the father's ideals were less mature and loving. The hypothesis presented by Becker that a child's personality problems are related to paternal maladjustment and autocracy and are independent of maternal behavior was partially supported. In support of Becker's hypothesis, Peterson et al. (1959) found that the attitudes of fathers are at least as intimately related as maternal attitudes to the occurrence and form of behavior problems in their children.

Studies by Becker, Peterson, Luria, Shoemaker, and Hellman (1962) further support Becker's earlier hypothesis. In their study of the relation of factors derived from parent-interview ratings to behavior problems of five-year-old kindergarten children, Becker et al. (1962) found that (a) child-rearing anxieties of mothers and strictness of fathers were related to aggressive behavior in children; (b) girls who were most aggressive in school were moderately punished by mothers; (c) aggression in girls at school and at home tended to be linearly related to hostility of the father and physical punishment by the father; (d) dominance rather than submissiveness in a child was indicated if the mother tended to be hostile and punitive; (e) personality problems in children were associated with moderate rather than with extreme levels



of hostility and physical punishment and (f) girls may evidence personality problems in response to fathers' physical punishment and strictness only where mothers set a model of submissiveness. Schulman, Shoemaker, and Moelis (1962) found that parents of conduct problem children were more rejecting and hostile toward their children than were parents of non-conduct problem children.

This review of some of the recent studies concerning parent-child relationships suggests that parental acceptance and support of children is shown to influence the children's emotional, intellectual, and social development.

Social Class and Parent-Child Relationships

Much research has been conducted concerning parent-child relationships in relation to social class. An examination of the different living conditions of each social class indicates the differences in parental attitudes toward support, discipline, child-rearing, and their children which are unique to each class system. Such an examination is essential to an understanding of father-daughter relationships.

Kohn (1968) found in his examination of the effects of social class upon parent-child relationships that middle-class parental values differ from those of working-class parents. The value differences between the two classes are rooted in basic differences between middle- and working-class conditions of life. These basic values are important to the understanding of parents' relationships with children. Middle-class parents read what "experts" have to say and reach to them for confirmation and advice on child-rearing practices. They regard child-rearing as more problematic than do working-class parents.

In a study of middle-class fathers' occupational role and their attitudes toward children, Aberle and Naegle (1952) found that middle-class fathers have some expectations for their daughters concerning their behavior. Though they do not include school performance or moral-sexual behavior, they do focus on the daughter's being nice, sweet, pretty, affectionate, and well liked by others. For both boys and girls, of course, fathers hope for normal personalities, good adjustment, likeability, and popularity. It was also indicated in the study that middle-class fathers tend not to be as concerned about the role which their daughters will play in the future as the role of their sons. The reason for this attitude is that the daughter will play a different role than that of the father--that of wife and mother--toward which he has a vague orientation. On the other hand, the father sees the son as a future occupant of a middle-class role, much the same as his own, for which certain behaviors are of great importance.

In support of Aberle and Naegle's study, Tasch (1952), in her study of the father's role in the family, found that the [father adds a specifically feminine element to his daughter's initial expressiveness by appreciating her not simply for being good but for being attractive.] Fathers tend to participate in the daily care and protection of girls even more than of boys and fall into the habit of thinking of their daughters as dainty and fragile.

An expressive relationship between father and daughter does not occur as frequently in the lower-class as in the middle-class. Elder and Bowerman (1963) found that the lower-class father seems less likely to give his daughter the pleasure that is inherent in an affectionate, expressive relationship, especially if his family includes sons as well

as daughters. Regarding father-daughter relationships in relation to the size of family, Elder and Bowerman also found that the lower-class girl was more likely to perceive her father as authoritarian and both parents as less communicative, more controlling, more given to physical punishment and less likely to express praise than was the case in the smaller family. Middle-class boys perceived an increase in the authoritarian traits of more physical punishment, more parental dominance, and less communication as the family size increased.

[The difference in the type of occupations in which parents are involved may partially account for differing attitudes in child-rearing. Bing (1963) found that city fathers tend to have more rapport with their daughters during their early years than do fathers from the farm. According to Bing, this finding may indicate that urban fathers may now be more important than mothers for their daughter's general cognitive development.] Roy (1950) indicates in her study of student families and families of business and professional men that fathers from student families tend to favor more control and obedience in children than do fathers from business and professional families. Roy also suggests that there is a trend for the parent with the higher level of education to allow his children more freedom and for the parent with less education to favor a higher degree of control for his children.

In support of Roy's findings, Pearlin and Kohn (1966) suggest that men whose work consists essentially of dealing with things are likely to place high value on obedience in children and to place less value on self-control. On the other hand, men who are involved primarily with ideas tend to stress self-control and do not value obedience very highly. Men who work mainly with people seem to fall somewhere

in-between.

Parents of different social classes also tend to differ in regard to the kind of and amount of punishment which they administer to their children. Results of Bronfenbrenner's (1961) study indicated that it is primarily at lower-middle class levels that fathers tend to be the more strict and punish boys more than they do girls, and that girls tend to receive more warmth and attention. As the family's social position increases, direct discipline is reduced for boys and indulgence and protectiveness decreases for girls, resulting in a converging of patterns of parental treatment for boys and girls. Thus, the socialization "risks" faced by each sex differs according to social class. In lower-middle class families, girls tend to risk being over-protected and boys risk not receiving sufficient discipline and support. The risk of being over-socialized and losing some of their capacity for independent accomplishment is faced by upper-middle class boys.

Rosen (1964) reports that middle-class parents are likely to discipline the child by using reason and appeals to guilt, and tend to use physical punishment less than lower-class parents.

Starr (1965) investigated the disciplinary roles of mothers and fathers in relation to authoritarianism in boys and girls. Significant relationships were obtained between the children's authoritarianism and strict parental discipline. The strongest relationships seemed to be between the children's authoritarianism and the discipline attitudes of the parents of the opposite sex.

[In a study concerning variations in parental role as a function of parents' sex and the child's sex and age, Emmerich (1962) gave questionnaires to parents of children who were between the ages of six and ten

years old which were to assess the nurturance and restrictiveness of parents to their children. Nurturance was defined as reward for positive behavior and dependency, and restrictiveness as punishment for negative behavior. It was found that mothers tend to be more nurturant and less restrictive toward children of both sexes. A marked trend was also found for fathers to exert more power toward their sons than their daughters. A similar but less powerful trend was for mothers to exert more power toward their daughters than their sons.]

Like Emmerich, Straus (1967) found the same characteristics to be true of mothers and fathers. He also found that middle-class parents were both more controlling and supportive than were the working-class parents. The husband also tended to be predominant in the use of supportive acts and in the use of directive acts to change behavior whereas working-class wives exercised more power relative to their husbands than did the middle-class wives. Baumrind (1966) states that "the manipulation by the parent of the love relationship, between parent and child, poses a greater threat to the child's ability to make a conscious choice than even the use of unqualified power assertion" (p. 904).

Through the review of literature concerning the relationship of social class to parent-child relationships, it is clearly indicated that the social class of a family is related to parental attitudes concerning discipline, support, and rearing of children.

Parent-Child Identification

The concepts of parent-child identification which include how parents and children perceive each other and under what conditions

parents and children identify with each other are given considerable attention in research concerning marriage and family living. The findings concerning these concepts carry important implications and raise questions concerning the socialization and expectations of parents and children in our society.

Maxwell, Connor, and Walters (1961) studied family member perceptions of parent role performance by selecting a random sample of fifty adolescents, consisting of equal numbers of boys and girls, and their mothers and fathers. Their findings indicated that (a) fathers were more interested in what their children were doing than the adolescents believed them to be; (b) adolescents indicated parents to be more generous than parents perceived themselves as being; (c) adolescents revealed more favorable mother-child relationships than did mothers; (d) adolescents evidenced a "higher opinion" of adults than did their parents; (e) mothers tended to nag their adolescents more than fathers; (f) and mothers and fathers showed considerable similarity with regard to their ratings of their relationships with their adolescents.

[Kagan and Lemkin (1960) examined the perceptions of parents of children three to eight years of age. The findings indicated that the ① children saw the father as more confident, more punitive, and more fear arousing than the mother. ② Girls tend to see the mother as the parent they would like to be like but see the father as the wiser and stronger parent. ③ The father was also seen by the girls as being more punitive and affectionate. ④ Generally, the mother was seen as being more nurturant, more likely to give presents and the nicer of the parents by the children. ⑤ The children tended to choose the same sexed parent as the model they wanted to be like and the one which they like the best.] The

[finding that the girls tended to like their mother best but saw the father as the wiser and stronger may indicate that girls may have an identification anxiety because their model, the mother, was seen as the least able of the two parents.]

[Elder (1963) found in her study concerning the effects of parental power legitimation on adolescents that adolescents tend to model their roles after democratic parents more often than after parents who are permissive or authoritarian.]

[Significantly more sons than daughters showed high involvement with their fathers than with their mothers according to Livson (1960) in his study of children's behavior in relation to their parents' behavior. Livson also found that both boys and girls regard their involvement with their mother in regard to her maternal behavior and to her affection. Involvement with fathers for girls was indicated as being a function of the level of parental involvement, with no direct relationship for boys between any aspect of the father's behavior and the son's involvement.]

Johnson (1963) indicates in her study that girls tend to rate fathers much higher in nurturance and affection than boys do because fathers are both less exacting and more rewarding in their relationships with their daughters. She also suggests that the daughters' normal sex-role orientation depends upon her identification with her father.]

In his study of parent's attitudes toward their children and the children's (college students) attitudes towards their parents, Itkin (1955) found that both men and women students' attitudes of their fathers were significantly related to their fathers' attitudes of acceptance-rejection of children. Itkin also indicated that the

students' judgment of the dominance of their parents' control and supervision appeared to be related to their attitudes toward their parents.

Nakamura's (1959) survey of college women's attitudes concerning the type of discipline used by their parents and their attitudes of their parents revealed that (a) the subjects whose parents used positive types of discipline have a more favorable attitude toward their parents than do subjects disciplined by negative methods and (b) that women whose parents are dominant, over-protective and exercise positive methods of discipline displace criticism onto persons other than their parents more than do those women disciplined by punitive, negative methods. [Lansky (1961) found that girls who are critical of their fathers rate low in conformity to authority and low in identification with their mothers.]

In their investigation into what it means among young women to feel feminine and masculine and to determine how these feelings relate to parent-child relationships, Wright and Tuska (1966) suggested that masculine women feel less well understood in general than do feminine women. [It was concluded that the mother is more important than the father in the development of feelings of femininity among women. They believe, however, that it is not only an emotionally satisfying mother but the image of a successful father that make for a "feminine" woman; not only a frustrating unsympathetic mother but an emotionally satisfying father that make a "masculine" woman.]

In relation to Wright and Tuska's findings, Bell (1967) in his book Marriage and Family Interaction states that:

While it is important that the parent of the same sex perform as a sex-role model, it does not necessarily mean that simply because they are the same sex that they are the best qualified to know what is appropriate for the child. (p. 419)

In consideration of this statement by Bell, it is necessary to conclude that further investigation into father-daughter relationships and the role which the father should play in the socialization of his children is indicated.

CHAPTER III

PROCEDURE

Subjects

The subjects selected to participate in this research were 246 male and female college students who were enrolled in the undergraduate course, Marriage, at Oklahoma State University during the Fall semester of 1971. The majority of the subjects ranged in age from 18-23.

Measurement of Background Information

The Information Sheet (Appendix A) which was utilized was designed to obtain the following information: (a) age, (b) sex, (c) marital status, (d) religious preference, (e) grade level, (f) major, (g) size of community lived in for major part of life, (h) number of sisters in family, (i) number of brothers in family, (j) perceived disciplinarian in family, (k) perceived type of discipline respondent will use in rearing his children, (l) perceived type of discipline received from mother and father, (m) perceived degree of closeness of relationship with mother and father, (n) perceived amount of love and warmth received from parents and (o) perceived amount of time spent with father in childhood.

Measurement of Permissive Attitudes Toward
Father-Daughter Interaction

Description of the Instrument

A filmed instrument modeled after Doyle's (1968) film The Father-Son Interaction Test was developed. The film, entitled The Father-Daughter Interaction Test, was used to measure permissive attitudes related to father-daughter interaction. The instrument consists of eleven scenes, each of which is about one minute in length. These scenes include a wide variety of themes in which the father and daughter interact. The same characters play father and daughter throughout the film and are the only characters in ten of the eleven scenes. Although Scene VII involves other actors, the father and daughter are the primary characters.

The eleven scenes developed by Doyle (1968) were modified to fit the purpose of this study. The eleven scenes utilized were selected according to the following same criteria used by Doyle (1968):

1. Physical properties. Clarity of subjects, correct film exposure and lighting, and audible sound were considered essential in the selection of the scenes.
2. Behavioral patterns. The filmed action clearly depicted specific types of behavior in each of the scenes.
3. Theme diversity. Each scene presented portrayed different concepts of family life such as responsibility, ego involvement, and pride which were related to the concept of permissive attitudes in father-daughter relationships.

4. Objectivity. In each scene, no extraneous variables were obvious enough to distract from the primary purpose of that scene.

The following is a description of each of the eleven scenes.

Scene I

The father enters the daughter's bedroom to awaken her. He calls several times but the daughter moans and turns over. The daughter finally decides to get up.

Scene II

The father is reading the morning newspaper. The daughter enters the living room and asks for money for a new dress. The father ignores her request.

Scene III

The daughter's volleyball game is over. She is happy that her team won and that she scored the winning point. Instead of congratulating her, the father asks her about the four serves that she tapped out-of-bounds.

Scene IV

The father has forgotten a previous promise to play golf with his daughter and has made a date with his friend instead. After the daughter reminds him of the promise, the father says that he could cancel the game.

Scene V

The father tells the daughter that she should clean the house. She is reluctant and protests that she is tired. The father insists that the house should be cleaned.

Scene VI

The father and daughter are dressed for dinner and are in the dining room. The daughter reaches for a mint and turns over a glass of water on the table. The father starts toward the kitchen to get a cloth to clean up the water.

Scene VII

While eating dinner, guests and family are discussing some of the problems which pertain to school and education. The father asks the daughter what her opinion of the situation is. The daughter does not respond. The father sends her to her room to do her homework.

Scene VIII

The father enters the daughter's bedroom and finds her watching television instead of doing her homework. When confronted as to "why?" the daughter complains that she does not know what the teacher wants. The father takes the notebook and begins to work out her problems and correct mistakes.

Scene IX

The father is waiting for a business telephone call. The phone rings and the call is for the daughter. The father gives his daughter a two-minute time limit. The daughter talks longer than her limit.

Scene X

Father and daughter are eating lunch together and have to leave home at the same time. While relating the details of her week-end trip to the beach, the daughter does not eat her meal. When it is time for both of them to leave, the father realizes that the daughter has not even begun to eat.

Scene XI

The father enters the daughter's bedroom and sees her reading a book about sex. The daughter is surprised at the entrance of her father. He asks her what she is reading. He takes the book away and tells her she is not going to read that kind of book.

After each scene was viewed, the subjects recorded their reactions to a highly structured set of items (Appendix B) which allowed for a latitude of reactions and contained four-point scales reflecting permissive attitudes toward father-daughter interaction.

Of the 134 scale items selected by Heath (1970) from Doyle's (1968) 180 original items, 92 items modified to fit the purpose of the study were selected for use in The Father-Daughter Interaction Test.

Administration

The Father-Daughter Interaction Test was administered during regular class sessions of a course on Marriage at Oklahoma State University. Each scene was shown individually and time was allowed for the subjects to respond to an initial item pool of 92 items. The items pertaining to each individual scene were answered immediately after viewing that scene. A sample of the instrument and scoring key are presented in Appendix B. Answers to each of the items were recorded by the respondents on IBM answer cards. Each subject was given two IBM cards on which they were to record their answers. The first card was used to respond to the 19 items of the Information Sheet (Appendix A) and was identified as Test 1. The second card was for the purpose of responding to the 92 items on The Father-Daughter Interaction Test and was identified as Test 2.

Scoring

A four-point scale on which each subject indicated his agreement or disagreement with each of the 92 items on The Father-Daughter Interaction Test was used. The scale included the following categories: Strongly Agree, Mildly Agree, Mildly Disagree, and Strongly Disagree.

A weighting system was developed and used to determine the degree of permissiveness or restrictiveness of each response. The very permissive response was assigned a value of three; the permissive response was given a value of two; the restrictive and very restrictive responses were given values of one and zero respectively. The permissive score was computed by adding the subscores assigned to each of the responses to the 92 items. The key utilized in scoring each questionnaire is presented in Appendix B. Since the responses were recorded on IBM answer cards, it was possible to have them machine-scored.

CHAPTER IV

RESULTS

Description of the Subjects

Background Information

A detailed description of the 246 subjects who participated in this study is presented in Table I. The sample consisted of 31.15 per cent males and 68.85 per cent females. The majority of the sample (52.03%) were between the ages of 18 to 20 years of age. The greatest majority of the students (83.61%) were single. Most of the respondents (79.59%) were of the Protestant religion. Most of the respondents (40.24%) were classified as seniors. The majority of the sample indicated that they were majoring in the field of Arts and Sciences (35.37%). A greater percentage of respondents (35.80%) had lived in a city of over 50,000 population. Most of the respondents (35.77%) reported having one sister and a great many also had one brother (36.73%).

Family Relationships Information

In addition to the background information, the questionnaire also contained items which elicited the students' perceptions of their family relationships (Table II). The greatest proportion of the students (48.78%) reported their primary source of discipline to come from their mothers and fathers equally. With regard to the type of discipline

TABLE I
BACKGROUND CHARACTERISTICS OF THE SUBJECTS

Description	N	%
<u>Age</u>		
18 - 20	128	52.03
21 - 23	109	44.31
24 and over	9	3.66
<u>Sex</u>		
Male	76	31.15
Female	168	68.85
<u>Marital Status</u>		
Single	204	83.61
Married	40	16.39
<u>Religion</u>		
Protestant	195	79.59
Catholic	36	14.69
Jewish	1	0.41
Other	13	5.31
<u>Grade Level</u>		
Freshman	7	2.85
Sophomore	75	30.49
Junior	65	26.42
Senior	99	40.24
<u>Major</u>		
Home Economics	53	21.54
Education	38	15.45
Arts and Sciences	87	35.37
Engineering	2	0.81
Other	66	26.83
<u>Residence</u>		
Farm or Country	31	12.76
Less than 25,000 population	78	32.10
25,000 to 50,000 population	47	19.34
Over 50,000 population	87	35.80

TABLE I (Continued)

Description	N	%
<u>Number of Sisters</u>		
0	86	34.96
1	88	35.77
2	45	18.29
3	19	7.72
4 or more	8	3.25
<u>Number of Brothers</u>		
0	85	34.69
1	90	36.73
2	43	17.55
3	18	7.35
4 or more	9	3.67

TABLE II
SUBJECTS' RATINGS OF THEIR FAMILY RELATIONSHIPS

Description	N	%
<u>Main Source of Discipline</u>		
Father	7	2.85
Father with some help from mother	34	13.82
Father and mother equally	120	48.78
Mother with some help from father	61	24.80
Mother	24	9.76
<u>Discipline Received From Father</u>		
Very Permissive	8	3.28
Permissive	37	15.16
Average	138	56.56
Strict	56	22.95
Very Strict	5	2.05
<u>Discipline Received From Mother</u>		
Very Permissive	5	2.04
Permissive	48	19.59
Average	141	57.55
Strict	48	19.59
Very Strict	3	1.22
<u>Type of Discipline Will Use As a Parent</u>		
More permissive than <u>father</u>	55	22.54
Same as <u>father</u>	159	65.16
Less permissive than <u>father</u>	30	12.30
<u>Type of Discipline Will Use As a Parent</u>		
More permissive than <u>mother</u>	55	22.82
Same as <u>mother</u>	152	63.07
Less permissive than <u>mother</u>	34	14.11
<u>Degree of Closeness to Mother</u>		
Above average	108	44.26
Average	115	47.13
Below average	21	8.61

TABLE II (Continued)

Description	N	%
<u>Degree of Closeness to Father</u>		
Above average	77	31.43
Average	115	46.94
Below average	53	21.63
<u>Parent With Greatest Influence</u>		
Father and mother equally	123	50.62
Father	34	13.99
Mother	86	35.39
<u>Love and Warmth of Parents</u>		
Much	190	78.19
Average	47	19.34
Little	6	2.47
<u>Time Spent With Father</u>		
More than average	56	23.05
Same as average	127	52.26
Less than average	60	24.69

received from their father, the greatest percentage (56.56%) indicated that it was average, rather than permissive or restrictive. Also, most of the students (57.55%) reported that the discipline received from their mothers was average, not permissive or restrictive. The majority (65.16%) indicated that they would discipline their children in the same manner as their father had disciplined them. With regard to discipline received from their mothers, the majority (63.07%) reported that they would use the same manner of discipline on their own children as their mothers had used on them as children. With regard to the closeness the student felt to his mother, the greatest proportion (47.13%) reported average closeness. More students rated the degree of closeness to their father as being above average (31.43%) rather than below average (21.63%). The majority (50.62%) of respondents indicated that their mothers and fathers equally had influenced their lives. However, more students mentioned their mothers as the most influential parent (35.39%) rather than indicating their fathers as the most influential parent. The greatest majority (78.19%) of the sample reported that they received much love and warmth from their parents rather than an average amount or a little love and warmth. Most of the students indicated that their fathers spent an average (52.26%) amount of time with them rather than a more than average or less than average amount of time.

Item Analysis of The Father-Daughter

Interaction Test

A chi-square test was used to determine which items on The Father-Daughter Interaction Test were discriminating, that is, which items elicited significantly different responses from those subjects whose

total scores fell in the lower quartile and subjects whose total scores fell in the upper quartile. Of the 92 items initially included, 77, or 84 per cent, were found to be significant at the .05 level or beyond. 77
92

The total score for each subject, which was compared to the background variables, was based upon the discriminating items only. The results of the item analysis are presented in Table III. Thus, the items were judged to possess sufficient merit for use with college students in a study of this nature.

Reliability of the Instrument

In order to assess the reliability of the instrument, a split-half technique was used, and a Spearman r of .87 was obtained.

Percentage of Permissive-Restrictive Responses of Men and Women on The Father-Daughter Interaction Test

Included in Table IV is a percentage count on how permissively or restrictively students responded on each item of The Father-Daughter Interaction Test. This analysis included all of the respondents who participated in this study.

From Table IV the following conclusions concerning the students' responses to The Father-Daughter Interaction Test are suggested:

(1) In Scene II where the father ignored the daughter's request for money, the majority (87.65%) felt strongly that the father should not have ignored his daughter, indicating a very permissive response (item 14).

TABLE III
DISCRIMINATING ITEMS ON THE FATHER-DAUGHTER
INTERACTION TEST

Item	χ^2	p
SCENE I		
1. The father should have understood the daughter's difficulty in arising.	12.95	.01
2. The father should have realized that his daughter's reaction was a normal reaction, and she should not have been threatened.	20.00	.001
3. The father should have been irritated by the daughter's actions.	18.24	.001
4. The father should have been more forceful in getting his daughter out of bed.	14.94	.001
5. The father should not have allowed his daughter to turn over when he called her.	17.50	.001
6. The father should be complimented for having given his daughter this type of help.	7.26	.05
7. The father should have shown more concern for his daughter's getting enough rest.	8.70	.05
SCENE II		
8. The father should have given his daughter the money at the first request.	1.37	n.s.
9. The daughter should not have interrupted her father's activities.	4.65	n.s.
10. The father should have shown more attention to his daughter.	9.90	.01
11. The father should not have reacted as this father did.	26.06	.001
12. The father should have given the money to his daughter the previous night.	1.79	n.s.
13. The father handled the matter satisfactorily.	11.66	.001

TABLE III (Continued)

Item	χ^2	p
14. The father should not have ignored his daughter.	13.27	.001
15. The father should have been more concerned with his daughter's feelings.	19.21	.001
16. The father should have responded immediately when his daughter asked for money for her new dress.	8.39	.02
SCENE III		
17. The daughter should be able to expect more encouragement from her father.	25.61	.001
18. The father should have first mentioned his daughter's winning point.	22.07	.001
19. It is a wise father who gives this kind of help in directing his daughter's play activities.	11.51	.01
20. The father should have encouraged his daughter more.	25.69	.001
21. The father should have arrived at a better method of guiding his daughter.	20.51	.001
22. The father should have shown more appreciation for his daughter's achievements.	16.99	.001
23. The father was too concerned with his daughter's mistakes.	17.64	.001
24. The father should have shown more concern for his daughter's feelings than for her achievements.	16.80	.001
SCENE IV		
25. The daughter should not have reminded her father of his promise.	17.77	.001
26. The father should have cancelled his appointment with his daughter before making another golf date.	11.43	.01

TABLE III (Continued)

Item	χ^2	p
27. The father should not have forgotten his promise.	13.13	.01
28. The father should have offered to take his daughter with him.	3.25	n.s.
29. The father should not have offered to call off his golf date.	5.99	n.s.
30. The father should have told his daughter that his golf date was more important.	16.94	.001
31. The father should have felt happy that his daughter wanted to play golf with him.	49.92	.001
32. The daughter should not have expected her father to want to play golf with her.	22.26	.001
33. The daughter should have made her own arrangements for playing golf.	14.52	.001
34. The father should have shown more affection for his daughter.	26.25	.001
35. The father should have felt obligated to play golf with his daughter.	4.04	n.s.
SCENE V		
36. If a daughter has feelings of resentment, she should express them.	9.86	.01
37. The father should have "paddled" his daughter.	25.42	.001
38. The father should have allowed his daughter to clean the house at her convenience.	5.17	n.s.
39. Since the father was so persistent, the daughter's reaction was appropriate.	3.19	n.s.
40. A daughter needs a lot of help in learning to assume responsibility for keeping the house clean.	2.60	n.s.
41. The father was right in being so persistent.	13.51	.01

TABLE III (Continued)

Item	χ^2	p
42. The father should not have threatened his daughter.	22.95	.001
43. A father should be able to reason with his daughter without threatening her.	43.03	.001
44. The father should have been more forceful in the beginning.	7.08	n.s.
45. The father should not have become so excited when his daughter did not obey him.	22.60	.001
SCENE VI		
46. The father should have insisted that his daughter clean up the table by herself.	15.27	.001
47. The father was too lenient with his daughter.	48.87	.001
48. The father should have punished his daughter for spilling the water.	26.27	.001
49. The father handled the situation satisfactorily.	11.66	.001
50. The father should be complimented for having helped his daughter clean the table.	4.07	n.s.
51. The father should have objected to his daughter's carelessness.	28.68	.001
52. The daughter should not have been so concerned with spilling the water.	4.15	n.s.
53. The father should not have been so calm.	36.94	.001
SCENE VII		
54. A father should never embarrass his daughter when guests are present.	20.02	.001
55. The father should not have been so persistent.	27.78	.001
56. The father should have tried to understand why his daughter was not talking.	56.39	.001

TABLE III (Continued)

Item	χ^2	p
57. The father should have been more persistent.	57.19	.001
58. The father should have recognized that the daughter might not want to participate.	48.87	.001
59. The father should have shown more warmth and affection for his daughter.	28.39	.001
60. The daughter should have been asked to leave the table when she refused to answer her father.	21.22	.001
61. The father handled the situation well.	42.02	.001
SCENE VIII		
62. The father should help his daughter with her homework whenever asked.	27.84	.001
63. The father should have been very angry at the daughter's lack of motivation in doing her homework.	20.04	.001
64. The daughter should have felt free to ask her father for assistance.	37.12	.001
65. The father should have turned off the television.	5.21	n.s.
66. The father should have insisted that his daughter study at a desk.	14.01	.001
67. The father should have helped his daughter without worrying.	16.49	.001
68. The father should not have been so critical of his daughter's attempts.	23.11	.001
69. The father should have shown more warmth and affection for his daughter.	37.45	.001
SCENE IX		
70. The father should have been more considerate of his daughter.	9.55	.05
71. The father should have shown more force.	26.78	.001

TABLE III (Continued)

Item	χ^2	p
72. The daughter should have been punished.	38.75	.001
73. The daughter should not have accepted her call knowing that her father was expecting a business call.	5.45	n.s.
74. The father should not have allowed his daughter to accept the call.	23.96	.001
75. The father should not have treated his daughter like a "baby."	17.34	.001
76. The father should not have been so impatient.	17.24	.001
SCENE X		
77. The father should have been more attentive to the daughter's conversation.	57.98	.001
78. A father should not have had to listen to his daughter this much during meals.	29.93	.001
79. The daughter's actions should not have irritated the father.	21.39	.001
80. The father and daughter should have had a closer relationship.	37.18	.001
81. The daughter should have been able to feel more comfortable with her father.	51.33	.001
82. The father was right in objecting to his daughter's slowness in eating.	8.46	.02
83. The father should not have been so hasty in scolding his daughter.	36.34	.001
84. The father should have participated in his daughter's conversation.	37.69	.001
85. The daughter should not have talked so much.	12.91	.01
86. The daughter should not have bothered her father about such unimportant matters.	47.17	.001

TABLE III (Continued)

Item	χ^2	p
87. The father should have shown more affection for his daughter.	57.33	.001
88. The father should have shown more interest in his daughter's activities.	52.99	.001
SCENE XI		
89. A father should have no right to disapprove of the type of books that his daughter reads.	0.83	n.s.
90. A father should check all books his daughter reads.	7.82	.02
91. The father should have talked with his daughter before disapproving.	35.46	.001
92. The father should have been more understanding.	38.04	.001

TABLE IV
PERCENTAGE OF PERMISSIVE-RESTRICTIVE RESPONSES OF MEN AND
WOMEN ON THE FATHER-DAUGHTER INTERACTION TEST

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
SCENE I			
1. The father should have understood the daughter's difficulty in arising.	14.82	58.44	26.75
2. The father should have realized that his daughter's reaction was a normal reaction, and she should not have been threatened.	17.84	43.15	39.00
3. The father should have been irritated by the daughter's actions.	29.75	46.69	23.55
4. The father should have been more forceful in getting his daughter out of bed.	16.18	31.12	52.70
5. The father should not have allowed his daughter to turn over when he called her.	21.67	45.83	32.50
6. The father should be complimented for having given his daughter this type of help.	18.14	42.19	39.66
7. The father should have shown more concern for his daughter's getting enough rest.	57.68	30.71	11.62
SCENE II			
8. The father should have given his daughter the money at the first request.	53.11	36.51	10.37
9. The daughter should not have interrupted her father's activities.	32.21	51.05	16.74

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
10. The father should have shown more attention to his daughter.	2.05	19.75	78.19
11. The father should not have reacted as this father did.	6.15	18.85	75.00
12. The father should have given the money to his daughter the previous night.	61.87	34.32	3.81
13. The father handled the matter satisfactorily.	5.35	12.76	81.89
14. The father should not have ignored his daughter.	5.35	7.00	87.65
15. The father should have been more concerned with his daughter's feelings.	3.33	23.33	73.33
16. The father should have responded immediately when his daughter asked for money for her new dress.	28.51	45.04	26.45
SCENE III			
17. The daughter should be able to expect more encouragement from her father.	2.47	11.52	86.01
18. The father should have first mentioned his daughter's winning point.	2.49	11.62	85.89
19. It is a wise father who gives this kind of help in directing his daughter's play activities.	16.53	26.86	56.61
20. The father should have encouraged his daughter more.	3.34	13.75	82.92

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
21. The father should have arrived at a better method of guiding his daughter.	1.64	16.46	81.89
22. The father should have shown more appreciation for his daughter's achievements.	2.05	10.66	87.30
23. The father was too concerned with his daughter's mistakes.	3.72	16.12	80.17
24. The father should have shown more concern for his daughter's feelings than for her achievements.	2.47	27.57	69.96
SCENE IV			
25. The daughter should not have reminded her father of his promise.	16.39	53.78	29.83
26. The father should have cancelled his appointment with his daughter before making another golf date.	20.49	44.67	34.84
27. The father should not have forgotten his promise.	8.98	43.27	47.76
28. The father should have offered to take his daughter with him.	50.82	34.43	14.75
29. The father should not have offered to call off his golf date.	34.28	44.90	20.82
30. The father should have told his daughter that his golf date was more important.	18.44	35.66	45.90
31. The father should have felt happy that his daughter wanted to play golf with him.	2.04	49.39	48.57

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
32. The daughter should not have expected her father to want to play golf with her.	13.94	50.00	36.07
33. The daughter should have made her own arrangements for playing golf.	22.63	52.26	25.10
34. The father should have shown more affection for his daughter.	17.15	46.53	36.33
35. The father should have felt obligated to play golf with his daughter.	52.04	38.93	9.02
SCENE V			
36. If a daughter has feelings of resentment, she should express them.	28.63	54.77	16.60
37. The father should have "paddled" his daughter.	17.28	25.51	57.20
38. The father should have allowed his daughter to clean the house at her convenience.	72.02	23.46	4.30
39. Since the father was so persistent, the daughter's reaction was appropriate.	34.69	43.27	22.04
40. A daughter needs a lot of help in learning to assume responsibility for keeping the house clean.	21.40	52.67	25.93
41. The father was right in being so persistent.	59.59	31.43	8.98
42. The father should not have threatened his daughter.	30.33	36.07	33.61

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
43. A father should be able to reason with his daughter without threatening her.	1.25	23.75	75.00
44. The father should have been more forceful in the beginning.	33.06	46.44	20.50
45. The father should not have become so excited when his daughter did not obey him.	38.17	39.83	21.99
SCENE VI			
46. The father should have insisted that his daughter clean up the table by herself.	37.42	41.08	41.49
47. The father was too lenient with his daughter.	4.15	33.20	62.66
48. The father should have punished his daughter for spilling the water.	1.68	12.18	86.13
49. The father handled the situation satisfactorily.	2.06	23.14	74.79
50. The father should be complimented for having helped his daughter clean the table.	14.05	42.56	43.39
51. The father should have objected to his daughter's carelessness.	9.35	34.96	55.69
52. The daughter should not have been so concerned with spilling the water.	19.17	61.73	18.11
53. The father should not have been so calm.	2.46	22.95	74.59

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
SCENE VII			
54. A father should never embarrass his daughter when guests are present.	9.39	31.02	59.59
55. The father should not have been so persistent.	14.81	36.63	48.56
56. The father should have tried to understand why his daughter was not talking.	10.00	44.17	45.83
57. The father should have been more persistent.	2.48	33.47	64.05
58. The father should have recognized that the daughter might not want to participate.	7.50	45.83	46.63
59. The father should have shown more warmth and affection for his daughter.	12.71	37.70	49.59
60. The daughter should have been asked to leave the table when she refused to answer her father.	9.84	29.51	60.66
61. The father handled the situation well.	5.78	25.21	69.01
SCENE VIII			
62. The father should help his daughter with her homework whenever asked.	5.30	48.98	45.71
63. The father should have been very angry at the daughter's lack of motivation in doing her homework.	28.10	47.93	23.97
64. The daughter should have felt free to ask her father for assistance.	0.82	22.86	76.33

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
65. The father should have turned off the television.	63.37	25.93	10.70
66. The father should have insisted that his daughter study at a desk.	36.21	43.62	20.16
67. The father should have helped his daughter without worrying.	25.62	46.69	27.69
68. The father should not have been so critical of his daughter's attempts.	19.67	39.75	40.57
69. The father should have shown more warmth and affection for his daughter.	12.40	36.78	50.83
SCENE IX			
70. The father should have been more considerate of his daughter.	38.02	39.67	22.31
71. The father should have shown more force.	8.02	48.52	43.46
72. The daughter should have been punished.	7.33	34.48	58.19
73. The daughter should not have accepted her call knowing that her father was expecting a business call.	59.83	28.45	11.72
74. The father should not have allowed his daughter to accept the call.	10.83	45.83	43.33
75. The father should not have treated his daughter like a "baby."	29.88	36.10	34.02
76. The father should not have been so impatient.	39.03	34.96	26.02

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
SCENE X			
77. The father should have been more attentive to the daughter's conversation.	7.73	43.50	48.78
78. A father should not have had to listen to his daughter this much during meals.	7.75	44.45	49.80
79. The daughter's actions should not have irritated the father.	13.42	44.72	41.87
80. The father and daughter should have had a closer relationship.	4.07	30.89	65.04
81. The daughter should have been able to feel more comfortable with her father.	2.03	33.33	64.63
82. The father was right in objecting to his daughter's slowness in eating.	32.52	42.28	25.20
83. The father should not have been so hasty in scolding his daughter.	8.13	41.46	50.41
84. The father should have participated in his daughter's conversation.	1.22	42.68	56.10
85. The daughter should not have talked so much.	48.78	36.59	14.63
86. The daughter should not have bothered her father about such unimportant matters.	7.75	38.37	53.88
87. The father should have shown more affection for his daughter.	3.26	38.73	60.00
88. The father should have shown more interest in the daughter's activities.	1.23	27.35	71.43

TABLE IV (Continued)

Item	Percentage of Responses		
	Restrictive	Moderately Permissive	Very Permissive
SCENE XI			
89. A father should have no right to disapprove of the type of books that his daughter reads.	64.08	23.67	12.24
90. A father should check all books his daughter reads.	8.57	31.02	60.41
91. The father should have talked with his daughter before disapproving.	0.81	25.20	73.98
92. The father should have been more understanding.	0.41	16.33	83.27

(2) In Scene III where the father and daughter are talking about her performance in the volleyball game, most of the respondents strongly felt that the daughter should be able to expect more encouragement from her father (86.01%) and that the father should have arrived at a better method of guiding his daughter (81.89%). Both responses indicate a very permissive attitude toward guidance by the respondents (items 17 and 21).

(3) In Scene V where the father insists that his daughter should clean the house, the majority of students (72.02%) indicated that the father should not allow his daughter to clean the house at her convenience, indicating a restrictive response (item 38). On the other hand, most of the students (75.00%) indicated that the father should be able

to reason with his daughter without threatening her, thus indicating a very permissive response towards guidance (item 43).

(4) In Scene VI where the daughter spilled a glass of water on the dinner table, a majority of the respondents (86.13%) indicated a very permissive response which implies that the father did the right thing in not punishing his daughter for spilling the water (item 48).

(5) In Scene VIII where the father came into the bedroom and found the daughter watching television while doing her homework, a majority of the respondents (63.37%) indicated a restrictive response which implies that the father should have turned off the television (item 65). Most of the respondents (76.33%) also strongly indicated that the daughter should have felt free to ask her father for assistance with her homework, indicating a very permissive attitude by respondents (item 64).

(6) In Scene XI where the father comes into his daughter's bedroom and finds her reading a book on sex, the majority of respondents indicated that (a) the father should have been more understanding (83.27%), and (b) talked with his daughter before disapproving of the kinds of books she reads (73.98%) (items 92 and 91). Each of these responses indicate very permissive attitudes by the respondents.

The results of the responses to The Father-Daughter Interaction Test indicated that there were certain situations of the father-daughter interaction which elicited restrictive responses while some of the other situations elicited very permissive responses especially in relation to guidance techniques used by parents. This indicates that the circumstances of the situation have much to do with the kind of reaction an individual will have towards that situation, be it permissive

or restrictive. The individual's attitude toward a situation may also be influenced by his values and past experience.

Relationship Between Scores and Selected Background Variables

The Mann-Whitney U Test was used to examine scores on The Father-Daughter Interaction Test which were classified in terms of sex and marital status. Permissive attitudes, as reflected by scores on The Father-Daughter Interaction Test, were unrelated to these background variables. The results of this analysis are presented in Table V.

TABLE V
MANN-WHITNEY U ANALYSIS OF TEST SCORES CLASSIFIED
BY SEX AND MARITAL STATUS

Background Variable	U	p
Sex	4547.00	n.s.
Marital Status	3762.00	n.s.

The Kruskal-Wallis one-way analysis of variance was used to examine scores on The Father-Daughter Interaction Test which were classified in terms of: (a) age, (b) religion, (c) grade level, (d) major, (e) residence for major part of life, (f) number of sisters, (g) number of brothers, (h) agent of discipline, (i) type of discipline received from

father, (j) type of discipline received from mother, (k) rearing of own children in relation to permissiveness of father, (l) rearing of own children in relation to permissiveness of mother, (m) degree of closeness to mother, (n) degree of closeness to father, (o) parent with greatest influence, (p) degree of love and warmth from parents, and (q) time spent with father.

The following variables were found to be significantly related to permissive attitudes concerning father-daughter interaction: (a) number of sisters, (b) discipline received from father, (c) rearing of own children in relation to permissiveness of mother, (d) rearing of own children in relation to permissiveness of father, and (e) degree of love and warmth from parents.

Number of Sisters. As shown in Table VI, attitudes toward father-daughter relationships were found to be significantly related ($p = .05$) to the number of sisters the students had in their families. The students who had two sisters reflected the most permissive scores, whereas the students who had under two or over two sisters in their families reflected moderately permissive attitudes.

Discipline Received From Father. There was a significant difference ($p = .05$) in students' attitudes toward father-daughter relationships classified according to the type of discipline which respondents received from their fathers. However, the direction is not clear as the average rank for those respondents who believed the discipline they received was permissive was much the same as the average rank of those who believed they received strict discipline from their fathers. The average rank of 181.80 may reflect over-compensation by the respondents, in that the respondents who had the most permissive attitudes

concerning father-daughter relationships were those who indicated that they had received very strict discipline from their fathers.(Table VII).

TABLE VI
KRUSKAL-WALLIS ANALYSIS REFLECTING DIFFERENCES IN RESPONSES
TO THE FATHER-DAUGHTER INTERACTION TEST CLASSIFIED
ACCORDING TO NUMBER OF SISTERS

Groups	N	Average Rank	H	p
No sisters	84	118.30		
One sister	87	115.60		
Two sisters	46	154.15	10.62	.01
Three sisters	21	114.24		
Four or more sisters	8	112.06		

TABLE VII
KRUSKAL-WALLIS ANALYSIS REFLECTING DIFFERENCES IN RESPONSES
TO THE FATHER-DAUGHTER INTERACTION TEST CLASSIFIED
ACCORDING TO THE TYPE OF DISCIPLINE
RECEIVED FROM FATHER

Groups	N	Average Rank	H	p
Very permissive	14	141.29		
Permissive	34	127.22		
Average	137	110.54	12.45	.05
Strict	55	141.43		
Very strict	5	181.80		

Would Discipline Like Father. Attitudes toward father-daughter relationships were found to be significantly related ($p = .001$) when classified according to whether or not the respondent would choose to discipline his own children like he had been disciplined by his father.

Those students who indicated that they would rear their children more permissively than they had been reared by their fathers received significantly more permissive scores on The Father-Daughter Interaction Test than those respondents who indicated that they would rear their children less permissively than they had been reared by their fathers. This finding is further evidence of the validity of this test as shown in Table VIII.

TABLE VIII

KRUSKAL-WALLIS ANALYSIS REFLECTING DIFFERENCES IN RESPONSES
TO THE FATHER-DAUGHTER INTERACTION TEST CLASSIFIED
ACCORDING TO WHETHER OR NOT RESPONDENT
WOULD DISCIPLINE LIKE HIS FATHER

Groups	N	Average Rank	H	p
More permissive than father	54	156.13	20.86	.001
About the same as father	156	106.51		
Less permissive than father	29	125.31		

Would Discipline Like Mother. Attitudes toward father-daughter relationships were found to be significantly related ($p = .01$) when classified according to whether or not the respondent would choose to

discipline his children as he had been disciplined by his mother.

The respondents who indicated that they would rear their children more permissively than their mothers had reared them had the most permissive average ranks on The Father-Daughter Interaction Test. This finding is also an indication of the validity of The Father-Daughter Interaction Test (Table IX).

TABLE IX

KRUSKAL-WALLIS ANALYSIS REFLECTING DIFFERENCES IN RESPONSES
TO THE FATHER-DAUGHTER INTERACTION TEST CLASSIFIED
ACCORDING TO WHETHER OR NOT RESPONDENT
WOULD DISCIPLINE LIKE HIS MOTHER

Groups	N	Average Rank	H	p
More permissive than mother	59	141.60	9.32	.01
About the same as mother	149	119.22		
Less permissive than mother	34	96.62		

Degree of Love and Warmth. Attitudes toward father-daughter relationships were found to be significantly related ($p = .05$) when classified as to the degree of love and warmth which respondents believe their parents feel for them.

A review of the average ranks indicates that those respondents who believe they have received little love and warmth from their parents reflect the most permissive attitudes. Here, again, this finding may reflect a compensatory factor, for permissive attitudes reflect warmth

and regard. Although it would appear that individuals who perceived that they received much love from parents would reflect more permissive attitudes, the fact that those who perceived they received little love from their parents actually obtained the highest average rank indicates that those who feel they have been deprived of parental love and warmth may actually have a greater need for responding to others in a more permissive, loving way (Table X).

TABLE X
KRUSKAL-WALLIS ANALYSIS REFLECTING DIFFERENCES IN RESPONSES
TO THE FATHER-DAUGHTER INTERACTION TEST CLASSIFIED
ACCORDING TO THE DEGREE OF LOVE AND
WARMTH RECEIVED FROM PARENTS

Groups	N	Average Rank	H	p
Much love from parents	191	125.34	7.10	.05
Average love from parents	46	101.79		
Little love from parents	6	170.58		

The other variables examined, as reflected in Table XI, were not found to be significantly related to attitudes toward father-daughter relationships.

TABLE XI
KRUSKAL-WALLIS ANALYSIS OF TEST SCORES CLASSIFIED
BY SELECTED BACKGROUND VARIABLES

Background Variable	df	H	p
Age	2	1.73	n.s.
Religion	3	5.08	n.s.
Grade level	3	6.46	n.s.
Major	4	8.63	n.s.
Residence	3	0.93	n.s.
Number of brothers	4	0.85	n.s.
Agent of discipline	4	3.38	n.s.
Discipline received from mother	4	5.32	n.s.
Closeness to mother	2	0.56	n.s.
Closeness to father	2	0.95	n.s.
Parent with greatest influence	2	1.63	n.s.
Time spent with father	2	3.51	n.s.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this research was to study college students' perceptions concerning father-daughter interaction and to relate these perceptions to selected background variables. To achieve this purpose, a filmed instrument was developed concerning father-daughter interaction, and a questionnaire was administered in order to obtain information concerning personal characteristics and family history.

The subjects participating in this study were 246 college students who were enrolled in the undergraduate course, Marriage, at Oklahoma State University during the Fall semester of 1971. The majority of the subjects ranged in age from 18-23 and were single.

The filmed instrument was modeled after Doyle's (1968) film, The Father-Son Interaction Test. The Father-Daughter Interaction Test consists of 11 scenes, each about one minute in length, which include a wide variety of themes in which the father and daughter interact.

After viewing each scene, the subjects responded to 92 highly structured items in terms of the following scale: Strongly Agree, Mildly Agree, Mildly Disagree, and Strongly Disagree.

A weighing system to determine the degree of permissiveness or restrictiveness of each response was developed. The very permissive response was assigned a value of three; the permissive response was given a value of two; and the restrictive and very restrictive responses were

assigned values of one and zero respectively.

A Mann-Whitney U Test revealed that permissive attitudes toward father-daughter interaction were independent of sex and marital status.

The Kruskal-Wallis one-way analysis of variance showed that permissiveness was significantly related to: (a) the number of sisters in the family, (b) the discipline received from father, (c) responses concerning rearing of own children in relation to permissiveness of mother, (d) responses concerning rearing of own children in relation to permissiveness of father, and (e) the degree of love and warmth received from parents.

The Kruskal-Wallis one-way analysis of variance indicated that permissive attitudes concerning father-daughter interaction were independent of: (a) age, (b) religion, (c) grade level, (d) major, (e) residence, (f) number of brothers, (g) agent of discipline, (h) type of discipline received from mother, (i) closeness to mother, (j) closeness to father, (k) responses concerning parent having the greatest influence, and (l) amount of time spent with father.

Conclusions

America has been noted as a country which tends to be child-oriented. The fact that the majority of the college students (79.10%) believe they received much love and warmth from their parents supports this idea. Baumrind (1966) defines the permissive parent as one who attempts to behave in a non-punitive and affirmative manner. She also suggests that the permissive parent shows much love for his children, however, those students who believe they received little love from their parents reflected the most permissive attitudes toward

father-daughter relationships. This finding may indicate a compensatory factor, for permissive attitudes reflect warmth and regard. The fact that those who perceived they received little love and warmth from their parents actually reflected the most permissive attitudes indicates that those who feel they have been deprived of parental love and warmth may have a greater need to respond permissively towards others than do those who feel they have received much love and warmth from their parents.

More students rated their mother as the parent who had the most influence on their lives rather than their father. Kagan and Lemkin (1960) found that girls tend to see the mother as the parent they would like to be like but see the father as the wiser and stronger parent. The father was also seen as being the more affectionate parent.

The students indicated that they would rear their own children more permissively than they had been reared by their parents thus indicating that they have developed permissive attitudes toward child guidance whether they were reared in a permissive or restrictive home atmosphere. This finding supports the trend towards greater permissiveness in child-rearing which has evolved in the past two decades according to recent literature concerning parent-child relationships.

The results of the responses to The Father-Daughter Interaction Test indicated that there were certain situations of the father-daughter interaction which elicited restrictive responses while other situations elicited very permissive responses. This seems to indicate that the circumstances of the situation have much to do with the kind of reaction an individual will have towards that situation.

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APPENDIXES

APPENDIX A

INFORMATION SHEET

Write your name and student number on the front of one of the two data cards. Begin answering data items with number one (1) on the front of the card and continue through number 19. Mark the most correct response for each item; note that the items have a varying number of possible responses. Use a #2 pencil for all markings. Do not mark on this sheet.

1. Age:
 - a. 18 - 20
 - b. 21 - 23
 - c. 24 and over
2. Sex:
 - a. Male
 - b. Female
3. Marital status:
 - a. Single
 - b. Married
4. Religion:

a. Protestant	c. Jewish
b. Catholic	d. Other
5. Your grade level is:
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
6. Your major is:
 - a. Home Economics
 - b. Education
 - c. Arts and Science
 - d. Engineering
 - e. Other
7. For the major part of your life you have lived:
 - a. On a farm or in the country
 - b. In a community of less than 25,000 population
 - c. In a community of 25,000 - 50,000 population
 - d. In a community of over 50,000 population

8. I have _____ sisters:
- a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4 or more
9. I have _____ brothers:
- a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4 or more
10. In my family, the discipline I received was mainly from:
- a. My father
 - b. My father with some help from my mother
 - c. Equally my father and my mother
 - d. My mother with some help from my father
 - e. My mother
11. The type of discipline which you received from your father could be described as:
- a. Very permissive
 - b. Permissive
 - c. Average
 - d. Strict
 - e. Very strict
12. The type of discipline which you received from your mother could be described as:
- a. Very permissive
 - b. Permissive
 - c. Average
 - d. Strict
 - e. Very strict
13. In rearing children of your own, do you believe you will be:
- a. More permissive than your father
 - b. About the same as your father
 - c. Less permissive than your father
14. In rearing children of your own, do you believe you will be:
- a. More permissive than your mother
 - b. About the same as your mother
 - c. Less permissive than your mother
15. Which of the following indicates the degree of closeness of your relationship with your mother during childhood:
- a. Above average
 - b. Average
 - c. Below average

16. Which of the following indicates the degree of closeness of your relationship with your father during childhood:
 - a. Above average
 - b. Average
 - c. Below average
17. Which parent had the greatest influence in determining the kind of person you are?
 - a. Father and mother equally
 - b. Father
 - c. Mother
18. How would you rate the love and warmth your parents feel for you?
 - a. Much
 - b. Average
 - c. Little
19. In terms of time, do you believe your father:
 - a. Spent more time with you than the average father
 - b. Spent an average amount of time with you
 - c. Spent less time with you than the average father

APPENDIX B

THE FATHER-DAUGHTER INTERACTION TEST

The statements in this booklet are statements about the behavior which you will see in each scene of the film. Before you begin to answer the statements related to each scene, write your name and student number on the front of the second card which you have.

Begin answering data items with number one (1) relating to scene 1 and continue through number seven (7). After viewing each scene respond to the data items which correspond to the numbers of the statements related to that scene.

Use your data card for all answers. Do not mark in this booklet. Please answer every statement. Use a #2 pencil for all markings.

Choose the most correct response of the four choices for each item and mark its corresponding letter on the card.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

SCENE I

The father enters the daughter's bedroom to awaken her. The daughter moans and turns over; the father calls her several times. The daughter finally decides to get up.

1. The father should have understood the daughter's difficulty in arising.
2. The father should have realized that his daughter's reaction was a normal reaction, and she should not have been threatened.
3. The father should have been irritated by the daughter's actions.
4. The father should have been more forceful in getting his daughter out of bed.
5. The father should not have allowed his daughter to turn over when he called her.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

6. The father should be complimented for having given his daughter this type of help.
7. The father should have shown more concern for his daughter's getting enough rest.

SCENE II

The father is reading the morning newspaper. The daughter enters the living room and asks for money for a new dress.

8. The father should have given his daughter the money at the first request.
9. The daughter should not have interrupted her father's activities.
10. The father should have shown more attention to his daughter.
11. The father should not have reacted as this father did.
12. The father should have given the money to his daughter the previous night.
13. The father handled the matter satisfactorily.
14. The father should not have ignored his daughter.
15. The father should have been more concerned with his daughter's feelings.
16. The father should have responded immediately when his daughter asked for money for her new dress.

SCENE III

The daughter's volleyball game is over. She is happy that her team won and she scored the winning point. Instead of congratulating her, the father asks her about the four serves that she tapped out-of-bounds.

17. The daughter should be able to expect more encouragement from her father.
18. The father should have first mentioned his daughter's winning point.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

19. It is a wise father who gives this kind of help in directing his daughter's play activities.
20. The father should have encouraged his daughter more.
21. The father should have arrived at a better method of guiding his daughter.
22. The father should have shown more appreciation for his daughter's achievements.
23. The father was too concerned with his daughter's mistakes.
24. The father should have shown more concern for his daughter's feelings than for her achievements.

SCENE IV

Previously, the father has promised that he would give his daughter a golf lesson. The father forgot his promise and made a date with a friend to play golf. He is reminded by his daughter of the promise. The scene ends when the father says that he could cancel the game.

25. The daughter should not have reminded her father of his promise.
26. The father should have cancelled his appointment with his daughter before making another golf date.
27. The father should not have forgotten his promise.
28. The father should have offered to take his daughter with him.
29. The father should not have offered to call off his golf date.
30. The father should have told his daughter that his golf date was more important.
31. The father should have felt happy that his daughter wanted to play golf with him.
32. The daughter should not have expected her father to want to play golf with her.
33. The daughter should have made her own arrangements for playing golf.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

- 34. The father should have shown more affection for his daughter.
- 35. The father should have felt obligated to play golf with his daughter.

SCENE V

The father enters the living room and tells the daughter that she should clean the house. The daughter is tired and resists by saying that she will do it tomorrow. The father insists that the house should be cleaned today. The daughter continues to be reluctant and the father threatens to "paddle" her.

- 36. If a daughter has feelings of resentment, she should express them.
- 37. The father should have "paddled" his daughter.
- 38. The father should have allowed his daughter to clean the house at her convenience.
- 39. Since the father was so persistent, the daughter's reaction was appropriate.
- 40. A daughter needs a lot of help in learning to assume responsibility for keeping the house clean.
- 41. The father was right in being so persistent.
- 42. The father should not have threatened his daughter.
- 43. A father should be able to reason with his daughter without threatening her.
- 44. The father should have been more forceful in the beginning.
- 45. The father should not have become so excited when his daughter did not obey him.

SCENE VI

Father and daughter are dressed for dinner and are in the dining room. The daughter reaches for a mint and turns over a glass of water on the table.

- 46. The father should have insisted that his daughter clean up the table by herself.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

- 47. The father was too lenient with his daughter.
- 48. The father should have punished his daughter for spilling the water.
- 49. The father handled the situation satisfactorily.
- 50. The father should be complimented for having helped his daughter clean the table.
- 51. The father should have objected to his daughter's carelessness.
- 52. The daughter should not have been so concerned with spilling the water.
- 53. The father should not have been so calm.

SCENE VII

Dinner is served and guests and family are discussing some of the problems which pertain to school and education. The daughter has remained very quiet during most of the dinner. Sometime during the discussion, the father turns to the daughter and asks her what her opinion of the situation is. When he receives no answer to his questions, the exasperated father tells his daughter to go to her room and do her homework.

- 54. A father should never embarrass his daughter when guests are present.
- 55. The father should not have been so persistent.
- 56. The father should have tried to understand why his daughter was not talking.
- 57. The father should have been more persistent.
- 58. The father should have recognized that the daughter might not want to participate.
- 59. The father should have shown more warmth and affection for his daughter.
- 60. The daughter should have been asked to leave the table when she refused to answer her father.
- 61. The father handled the situation well.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

SCENE VIII

The father enters the daughter's bedroom and finds her on the bed with opened books but watching television instead of doing her homework. When confronted with the question as to why she isn't doing her homework, the daughter complains that she doesn't understand what the teacher said to write. The father takes her paper and begins to correct the daughter's mistakes.

62. The father should help his daughter with her homework whenever asked.
63. The father should have been very angry at the daughter's lack of motivation in doing her homework.
64. The daughter should have felt free to ask her father for assistance.
65. The father should have turned off the television.
66. The father should have insisted that his daughter study at a desk.
67. The father should have helped his daughter without worrying.
68. The father should not have been so critical of his daughter's attempts.
69. The father should have shown more warmth and affection for his daughter.

SCENE IX

The father is waiting for a business telephone call. The phone rings and the call is for the daughter. The father gives his daughter a two minute time limit. The daughter talks longer than her limit.

70. The father should have been more considerate of his daughter.
71. The father should have shown more force.
72. The daughter should have been punished.
73. The daughter should not have accepted her call knowing that her father was expecting a business call.
74. The father should not have allowed his daughter to accept the call.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

75. The father should not have treated his daughter like a "baby."
76. The father should not have been so impatient.

SCENE X

The father and daughter are having lunch together and have to leave home at the same time. The daughter is eager to share her week-end trip to the beach with her father. While relating the details of the trip, the daughter does not eat her meal. The father has been very quiet during the meal, and when it is time for both of them to leave, he realizes that the daughter has not even begun to eat.

77. The father should have been more attentive to the daughter's conversation.
78. A father should not have had to listen to his daughter this much during meals.
79. The daughter's actions should not have irritated the father.
80. The father and daughter should have had a closer relationship.
81. The daughter should have been able to feel more comfortable with her father.
82. The father was right in objecting to his daughter's slowness in eating.
83. The father should not have been so hasty in scolding his daughter.
84. The father should have participated in his daughter's conversation.
85. The daughter should not have talked so much.
86. The daughter should not have bothered her father about such unimportant matters.
87. The father should have shown more affection for his daughter.
88. The father should have shown more interest in the daughter's activities.

Key: Strongly agree - A
Mildly agree - B
Mildly disagree - C
Strongly disagree - D

SCENE XI

The father enters his daughter's bedroom and sees her reading a book about sex. The father questions her as to where she got the book. The daughter says that she got the book from a girlfriend. The father takes the book away from his daughter and tells her that she isn't going to read that kind of a book.

- 89. A father should have no right to disapprove of the type of books that his daughter reads.
- 90. A father should check all books his daughter reads.
- 91. The father should have talked with his daughter before disapproving.
- 92. The father should have been more understanding.

KEY FOR THE FATHER-DAUGHTER INTERACTION TEST

	SA	MA	MD	SD		SA	MA	MD	SD
1.	3	2	1	0	25.	0	1	2	3
2.	3	2	1	0	26.	3	2	1	0
3.	0	1	2	3	27.	3	2	1	0
4.	0	1	2	3	28.	3	2	1	0
5.	0	1	2	3	29.	0	1	2	3
6.	0	1	2	3	30.	0	1	2	3
7.	3	2	1	0	31.	3	2	1	0
8.	3	2	1	0	32.	0	1	2	3
9.	0	1	2	3	33.	0	1	2	3
10.	3	2	1	0	34.	3	2	1	0
11.	3	2	1	0	35.	3	2	1	0
12.	3	2	1	0	36.	3	2	1	0
13.	0	1	2	3	37.	0	1	2	3
14.	3	2	1	0	38.	3	2	1	0
15.	3	2	1	0	39.	0	1	2	3
16.	3	2	1	0	40.	3	2	1	0
17.	3	2	1	0	41.	0	1	2	3
18.	3	2	1	0	42.	3	2	1	0
19.	0	1	2	3	43.	3	2	1	0
20.	3	2	1	0	44.	0	1	2	3
21.	3	2	1	0	45.	3	2	1	0
22.	3	2	1	0	46.	0	1	2	3
23.	3	2	1	0	47.	0	1	2	3
24.	3	2	1	0	48.	0	1	2	3

	SA	MA	MD	SD
49.	3	2	1	0
50.	3	2	1	0
51.	0	1	2	3
52.	0	1	2	3
53.	0	1	2	3
54.	3	2	1	0
55.	3	2	1	0
56.	3	2	1	0
57.	0	1	2	3
58.	3	2	1	0
59.	3	2	1	0
60.	0	1	2	3
61.	0	1	2	3
62.	3	2	1	0
63.	0	1	2	3
64.	3	2	1	0
65.	0	1	2	3
66.	0	1	2	3
67.	3	2	1	0
68.	3	2	1	0
69.	3	2	1	0
70.	3	2	1	0
71.	0	1	2	3
72.	0	1	2	3
73.	0	1	2	3
74.	0	1	2	3

	SA	MA	MD	SD
75.	3	2	1	0
76.	3	2	1	0
77.	3	2	1	0
78.	0	1	2	3
79.	3	2	1	0
80.	3	2	1	0
81.	3	2	1	0
82.	0	1	2	3
83.	3	2	1	0
84.	3	2	1	0
85.	0	1	2	3
86.	0	1	2	3
87.	3	2	1	0
88.	3	2	1	0
89.	3	2	1	0
90.	0	1	2	3
91.	3	2	1	0
92.	3	2	1	0

VITA

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