

COMPARISON OF THE PARENT-CHILD RELATIONSHIPS
OF MALE AND FEMALE HIGH SCHOOL STUDENTS

By

JOE ANN FARRIS,

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1966

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1972

2000-01-01

Thesis
1972
F 246c
Cap. 2

FEB 5 197

COMPARISON OF THE PARENT-CHILD RELATIONSHIPS
OF MALE AND FEMALE HIGH SCHOOL STUDENTS

Thesis Approved:

Nick Stinnett

Thesis Adviser

Josephine Hoffer

D. Durham

Dean of the Graduate College

836832

ACKNOWLEDGEMENTS

I would like to take this opportunity to express my appreciation to all who have been instrumental in the completion of this study.

I am principally grateful to Dr. Nick Stinnett, my adviser, whose patient guidance and encouragement greatly facilitated the completion of this study.

Sincere appreciation is also extended to Dr. Josephine Hoffer and Dr. James Walters for their help in the critical reading of this study.

I would like to sincerely thank the Oklahoma State University Research Foundation for support of, and interest in this project.

Gratitude is also expressed to my family, many friends and associates for their encouragements and support throughout the study. Special mention of appreciation go to my husband Harold for his patience and to my parents Mr. and Mrs. Dick Johnson for their encouragement throughout the period of graduate study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Problem	1
Purpose of the Study	2
II. RELATED LITERATURE	4
Attitudes and Perceptions	4
Socialization	6
Parental Influence	7
III. PROCEDURE	10
Subjects	10
Instrument	10
Analysis of the Data	11
IV. RESULTS	13
Description of Subjects	13
Examination of Major Hypotheses	15
V. SUMMARY	30
A SELECTED BIBLIOGRAPHY	34
APPENDIX	37

LIST OF TABLES

Table	Page
I. Characteristics of the Subjects	14
II. Chi-Square Value Reflecting Differences in Perceptions Concerning Type of Discipline Received from Father During Childhood According to Sex	15
III. Chi-Square Value Reflecting Differences in Perceptions Concerning Type of Discipline Received from Mother During Childhood According to Sex	16
IV. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree of Closeness of Relationship with Father During Childhood According to Sex	17
V. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree of Closeness of Relationship with Mother During Childhood According to Sex	18
VI. Chi-Square Value Reflecting Differences in Perceptions Concerning Source of Most Parental Discipline During Childhood According to Sex	18
VII. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree of Praise Received During Childhood According to Sex	20
VIII. Chi-Square Value Reflecting Differences in Perceptions Concerning Source of Most Affection During Childhood According to Sex	21
IX. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree to Which Family Participated in Recreation Together During Respondent's Childhood According to Sex	22
X. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree to Which Father Found Time To Do Things Together with Respondent as a Child According to Sex	23

Table	Page
XI. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree to Which Mother Found Time to Do Things Together with Respondent as a Child According to Sex	24
XII. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree to Which Parents Expressed Affection Toward Respondent as a Child According to Sex	25
XIII. Chi-Square Value Reflecting Differences in Perceptions Concerning Source of Greatest Parental Influence in Determining the Kind of Person the Respondent is According to Sex	26
XIV. Chi-Square Value Reflecting Differences in Perceptions Concerning Source of Greatest General Influence in Determining the Kind of Person the Respondent is According to Sex	28
XV. Chi-Square Value Reflecting Differences in Perceptions Concerning Degree to Which the Respondent Feels Free To Talk with Parents About Problems and Other Concerns	29

CHAPTER I

INTRODUCTION

Statement of Problem

The tremendous increase in the parent-child research which has taken place in the past several decades is explained by Medinnus (1967) as being caused by three factors: (1) Freudian emphasis on the importance of the early years, (2) natural shift to more complex variables, e.g. personality development, after investigation of physical and intellectual development of the child, and (3) with the mental hygiene movement came the need for more knowledge about what causes or prevents mental illness.

The literature indicates that the child is influenced by contact and relationship with his family. That this influence has long-lasting effects may not be well known, however, this impact is best reflected by Shoben (1949, p. 104): "From general literature and from clinical and experimental studies, it seems safe to say that the family, as an agency of socialization, has an influence on the child that reverberates through his life span, sharing importantly in the determination of his personality and the behavior reflected from it."

The literature in early childhood development indicates that a child's foundations of personality traits are established in his early years and from this beginning the traits continue to develop as the child grows older. Also apparent is the fact that from birth children

are responded to differently according to their sex. The sex of the child determines the type of clothes he wears, the toys he is given, the manner in which he is handled, the behavior expected and accepted from him and various other differences that become evident early in life.

Goodenough (1957) reported that the father has greater interest in sex differences than the mother and this feeling is apparently stressed with the male child for it has been found that at an early age the male child is subjected to a more constricted sex typing than is the female child. With this beginning and the enormous impact on the first years of life, it should not be surprising that as adolescents, boys and girls react differently to their parents. This reaction, however, may not totally be a result of the parents' actual behavior for there are strong indications that the child's perception of his relationships may determine his adjustment, regardless of what the actual relationships are. (Serot and Teevan, 1961).

Jourard (1964) indicates that within the family, where love is expected to prevail there is much evidence of lack of understanding, lack of listening, lack of empathy; in short, lack of communication. However, equally as important as realizing this fact is understanding how this situation affects boys as compared to girls.

Purpose of the Study

The general purpose of this study is to compare the perceptions of male and female high school students concerning various aspects of their parent-child relationships.

The specific purposes of this study were to compare the perceptions of male and female high school students concerning each of the following

aspects of parent-child relationships (these perceptions do not pertain to any specific stage of childhood):

1. Type of discipline received from father during childhood.
2. Type of discipline received from mother during childhood.
3. Degree of closeness of relationship with father during childhood.
4. Degree of closeness of relationship with mother during childhood.
5. Source of most discipline during childhood.
6. Degree of praise received during childhood.
7. Source of most affection during childhood.
8. Degree to which family participated in recreation together during respondent's childhood.
9. Degree to which father found time to do things together with respondent as a child.
10. Degree to which mother found time to do things together with respondent as a child.
11. Degree to which parents expressed affection toward respondent as a child.
12. Source of greatest parental influence in determining the kind of person the respondent is.
13. Source of greatest general influence in determining the kind of person the respondent is.
14. Degree to which the respondent feels free to talk with parents about problems and other concerns.

CHAPTER II

RELATED LITERATURE

While much literature can be found dealing with the parent-child relationship and its influence on the developmental process, there is a limited amount concerning the reactions of youth classified according to sex. The following review of literature will present studies which reveal this difference as well as a selected few which deal with parent-child relationships on a general basis.

Attitudes and Perceptions

Forbes and Dykstra (1971) found in a study of first through fourth grade students that boys expressed more negative attitudes toward authority figures than girls. Boys from large families exhibited more negative attitudes while there appeared to be no relation between attitudes and family size for girls. Another study indicating a difference in attitudes of boys and girls is one which shows that boys report satisfactory relationships with parents less often than do girls (Hawkes, et al., 1957).

The analysis of Thematic Apperception Test cards in one study showed that between the ages of nine and seventeen, mother-daughter tensions occurred more frequently than father-daughter tensions (Liceione, 1955). Stott (1940) found that girls tended to be more critical of parental behavior than did boys, but the things which they

criticized were of a less serious nature than those which the boys criticized. Research with a group of college students, however, showed a mildly positive attitude toward parents by both males and females with the latter being the more favorable (Croake and Know, 1970). Therefore, it seems that attitudes toward family relationships do differ between the sexes. The difference this might make in the adolescent's general behavior is indicated in a study done at Florida State University (Pecilunas, 1965) which reported that adolescent misconduct is associated with attitudes toward family relationships and that the more favorable the attitudes, the less likelihood of adolescent misconduct, and conversely, the less favorable the attitudes the greater the likelihood of adolescent misconduct.

Dahlem (1970), in investigating adolescents' perceptions of their parents, found that regardless of sex the subjects responded similarly in their perceptions of mothers as being expressive and father as playing an instrumental role. Other researchers (Kagan and Lemkin, 1960) have noted the tendency of both boys and girls (three to eight years of age) to perceive the father as more punitive and the mother as more nurturant. However, the girls in comparison with the boys, perceived the father as being both more punitive and more affectionate.

Partially supporting the conclusion that children consider the father to be more punitive is a study (Kagan, et al., 1961) of children ranging in age from six to eight which reported that girls labeled the father as more punitive and meaner than the mother, while the boys did not make this distinction between the parents. Conversely a study by Frankel (1965) found that boys expressed more positive feelings toward the mother than toward the father. Meissner (1965) studied perceptions

of boys and found that high school Catholic boys were more likely to perceive their fathers than their mothers as cold and indifferent, old-fashioned, less understanding and less nervous.

Socialization

The literature seemed to indicate that boys have more negative attitudes in those areas investigated than do girls. Since both sexes are born with no attitudes, it would seem that there must be some difference in the socialization of the two that makes for these varying attitudes early in life. Goodenough (1957) found indications that there are differences in socialization of boys and girls at an early age with her finding that girls from two to four years of age already seem to have a greater interest in persons than do boys of the same age.

Goodenough (1957) also found that the socialization of the young male to fulfill his sex role has an early emphasis with parents and, therefore, is associated with the findings of Merry and Merry (1958) that feminization of young girls involves a greater number of and more complex determinants than does the masculinization of boys which they suggest relates to the fact that in American culture the masculine role is more highly valued and more clearly cut and well defined. In the same report are findings which show that a boy's perceptions of his father as a nurturant and powerful individual are apparently not influenced by his parents' personality structure nor their pressures toward sex typing him. Findings by Ward (1968) add support to the early sex-typing of boys with his findings that boys preferred boys' toys more than girls preferred girls' toys.

If boys do have a more clearly defined sex role than girls, then perhaps one of the more generally accepted traits for boys is the aggressive role as compared to the disapproval of this trait in the female. Levin and Sears (1956) reported research which found boys to be the more aggressive sex. Other researchers (Garrison et al., 1967) present data which suggests that boys may express more aggressive behavior because they would like to identify completely with their fathers but have a closer feeling to their mothers. This ambivalence may cause them to become highly aggressive especially if the father is severely punitive.

In a previously mentioned study (Forbes and Dykstra, 1971) the family size was related to [showed an effect on] boys' attitudes. Nuttal and Nuttal (1971) concluded in their study of Puerto-Rico children that family size seemed to affect girls much more than boys. Using Schaefer's Children's Report of Parental Behavior Inventory, Nuttal and Nuttal found that as family size increases both parents' acceptance of both sexes declines, but more so for girls.

Parental Influence

Various studies provide evidence that boys are perhaps more impressionable than are girls to parental influence. Medinnus (1965) reported in a group of late adolescents that the relationship between adjustment and their perceptions of their parents was closer among boys than among girls. Considering the results of Medinnus with the findings by Bayley (1965) there is an indication that intelligence for boys is more highly correlated with ratings of maternal behavior than for girls. Also reported was the fact that maternal behavior was more

persistent over time for boys than for girls. Schaefer and Bayley (1963) also found that early maternal behavior showed a persistent relationship to certain aspects of adolescent behavior for boys but not for girls.

Christopher (1967) examined the relationship of academic achievement of high school students to the strength of the parent-child relationship and to the value orientation of the parents. The results indicated that for boys there was a positive relationship between academic achievement and the perception that parents valued academic achievement. For girls, there was a positive relationship between academic achievement and the strength of the parent-child relationship.

Other studies suggest the importance that the mother or father have upon the academic achievement of the adolescent. Moss and Kagan (1961) report that maternal encouragement of intellectual achievement tends to have a greater influence upon the intellectual development of girls than boys. This study is supported by the findings of Shaw and White (1965) that male achievers have identified much more closely with their fathers than they did with their mothers while female achievers were found to identify much more closely with their mothers than they did with their fathers.

Parents also exert influence in areas other than intellectual achievement of their children. One researcher (Sethi, 1969) found evidence that supported the hypothesis that children imitate parental responses to frustration. If an inconsistency was found between parents concerning response to frustration, it was that boys tend to imitate fathers and girls tend to imitate mothers. Perhaps this may be explained in the findings of Livson (1966) that significantly more sons

than daughters showed high behavior involvement with their fathers rather than with their mothers. Daughters, significantly more often than sons, were strongly involved with their mothers. Research by Haring (1966) indicates that the mother is preferred over the father as the main recipient of communication for both adolescent boys and girls. Boys, particularly those with problems, were found to be less free or verbally less accessible in their communication to others than are girls.

Bronfenbrenner (1961) studied parent-child relationships of tenth grade adolescents and found that the type of parental discipline and support differed for the sexes. Girls were especially likely to be overprotected while boys, on the other hand, were much more likely to reap the ill effects of parental discipline and support, and that because of the different parental aspirations for the two sexes, they are influenced by their parents differently. In this process the girls may receive too much affection causing an "over-socialization" whereby the boys may suffer from too little affection and authority.

The findings of Droppleman and Schaeffer (1963) are in agreement with Bronfenbrenner (1961). They found that adolescent girls reported receiving more love, affection and nurturance from both parents than boys reported receiving. Boys saw themselves as being treated in more hostile, negative ways by both parents.

CHAPTER III

PROCEDURE

Subjects

The subjects for this study were eleventh and twelfth grade students who were enrolled in home economics classes at the seven selected high schools in the state of Oklahoma. A total sample of 499 students were obtained. The students were single, primarily Protestant, and predominantly from families of upper-lower and lower-middle socioeconomic status. Cover letters explaining the research, assuring anonymity to the students, and including directions for administration of the questionnaires, were sent to nine teachers representing the seven high schools in the state. The data were obtained during the month of February, 1971.

Instrument

A questionnaire developed in a recent study (Talley, 1971), which was composed of fixed alternative type questions, was used for the purpose of comparing the perceptions of parent-child relationships of male and female high school students. Items included in the questionnaire were to obtain certain background data from the student such as sex, age, race, employment of mother, religious preference, residence, marital status of parents, primary source of family income, and highest

educational attainment of the principal family income earner. The McGuire-White Index of Social Status (1955) was used to assess the status of each respondent. The criteria for the status assessments were based on certain characteristics of the head of the family; the characteristics used were level of educational attainment, occupation, and source of income.

Also in the questionnaire were several questions to gain knowledge of the subjects' perceptions of relationships with their parents. These questions, which were fixed, alternative-type questions, dealt with such aspects of parent-child relationships as: (a) source and type of discipline; (b) closeness of relationship with each parent; (c) source and degree of affection received during childhood; (d) degree to which parent and child did things together; (e) degree of praise received during childhood; (f) parental identification; and (i) parent-child communication.

Analysis of the Data

The background characteristics of the subjects such as age and sex were analyzed with a percentage and frequency count.

The chi-square test was utilized to examine the null hypotheses that there is no significant difference between male and female high school students' perceptions concerning each of the following:

- a. Type of discipline received from father during childhood.
- b. Type of discipline received from mother during childhood.
- c. Degree of closeness of relationship with father during childhood.

d. Degree of closeness of relationship with mother during childhood.

e. Source of most discipline during childhood.

f. Degree of praise receiving during childhood.

g. Source of most affection during childhood.

h. Degree to which family participated in recreation together during respondent's childhood.

i. Degree to which father found time to do things together with respondent as a child.

j. Degree to which mother found time to do things together with respondent as a child.

k. Degree to which parents expressed affection toward respondent as a child.

l. Source of greatest parental influence in determining the kind of person the respondent is.

m. Source of greatest general influence in determining the kind of person the respondent is.

n. Degree to which the respondent feels free to talk with parents about problems and other concerns.

CHAPTER IV

RESULTS

Description of Subjects

A detailed description of the 499 students who participated in this study can be found in Table I. Seventy-two per cent of the subjects were female, and twenty-eight per cent were male. The sample of eleventh and twelfth grade students consisted of 56 per cent white and 36 per cent black. Eighty per cent of the subjects were Protestant. As determined by the McGuire-White Index of Social Status (1955), the sample was primarily from the upper-lower (43 per cent) and lower-middle (27 per cent) socio-economic classes. Forty-six per cent of the respondents indicated their place of residence for the major part of life as being a small town under 25,000 population, while 25 per cent reported having lived on a farm for the major part of life. The largest percentage of the subjects (64 per cent) indicated that their parents were living together; 16 per cent indicated their parents were separated or divorced with no remarriage. A majority of the students (52 per cent) in the sample reported that their mothers had been employed for a major part of their childhood. Of the total, 27 per cent indicated part-time employment of the mother, and 25 per cent indicated full-time employment.

TABLE I
CHARACTERISTICS OF THE SUBJECTS

Variable	Classification	No.	%
Sex	Male	141	28.26
	Female	358	72.74
Race	Black	181	36.27
	White	279	55.91
	Indian	32	6.41
	Other	7	1.40
Religious Preference	Catholic	14	2.81
	Protestant	397	79.56
	Jewish	1	0.20
	Mormon	0	0.00
	None	19	3.81
	Other	65	13.03
Socio-Economic Class	Upper-upper	3	0.60
	Upper-middle	43	8.62
	Lower-middle	135	27.05
	Upper-lower	216	43.29
	Lower-lower	100	20.04
Residence for Major Part of Life	On farm or in country	125	25.05
	Small town under 25,000	232	46.49
	City of 25,000 to 50,000	90	18.04
	City of 50,000 to 100,000	31	6.21
	City of over 100,000	16	3.21
Marital Status of Parents	Living together	318	63.73
	Separated or divorced (with no remarriage)	81	16.23
	One of parents deceased (with no remarriage)	50	10.02
	Divorced (with remarriage)	28	5.61
	One of parents deceased (with remarriage)	17	3.41
Employment of Mother	No	240	48.10
	Yes (part-time employment)	132	26.45
	Yes (full-time employment)	126	25.25

Examination of Major Hypotheses

Hypothesis I(a). There is no significant difference in the perceptions of male and female high school students concerning the type of discipline received from father during childhood.

As illustrated in Table II, a chi-square value of 5.90 indicates there is no significant difference in the perceptions of male and female high school students concerning the type of discipline received from father during childhood.

TABLE II

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
TYPE OF DISCIPLINE RECEIVED FROM FATHER DURING
CHILDHOOD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very permissive	7	5.1	23	6.6		
Permissive	24	17.5	43	12.4		
Moderate Degree of Both Permissiveness and Strictness	72	52.6	216	62.4	5.90	n.s.
Strict	26	19.0	51	14.7		
Very Strict	8	5.8	13	3.8		

Hypothesis I(b). There is no significant difference in the perceptions of male and female high school students concerning the type of discipline received from mother during childhood.

The chi-square value obtained showed no significant difference in the perceptions of male and female high school students concerning

the type of discipline received from mother during childhood. As Table III indicates, a chi-square value of 6.82 was obtained.

TABLE III

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
TYPE OF DISCIPLINE RECEIVED FROM MOTHER DURING
CHILDHOOD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very permissive	9	6.5	13	3.6		
Permissive	27	19.6	50	14.0		
Moderate Degree of Both Permissiveness and Strictness	72	52.2	229	64.1	6.82	n.s.
Strict	30	21.7	49	18.2		
Very Strict*						

*The categories of "Strict" and "Very Strict" were collapsed due to insufficient number of cases.

Hypothesis I(c). There is no significant difference in the perceptions of male and female high school students concerning the degree of closeness of relationship with father during childhood.

As Table IV shows, the chi-square value of 1.21 reflects no significant difference in the perceptions of male and female high school students concerning the degree of closeness of relationship with father during childhood.

TABLE IV

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
DEGREE OF CLOSENESS OF RELATIONSHIP WITH FATHER
DURING CHILDHOOD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Above Average	42	30.9	90	25.9		
Average	71	52.2	195	56.2	1.21	n.s.
Below Average	23	16.9	62	17.9		

Hypothesis I(d). There is no significant difference in the perceptions of male and female high school students concerning the degree of closeness of relationship with mother during childhood.

A chi-square value of 1.62 was obtained. This indicates that there was no significant difference in the perceptions of male and female high school students concerning the degree of closeness of relationship with mother during childhood. The chi-square value is shown in Table V. This finding is interesting in view of the evidence in Table VIII that male students (56.1%) more often than female students (42.3%) report the mother to be the source of most affection during childhood.

Hypothesis I(e). There is no significant difference in the perceptions of male and female high school students concerning source of most parental discipline during childhood.

A significant difference was found to exist in the perceptions of male and female high school students concerning the source of most parental discipline during childhood. As Table VI indicates, a

TABLE V

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
DEGREE OF CLOSENESS OF RELATIONSHIP WITH MOTHER
DURING CHILDHOOD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Above Average	58	42.0	172	48.2		
Average	73	52.9	171	47.9	1.62	n.s.
Below Average	7	5.1	14	3.9		

chi-square value of 18.82 was obtained which is significant at the .001 level. More than twice as many males (30.7%) as females (14.2%) perceived the primary source of parental discipline during childhood to be the father. Also a greater proportion of females (34%) than males (23.6%) reported the primary source of parental discipline during childhood to be both the mother and father about equally.

TABLE VI

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
SOURCE OF MOST PARENTAL DISCIPLINE DURING CHILDHOOD
ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Usually My Mother	64	45.7	183	51.8		
Usually My Father	43	30.7	50	14.2	18.82	.001
Both Mother and Father About Equally	33	23.6	120	34.0		

This finding would seem to indicate that, as perceived by the students, fathers play a more active role in the disciplining of sons than they do with daughters. This finding may be related to research (Goodenough, 1957) indicating that fathers emphasize sex role learning for male children more than for female children. Perhaps the father's interest in his son's acquiring the masculine traits causes him to be involved more in providing discipline and in assuring that he adopts the behavior necessary for the male role.

The present finding is also supported by Bronfenbrenner's (1961, p.249) finding that "boys are subjected to greater pressure and discipline, again mainly from their father."

Hypothesis I(f). There is no significant difference in the perceptions of male and female high school students concerning degree of praise receiving during childhood.

There was a significant difference as reported in Table VII, in the perceptions of male and female high school students concerning the degree of praise receiving during childhood. A chi-square value of 26.41 was obtained which is significant at the .001 level. The most striking difference was found to exist in the category of often, with more than twice as many female students (26.7%) as male students (10%) reporting they received praise often during their childhood. A greater proportion of male students (61.4%) than female students (41.5%) reported receiving moderate praise during their childhood.

This finding is supported by Bronfenbrenner's (1961) report that girls seem to receive affection, attention and praise more often than boys. It would seem that the present finding reflects a cultural

expectation that it is more appropriate for fathers to express affection and praise toward female children than toward male children.

TABLE VII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
DEGREE OF PRAISE RECEIVED DURING CHILDHOOD
ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very Rarely	5	3.6	22	6.3		
Rarely	24	17.1	44	12.5		
Moderate	86	61.4	146	41.5	26.41	.001
Often	14	10.0	94	26.7		
Very Often	11	7.9	46	13.1		

Hypothesis I(g). There is no significant difference in the perceptions of male and female high school students concerning source of most affection during childhood.

A significant difference was found to exist in the perceptions of male and female high school students concerning the source of most affection during childhood. As Table VIII indicates, a chi-square value of 10.37 was obtained which is significant at the .02 level. Two categories indicate a definite difference in reaction to the question. A greater number of male students (56.1%) than female students (42.3%) perceived mother to be the source of most affection during childhood. Also more female students (40.1%) than male students (25.9%) reported both mother and father about equally as the source of most affection during childhood.

This finding is not surprising since it seems an accepted value in American society for females to have freedom in expressing affection to both sexes and males to have less freedom in expression of affection and especially so in expression of affection toward male children. Showing affection is part of the "mothering" role but is not as closely associated with the father role.

TABLE VIII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
SOURCE OF MOST AFFECTION DURING CHILDHOOD
ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Mother	78	56.1	149	42.3		
Father	15	10.8	31	8.8		
Both Mother and Father about Equally	36	25.9	141	40.1	10.37	.02
Other	10	7.2	31	8.8		

Support for these findings is found in research reported by Kagan and Lemkin (1960) showing young children perceive the father as more punitive and the mother as more nurturant. In this study also, the girls, in comparison with the boys, perceived the father as being both more punitive and more affectionate.

The present findings coincide with the observations of Smart and Smart (1972, p. 461) who state that: "father tends to react expressively with his daughters, enjoying, praising, and appreciating them as feminine creatures, while with sons he is more demanding, exerting

pressure and discipline, insisting upon successful interaction with the outside world."

Hypothesis I(h). There is no significant differences in the perceptions of male and female high school students concerning degree to which family participated in recreation together during respondent's childhood.

The chi-square value obtained showed no significant difference in the perceptions of male and female high school students concerning the degree to which their family participated in recreation together during their childhood. As Table IX indicates, a chi-square value of 3.17 was obtained.

TABLE IX

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING DEGREE TO WHICH FAMILY PARTICIPATED IN RECREATION TOGETHER DURING RESPONDENT'S CHILDHOOD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very Rarely	22	15.8	51	14.5	3.17	n.s.
Rarely	37	26.6	102	29.0		
Moderate	29	20.9	94	26.7		
Often	35	25.2	71	20.2		
Very Often	16	11.5	34	9.7		

Hypothesis I(i). There is no significant difference in the perceptions of male and female high school students concerning degree to which father found time to do things together with respondent as a child.

There was no significant difference found to exist in the perceptions of male and female high school students concerning the degree to which father found time to do things together with the respondent as a child. A chi-square value of 6.07 was obtained as indicated in Table X.

TABLE X

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
DEGREE TO WHICH FATHER FOUND TIME TO DO THINGS TOGETHER
WITH RESPONDENT AS A CHILD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very Rarely	23	16.7	61	17.7	6.07	n.s.
Rarely	22	15.9	83	24.1		
Moderate	41	29.7	93	27.0		
Often	36	26.1	64	18.6		
Very Often	16	11.6	43	12.5		

Hypothesis I(j). There is no significant difference in the perceptions of male and female high school students concerning degree to which mother found time to do things together with respondent as a child.

As Table XI shows, a significant difference was found to exist in the perceptions of male and female high school students concerning the degree to which mother found time to do things together with the respondent as a child. A chi-square value of 10.02 was obtained which

is significant at the .05 level. The two greatest differences were found in the categories of very often and rarely. A greater number of female students (21.5%) than male students (12.9%) reported that mother very often found time to do things together with them as a child. A greater proportion of males (22.1%) than females (13.3%) reported that mother rarely found time to do things together with them as a child.

TABLE XI

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
DEGREE TO WHICH MOTHER FOUND TIME TO DO THINGS TOGETHER
WITH RESPONDENT AS A CHILD ACCORDING TO SEX

Perceptions	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	7	5.0	27	7.6		
Rarely	31	22.1	47	13.3		
Moderate	40	28.6	97	27.5	10.02	.05
Often	44	31.4	106	30.0		
Very Often	18	12.9	76	21.5		

These results may not be surprising when one considers that many of the activities in which mothers participate with daughters are ones which may be part of her daily activities and would not require as much extra effort as would the activities more suited for the male child.

Hypothesis I(k). There is no significant difference in the perceptions of male and female high school students concerning degree to which parents expressed affection toward respondent as a child.

As is indicated in Table XII, no significant difference was found in the perceptions of male and female high school students concerning the degree to which parents expressed affection toward the respondent as a child. The chi-square value obtained was 7.40.

TABLE XII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING DEGREE TO WHICH PARENTS EXPRESSED AFFECTION TOWARD RESPONDENT AS A CHILD ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very Rarely	7	5.1	20	5.8		
Rarely	17	12.5	27	7.8		
Moderate	47	34.6	105	30.3	7.40	n.s.
Often	45	33.1	110	31.7		
Very Often	20	14.7	85	24.5		

This is in contradiction to the findings of Droppleman and Schaefer (1963) who reported girls receiving more love, affection, and nurturance from both parents than boys reported receiving.

After examination of Table VIII, it can be seen that both males and females listed the mother as the major source of affection. When this is considered along with the idea that mothers have freedom in expression of affection to both sexes and the fact that "in early childhood the mothers assume primary responsibility for child rearing" (Medinuss and Johnson, 1969, p. 695), the present finding is not too surprising.

Hypothesis I(1). There is no significant difference in the perceptions of male and female high school students concerning source of greatest parental influence in determining the kind of person the respondent is.

The chi-square value obtained indicates a significant difference exists in the perceptions of male and female high school students concerning the source of greatest parental influence in determining the kind of person the respondent is. The chi-square value obtained was 18.57 which is significant at the .001 level. More than twice as many male students (25.2%) as female students (10.8%) reported that father was the greatest parental influence in determining the kind of person the respondent is. Also a larger proportion of female students (57.5%) than male students (41.5%) perceived that mother was the greatest source of parental influence. These findings are reported in Table XIII.

TABLE XIII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING SOURCE OF GREATEST PARENTAL INFLUENCE IN DETERMINING THE KIND OF PERSON THE RESPONDENT IS ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Mother	56	41.5	203	57.5		
Father	34	25.2	38	10.8	18.57	.001
Both Mother and Father about Equally	45	33.3	112	31.7		

The present findings are not unusual when it is considered that a large number of these students (72.5%) are living in a home with two

adult models as shown in Table I. Identification with the same sex parent is considered an important factor in personality development and is commonly encouraged by American society.

The large number of male students (41.5%) reporting the mother to be the greatest influence can be explained by the findings in Table VIII that the source of most affection for male students (56.1%) was mother and the research done by Payne and Mussen (1956) showing that children will identify with the parent whom the child perceives as more rewarding and affectionate.

The fact that more female students (57.5%) than male students (25.2%) reported greatest parental influence from the same sex parent is explained in the writings of Lynn (1961) who hypothesized that both sexes identify with the mother in very early years. Later however, the boy has to shift his identification to the father while no such shift is required of the girl. This may indicate that the male's identification process is more difficult than the female's.

Hypothesis I(m). There is no significant difference in the perceptions between male and female high school students concerning source of greatest general influence in determining the kind of person the respondent is.

There was no significant difference found in the perceptions of male and female high school students concerning the source of greatest general influence in determining the kind of person the respondent is. As Table XIV indicates, the chi-square value obtained was 2.62.

TABLE XIV

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
SOURCE OF GREATEST GENERAL INFLUENCE IN DETERMINING THE
KIND OF PERSON THE RESPONDENT IS ACCORDING TO SEX

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
One or Both Parents	77	56.6	216	62.1	2.62	n.s.
A Brother or Sister	16	11.8	47	13.5		
Friends of My Own Age	30	22.1	59	17.0		
A Public Figure (such as President or Movie Star) or Other	13	9.6	26	7.5		

Hypothesis I(n). There is no significant difference in the perceptions of male and female high school students concerning degree to which the respondent feels free to talk with parents about problems and other concerns.

Male and female high school students reflected no significant difference in their perceptions concerning the degree to which they felt free to talk with parents about problems and other concerns. A chi-square value of 3.33 was obtained and is shown in Table XV.

TABLE XV

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS CONCERNING
DEGREE TO WHICH THE RESPONDENT FEELS FREE TO TALK WITH
PARENTS ABOUT PROBLEMS AND OTHER CONCERNS

Perceptions	Male		Female		χ^2	Level of Sig.
	No.	%	No.	%		
Very Rarely	28	20.3	55	15.7		
Rarely	24	17.4	54	15.4		
Average	38	27.5	109	31.1	3.33	n.s.
Often	25	18.1	57	16.2		
Very Often	23	16.7	76	21.7		

CHAPTER V

SUMMARY

The general purpose of this study was to compare the parent-child relationships of male and female high school students.

The sample was composed of 499 students of comparable socio-economic status who were enrolled in home economics classes in seven Oklahoma high schools. The subjects were single, primarily Protestant and in the eleventh and twelfth grade. The data were obtained during February of 1971.

The chi-square test was used to examine each of the hypotheses. The results of this study were as follows:

1. There was no significant difference in the perceptions of the male and female high school students concerning the type of discipline received from father during childhood.

2. Male and female high school students reported no significant difference in their perceptions concerning the type of discipline received from their mothers during childhood.

3. No significant difference was found in the perceptions of male and female high school students concerning the degree of closeness of their relationship with father during childhood.

4. There was no significant difference in the perceptions of male and female high school students concerning the degree of closeness of their relationship with mother during childhood.

5. A significant difference at the .001 level was found to exist in the perceptions of male and female high school students concerning the source of most parental discipline during childhood. The greatest difference was found to exist in the category of father, where more than twice as many males (30.7%) as females (14.2%) reported father to be the primary source of parental discipline during childhood.

6. A significant difference at the .001 level was found to exist in the perceptions of male and female high school students concerning the degree of praise received during childhood. The greatest difference was found to exist in the category of, often, with more than twice as many female students (26.7%) as male students (10%) reporting they received praise often during their childhood.

7. A significant difference at the .02 level was found to exist in the perceptions of male and female high school students concerning the source of most affection during childhood. A greater proportion of male students (56.1%) than female students (42.3%) perceived mother to be the source of most affection during childhood while more female students (40.1%) than male students (25.9%) reported both mother and father about equally as the source of most affection during childhood.

8. There was no significant difference in the perceptions of male and female high school students concerning degree to which family participated in recreation together during respondent's childhood.

9. No significant difference was found in the perceptions of male and female high school students concerning degree to which father found time to do things together with respondent as a child.

10. A significant difference at the .05 level was found to exist in the perceptions of male and female high school students concerning

the degree to which mother found time to do things together with respondent as a child. Almost equal difference was found in two categories, very often and rarely. A greater number of female students (21.5%) than male students (12.9%) indicated that mother very often found time to do things together with them as a child while more male students (22.1%) than female students (13.3%) reported that mother rarely found time to do things together with them as a child.

11. There was no significant difference in the perceptions of male and female high school students concerning the degree to which parents expressed affection toward the respondent as a child.

12. A significant difference at the .001 level was found to exist in the perceptions of male and female high school students concerning the source of greatest parental influence in determining the kind of person the respondent is. The greatest difference was found to exist in the category of father, with more than twice as many male students (25.5%) as female students (10.8%) reporting that father was the greatest parental influence in determining the kind of person they are.

13. No significant difference was found to exist in the perceptions of male and female high school students concerning the source of greatest general influence in determining the kind of person the respondent is.

14. There was no significant difference in the perceptions of male and female high school students concerning the degree to which the respondent feels free to talk with parents about problems and other concerns.

A major conclusion of this study seems to be that parents have a decidedly different effect on the lives of their sons and daughters.

Another tentative conclusion of this study is that adolescent girls seem to have more positive and supportive parent-child relationships than do boys.

The findings that adolescent males and females perceive their parental relationships as different again indicates that parents respond to the sexes differently because of different sex role expectations. The male, having a more constricted sex role with which to identify, is subject to more restrictive action from parents (especially in the form of discipline from fathers), whereas the female with less rigid role expectations receives positive reactions (such as praise) more often from both parents.

Perhaps the great importance that the father feels for early sex role identification by the son places a pressure on the parent-son relationship early in life, which after the relationship has been formed in this manner, may not have the opportunity to develop into the more relaxed and less pressured interaction that exists with daughters.

With the new emphasis on "women's rights" and changing ideas about the woman's role in society, it would be interesting to repeat this study at a later time and compare possible changes in the parent-child relationships of male and female high school students.

A SELECTED BIBLIOGRAPHY

- Bayley, Nancy. "Research in Child Development: A Longitudinal Perspective." Merrill-Palmer Quarterly of Development and Behavior, Vol. 11 (1965), 183-208.
- Bronfenbrenner, Uri. "Toward a Theoretical Model for the Analysis of Parent-Child Relationships in a Social Context." In Parental Attitudes and Child Behavior. John Glidewell, ed. Springfield, Illinois: Charles C. Thomas, Inc, 1961.
- Brofenbrenner, Uri. "Some Familiar Antecedents of Responsibility and Leadership in Adolescents." In Leadership and Interpersonal Behavior. L. Petrullo and B. Bass, eds. New York: Holt, Rinehart, and Winston, 1961.
- Christopher, Samuel A. "Parental Relationship and Value Orientation as Factors in Academic Achievement." Personal and Guidance Journal, Vol. 45 (1967), 921-925.
- Croake, James W. and Frances H. Know. "Changing Attitudes Toward Parents and University Personnel." College Student Survey, Vol. 4 (Fall, 1970), 60-64.
- Dahlem, Nancy W. "Young Americans Reported Perceptions of Their Parents." Journal of Psychology, Vol. 72 (1970), 187-194.
- Droppleman, L. F. and E. S. Schaeffer. "Boys and Girls Reports of Maternal and Parental Behavior." Journal of Abnormal Social Psychology, Vol. 7 (1963), 648-654.
- Forbes, Gordon B. and Dale Dykstra. "Children's Attribution of Negative Traits to Authority Figures as a Function of Family Size and Sex." Psychological Reports, Vol. 28 (April, 1971), 363-366.
- Frankel, Jacob Joshua. "The Relationship of a Specific Family Constellation and Personality Characteristics of Children." Dissertation Abstracts, Vol. 28 (1965), 2620.
- Garrison, Karl C., Albert J. Kingston, and Harold W. Bernard. The Psychology of Childhood. New York: Charles Scribner's Sons, 1967.
- Goodenough, Evelyn W. "Interest in Persons as an Aspect of Sex Difference in Early Years." Genetic Psychology Monographs, Vol. 55 (1957), 287-323.

- Haring, Jean. "Freedom of Communication Between Parents and Adolescents with Problems." Dissertation Abstracts International, Vol. 27 (1966), 3956.
- Hawkes, Glenn, Lee G. Burchinal, and Bruce Gardner. "Pre-adolescents' Views of Some of Their Relationships with Their Parents." Child Development, Vol. 28 (1957), 393-399.
- Jourard, Sidney M. The Transparent Self. New York: D. Van Nostrand, 1964.
- Kagan, Jerome, B. Hosken, and S. Watson. "The Child's Symbolic Conceptualization of the Parents." Child Development, Vol. 32 (1961), 625-636.
- Kagan, Jerome and Judith Lemkin. "The Child's Differential Perception of Parental Attributes." Journal of Abnormal and Social Psychology, Vol. 61 (1960), 440.
- Levin, Harry and Robert R. Sears. "Identification with Parents as a Determinant of Doll Play Aggression." Child Development, Vol. 27 (1956), 135-153.
- Liceione, John V. "The Changing Family Relationships of Adolescent Girls." The Journal of Abnormal and Social Psychology, Vol. 51 (1955), 42-46.
- Livson, Norman. "Parental Behavior and Children's Involvement with Their Parents." Journal of Genetic Psychology, Vol. 109 (1966), 173-194.
- Lynn, D. B. "Sex Differences in Identification Development." Sociometry, Vol. 24 (1961), 372-393.
- McGuire, C. and G. D. White. "The Measurement of Social Status." Research paper in Human Development No. 3 (Revised). Austin: University of Texas, 1955.
- Meissner, W. W. "Parental Interaction of the Adolescent Boy." Journal of Genetic Psychology, Vol. 107 (1965), 225-233.
- Medinnus, Gene R. "Adolescents Self-Acceptance and Perceptions of Their Parents." Journal of Consulting Psychology, Vol. 29 (1965), 150-154.
- Medinnus, Gene R. Readings in the Psychology of Parent Child Relations. New York: John Wiley and Sons, Inc., 1967.
- Medinnus, Gene R. and Ronald C. Johnson. Child and Adolescent Psychology. New York: John Wiley and Sons, Inc., 1969.
- Merry, Frieda Kiefer and Ralph Vickers. The First Two Decades of Life. New York: Harper and Bros., 1958.

- Moss, Howard A. and Jerome Kagan. "Stability of Achievement and Recognition - Seeking Behavior from Early Childhood Through Adulthood." Journal of Abnormal and Social Psychology, Vol. 62 (1961), 504-513.
- Nuttall, Eva V. and Ronald L. Nuttall. "The Effects of Family Size on Parent-Child Relationships." Proceedings of the Annual Convention of the American Psychological Association, Vol. 6 (1971), 267-268.
- Payne, Donald E. and Paul H. Mussen. "Parent-Child Relations and Father Identification Among Adolescent Boys." Journal of Abnormal and Social Psychology, Vol. 52 (1956), 358-362.
- Pecilunas, Leonard P. "Adolescent Mis-conduct and Attitudes Toward Certain Family Relationships." Dissertation Abstracts International, Vol. 26 (1965), 6227.
- Schaefer, E. S. and Nancy Bayley. "Maternal Behavior, Child Behavior and Their Intercorrelations from Infancy Through Adolescence." Monographs of the Society for Research in Child Development, Vol. 28 (1963), 127.
- Serot, Naomi M. and Richard C. Teevan. "Perception of the Parent-Child Relationship and Its Relation to Child Adjustment." Child Development, Vol. 32 (1961), 373-378.
- Sethi, Renuka R. "The Relation Between Parental Consistency in Response to Frustration and Children's Imitation of Parental Responses." Dissertation Abstracts, Vol. 29 (1969), 3382.
- Shaw, M. C. and D. L. White. "The Relationship Between Parent-Child Identification and Academic Under Achivement." Journal of Clinical Psychology, Vol. 21 (1965), 10-13.
- Shoben, E. J. "The Assessment of Parental Attitudes in Relation to Child Adjustment." Genetic Psychology Monographs, Vol. 39 (1949), 193-148.
- Smart, Mollie S. and Russell C. Smart. Children Development and Relationships. New York: The MacMillan Company, 1972.
- Stott, L. H. "Adolescents' Dislikes Regarding Parental Behavior and Their Significance." Journal of Genetic Psychology, Vol. 57 (1940), 393-414.
- Talley, Sharon Kay. "Comparison of the Parent-Child Relationships of Black and White High School Students." (unpub. M.S. thesis, Oklahoma State University, 1971).
- Ward, William D. "Variance of Sex-Role Preference Among Boys and Girls." Psychological Reports, Vol. 23 (1968), 467-479.

APPENDIX

Your cooperation in this project is greatly appreciated. Your contribution in a research project of this type helps us to gain greater knowledge and insight into human relationships. Please check or fill in answers as appropriate to each question. Since your name is not required, please be as honest in your answers as possible. There are no right or wrong answers. This is not a test.

The blanks at the extreme left of the page are for purposes of coding.
(Do not fill in.)

1. - 3.

_____ 4. Sex: _____ 1. male
2. female

5. Age

_____ 6. Race: _____ 1. White
 _____ 2. Black
 _____ 3. Indian
 _____ 4. Other

 7. Was your mother employed for the major part of your childhood?

_____ 1. No

_____ 2. Yes (part-time employment)

_____ 3. Yes (full-time employment)

_____ 8. If your mother was employed for the major part of your childhood, did she enjoy her work?

_____1. Yes
_____2. Undecided
3. No

9. Religious preference:

_____1. Catholic _____4. Mormon
_____2. Protestant _____5. None
_____3. Jewish _____6. Other

Specify

- ____10. For the major part of your life have you lived:
- ____1. On farm or in country
 - ____2. Small town under 25,000 population
 - ____3. City of 25,000 to 50,000 population
 - ____4. City of 50,000 to 100,000 population
 - ____5. City of over 100,000 population
- ____11. What is your parents' marital status?
- ____1. Living together
 - ____2. Separated or divorced (with no remarriage)
 - ____3. One of parents deceased (with no remarriage)
 - ____4. Divorced (with remarriage)
 - ____5. One of parents deceased (with remarriage)
- ____12. What is the occupation of the head of your family (teacher, policeman, etc.)?
- _____
- ____13. What is the primary source of the income of your family?
- ____1. Inherited savings and investments
 - ____2. Earned wealth, transferable investment
 - ____3. Profits, royalties, fees
 - ____4. Salary, Commissions (regular, monthly, or yearly)
 - ____5. Hourly wages, weekly checks
 - ____6. Odd jobs, seasonal work, private charity
 - ____7. Public relief or charity
- ____14. What is the highest educational attainment of the principal earner of the income of your family?
- ____1. Completed graduate work for a profession
 - ____2. Graduated from a 4-year college
 - ____3. Attended college or university for two or more years

- _____4. Graduated from high school
- _____5. Attended high school, completed grade 9, but did not graduate
- _____6. Completed grade 8, but did not attend beyond grade 9
- _____7. Less than grade 8
- _____15. (Omit)
- _____16. Which one of the following most nearly describes the type of discipline you received as a child from your father?
- _____1. Very permissive
- _____2. Permissive
- _____3. Moderate degree of both permissiveness and strictness
- _____4. Strict
- _____5. Very strict
- _____17. Which one of the following most nearly describes the type of discipline you received as a child from your mother?
- _____1. Very permissive
- _____2. Permissive
- _____3. Moderate degree of both permissiveness and strictness
- _____4. Strict
- _____5. Very strict
- _____18. Which one of the following describes the degree of closeness of your relationship with your father during childhood?
- _____1. Above average
- _____2. Average
- _____3. Below average
- _____19. Which one of the following describes the degree of closeness of your relationship with your mother during childhood?
- _____1. Above average

____ 2. Average

____ 3. Below average

____ 20. As a child who did you receive most of your discipline from?

____ 1. Usually my mother

____ 2. Usually my father

____ 3. Both mother and father about equally

____ 21. How much were you praised as a child?

____ 1. Very rarely

____ 4. Often

____ 2. Rarely

____ 5. Very often

____ 3. Moderate

____ 22. From whom did you receive the most affection as a child?

____ 1. Mother

____ 2. Father

____ 3. Both mother and father about equally

____ 4. Other _____
Specify

____ 23. As a child did your family participate in recreation together?

____ 1. Very rarely

____ 4. Often

____ 2. Rarely

____ 5. Very often

____ 3. Moderate

____ 24. As a child did your father find time to do things together with you?

____ 1. Very rarely

____ 4. Often

____ 2. Rarely

____ 5. Very often

____ 3. Moderate

____ 25. As a child did your mother find time to do things together with you?

____ 1. Very rarely

- | | |
|-------------------|---------------------|
| _____ 2. Rarely | _____ 4. Often |
| _____ 3. Moderate | _____ 5. Very often |

_____ 26. As a child did your parents encourage you to respect the feelings of other children?

- | | |
|----------------------|---------------------|
| _____ 1. Very rarely | _____ 4. Often |
| _____ 2. Rarely | _____ 5. Very often |
| _____ 3. Moderate | |

As a child, how much were each of the following disciplinary methods used with you by your parents?

_____ 27. Physical punishment

- | | |
|----------------------|---------------------|
| _____ 1. Very rarely | _____ 4. Often |
| _____ 2. Rarely | _____ 5. Very often |
| _____ 3. Moderate | |

_____ 28. Deprivation of privileges

- | | |
|----------------------|---------------------|
| _____ 1. Very rarely | _____ 4. Often |
| _____ 2. Rarely | _____ 5. Very often |
| _____ 3. Moderate | |

_____ 29. Being isolated (forced to stay in room, etc.)

- | | |
|----------------------|---------------------|
| _____ 1. Very rarely | _____ 4. Often |
| _____ 2. Rarely | _____ 5. Very often |
| _____ 3. Moderate | |

_____ 30. Withdrawal of love

- | | |
|----------------------|---------------------|
| _____ 1. Very rarely | _____ 4. Often |
| _____ 2. Rarely | _____ 5. Very often |
| _____ 3. Moderate | |

_____ 31. Use of reasoning

- | |
|----------------------|
| _____ 1. Very rarely |
| _____ 2. Rarely |

_____3. Moderate

_____4. Often

_____5. Very often

_____32. Use of tangible rewards

_____1. Very rarely

_____4. Often

_____2. Rarely

_____5. Very often

_____3. Moderate

_____33. Do you feel that you can talk with your parents freely about your problems and things that concern you?

_____1. Very rarely

_____4. Often

_____2. Rarely

_____5. Very often

_____3. Moderate

_____34. Which parent do you feel has had the greatest influence in determining the kind of person you are?

_____1. Mother

_____2. Father

_____3. Both mother and father about equally

_____35. Which one of the following do you feel has had the greatest influence in determining the kind of person you are?

_____1. One or both parents

_____2. A brother or sister

_____3. Friends of my own age

_____4. A public figure such as a president or movie star

_____5. Other

(Specify)

How much emphasis did your parents place on your learning each of the following values?

_____36. Determination and Perseverance

_____1. Very rarely

- | | |
|------------------|--------------------|
| _____2. Rarely | _____4. Often |
| _____3. Moderate | _____5. Very often |

_____37. Seeing each person as having dignity and worth

- | | |
|---------------------|--------------------|
| _____1. Very rarely | _____4. Often |
| _____2. Rarely | _____5. Very often |
| _____3. Moderate | |

_____38. Cooperation

- | | |
|---------------------|--------------------|
| _____1. Very rarely | _____4. Often |
| _____2. Rarely | _____5. Very often |
| _____3. Moderate | |

_____39. Self discipline

- | | |
|---------------------|--------------------|
| _____1. Very rarely | _____4. Often |
| _____2. Rarely | _____5. Very often |
| _____3. Moderate | |

_____40. Spiritual development

- | | |
|---------------------|--------------------|
| _____1. Very rarely | _____4. Often |
| _____2. Rarely | _____5. Very often |
| _____3. Moderate | |

_____41. Loyalty

- | | |
|---------------------|--------------------|
| _____1. Very rarely | _____4. Often |
| _____2. Rarely | _____5. Very often |
| _____3. Moderate | |

_____42. Feeling genuine concern and responsibility toward others

- | | |
|---------------------|--------------------|
| _____1. Very rarely | _____4. Often |
| _____2. Rarely | _____5. Very often |
| _____3. Moderate | |

____43. Expressing sincere appreciation for others

- | | |
|--------------------|-------------------|
| ____1. Very rarely | ____4. Often |
| ____2. Rarely | ____5. Very often |
| ____3. Moderate | |

____44. Taking responsibility for the consequences of your own actions

- | | |
|--------------------|-------------------|
| ____1. Very rarely | ____4. Often |
| ____2. Rarely | ____5. Very often |
| ____3. Moderate | |

____45. Did your parents express affection toward you openly as a child?

- | | |
|--------------------|-------------------|
| ____1. Very rarely | ____4. Often |
| ____2. Rarely | ____5. Very often |
| ____3. Moderate | |

____46. Which one of the following do you feel has influenced you most in the formation of your attitudes toward marriage?

- | | |
|---------------------------|--|
| ____1. Parents | ____4. Church |
| ____2. Friends my own age | ____5. Mass media (books, magazines, movies, etc.) |
| ____3. School | |

____47. How prepared do you feel for marriage at the present time?

- | | |
|----------------------|------------------------|
| ____1. Very prepared | ____4. Unprepared |
| ____2. Prepared | ____5. Very unprepared |
| ____3. Uncertain | |

____48. Which of the following do you believe to be most important in achieving marital success (select one)?

- | |
|---|
| ____1. Being in love |
| ____2. Determination to make the marriage succeed |
| ____3. Having common interests |

____ 4. Compatibility of personalities

____ 5. Mutual respect and consideration

____ 49. What is your present dating situation?

____ 1. Seldom date

____ 4. Going steady

____ 2. Moderately date

____ 5. Engaged

____ 3. Date often

VITA

Joe Ann Farris

Candidate for the Degree of

Master of Science

Thesis: COMPARISON OF THE PARENT-CHILD RELATIONSHIPS OF MALE AND
FEMALE HIGH SCHOOL STUDENTS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born at Battiest, Oklahoma, February 15, 1943, the
daughter of Mr. and Mrs. Dale W. "Dick" Johnson. Married
September 7, 1963, to Mr. Harold Gene Farris.

Education: Graduated from Valliant High School, Valliant, Oklahoma,
in May, 1961; received the Bachelor of Science degree in Home
Economics from Oklahoma State University, Stillwater, Oklahoma,
in January, 1966; completed requirements for the Master of
Science degree at Oklahoma State University in July, 1972.

Professional Experience: Home Economics Instructor, Cowley County
Community Junior College, Arkansas City, Kansas, September,
1966 to June, 1968; Teacher-Coordinator of Child Care and
Guidance, Kiamichi Area Vocational-Technical School,
McAlester, Oklahoma, February, 1970, until the present.

Professional Organizations: American Association of University
Women, Day Care and Child Development Council of America,
Oklahoma Education Association, American Vocational Associa-
tion, Oklahoma Vocational Association.