

A COMPARISON OF CHILD REARING ATTITUDES
OF HIGH SCHOOL SENIOR GIRLS ENROLLED
IN COMPREHENSIVE AND SEMESTER
CONSUMER AND HOMEMAKING
EDUCATION PROGRAMS

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CHAPTER I

INTRODUCTION

A child's mental health, socialization and overall success in relationships is dependent, to a great extent, upon his parents. One of the objectives of consumer and homemaking education is to educate young people for the eventuality of parenthood. Bernice Moore (23) believes that this education is vital since "without healthy personalities, capable of creating and adapting to change, neither scientists nor technologists can produce what is needed to enhance man himself."

During the last decade educators and parents have begun to recognize the importance of parenthood education as evidenced by the following statistics. Simpson (22) reports that one out of three girls graduating from high school will be married within two years. One-fourth of all mothers bearing a first child are under the age of twenty. The formal education these mothers receive in parenthood is almost solely the responsibility of consumer and homemaking education. The realization of this responsibility has created an increasing emphasis on family living and human development as a part of consumer and homemaking education programs.

The structure of consumer and homemaking education programs varies. Recently emphasis has been placed on the specialized or semester programs replacing the general or comprehensive program structure. The semester program structure allows for in-depth study

in one area of home economics each semester while the comprehensive structure allows study in several home economics areas each year. Whether one structure is more effective than the other has not been determined. Little research has been conducted in this area. Blackwell (2) concluded that one type was not superior to the other. There is a necessity, however, to investigate whether one is more effective than the other in the development of child rearing attitudes.

Over the years, teachers of consumer and homemaking education have been criticized for teaching middle class values and attitudes. While the teacher may take pains to prevent this, the students become aware of the attitudes and values of their teacher through the example set by that teacher. This is particularly true regarding child rearing attitudes if the teacher has children of her own.

The researcher felt justified in stating that attitudes, a part of one's values, were conveyed or were modified by instruction in human development. The very nature of study in human development leads to the conveyance of certain attitudes which are felt to be desirable in the rearing of children.

Statement of the Problem

The primary purpose of this study was to determine if high school students who have completed a semester course in human development during the junior year have different child rearing attitudes than those students who have completed the third year of a comprehensive homemaking program.

Significance of the Study

At the 1960 White House Conference on Youth it was reported that 53 per cent of all girls between the ages of 15 and 19 are/or have been married. Furthermore, the average mother bears her last child when only 26 years old (22).

This young mother acquires her knowledge of parenthood through the examples set by her parents, her peers' parents and by television and movie parents. She reads novels and magazine stories which center around the family. Consumer and homemaking education provides the bulk of the formal parenthood education available. The majority of this information is obtained through units in human development and through a course in adult living (4).

Hulls (14) reported that a teenager's attitudes are unstable and inconsistent. This may be due to a lack of exposure to positive, stable attitudes or to an unacceptance of these attitudes on the teenager's part. It is a goal of consumer and homemaking education to stabilize these attitudes.

The methods of presenting parenthood information vary from school to school and from teacher to teacher. Generally there are two types of consumer and homemaking education programs offered in Nebraska, namely semester programs and comprehensive programs. The semester program offers a semester of study in each one of the home economics areas. These areas are foods and nutrition, housing, clothing and textiles, human development and the family, housing, home management and family economics and adult living (4). The semester courses provide opportunity for in-depth study. Since the students spend 18

weeks studying one subject matter area they are more likely to become aware of their teacher's attitudes and beliefs. This is an even greater possibility in a course such as Human Development and the Family where there is more total time for class discussion.

The comprehensive program offers a year of study made up of units in all of the home economics areas mentioned above. A small seven per cent of time is the average allotment for studying human development and the family in a comprehensive program (5).

It remains to be seen whether one program structure is more effective in conveying and stabilizing positive child rearing attitudes than the other. Several studies (6, 13, 14) would seem to indicate that the longer amount of time spent studying human development would lead to more desirable child rearing attitudes.

It is impossible to research all aspects of desirable child rearing attitudes, therefore the researcher chose to concentrate on the three categories of child rearing attitudes designated by Shoben (21). These child rearing attitude categories are Dominating, Ignoring, or Possessive. Dominating attitudes are characterized by a tendency on the part of the parent to dominate the child, to expect complete conformity to parental desires and to severely punish disobedience. The Possessive attitudes are characterized by an emphasis on the dependence of the child and a restriction on the child's activities without the family group. The Ignoring category of child rearing attitudes is characterized by a disregard of the child as an individual and of the parent's responsibility for the child. Since these categories are the negative or the opposite of what is desirable, a low score is indicative of less intense attitudes or attitudes which are more desirable

in the rearing of children.

Objectives of the Study

In order to accomplish the purpose of this study the following objectives were formulated:

1. To review the factors which affect child rearing attitudes and the instruments for evaluating various classifications of child rearing attitudes.
2. To select an appropriate instrument for determining the child rearing attitudes of high school senior girls enrolled in semester and in comprehensive consumer and homemaking education programs.
3. To compare and analyze a limited set of child rearing attitudes of students who have completed a semester human development course and those students who have completed the third year of a comprehensive homemaking course.
4. To recommend areas for further study.

Hypotheses of the Study

Objective 2 led to the formulation of the following hypotheses:

1. Students enrolled in semester consumer and homemaking education programs will possess child rearing attitudes which are less ignoring than students enrolled in comprehensive consumer and homemaking education programs.
2. Students enrolled in semester consumer and homemaking education programs will have child rearing attitudes which are less possessive than students enrolled in comprehensive

consumer and homemaking education programs.

3. Students enrolled in semester consumer and homemaking education programs will possess child rearing attitudes which are less dominating than students enrolled in comprehensive consumer and homemaking education programs.

Assumptions of the Study

For the purposes of this study the following assumptions were made:

1. It is a purpose of consumer and homemaking education to aid students in the acquisition of attitudes related favorably to healthy child development.
2. A paper-and-pencil attitude test is predictive of overt behavior.
3. Each participant will express honest and unbiased responses when completing the attitude survey.

Limitations of the Study

The study was limited to:

1. Six schools from districts VI, VII and VIII in Nebraska.
2. Senior girls enrolled in semester and comprehensive consumer and homemaking education programs.
3. The three attitude categories measured by the selected instrument.

Definition of Terms

Child rearing attitudes: One's inclinations and feelings toward children which influence one's relationships with children (14).

Consumer and Homemaking Education: Reimbursed programs of education which provide the opportunity for acquisition of knowledge, attitudes and skills essential to participation in roles as family members (4).

Semester course: A semester length course in consumer and homemaking education which is designed for in-depth instruction in specific areas of home economics (4).

Comprehensive course: A consumer and homemaking education course which provides instruction in all areas of home economics throughout the year (4).

Class C school: A Nebraska high school in which more than 58 but less than 134 boys were enrolled by September, 1971 (17).

Class D school: A Nebraska high school in which 58 boys or less were enrolled by September, 1971 (17).

Procedure for the Study

Relevant literature was reviewed in order to understand factors affecting child rearing attitudes and to choose specific instruments for evaluating various classifications of child rearing attitudes. Six high schools were selected, three having semester consumer and homemaking programs and three with comprehensive programs, in which to conduct the research to determine the child rearing attitudes of high school senior girls.

In the selection of the schools, consideration was also given to each teacher's child rearing attitudes, the size of classes and the accessibility of schools. Following administration of the instrument statistical analysis was conducted to aid in the comparison and analysis of the child rearing attitudes of the two groups of students.

Organization of the Report of the Study

This report of research is organized into five chapters. Chapter I has presented a discussion of the problem and its significance; objectives, hypotheses, assumptions of the study, limitations of the study, definitions of relevant terms and procedure for the study. Chapter II will present a review of relevant literature. Methodology and design of the study will be discussed in Chapter III and the presentation and analysis of data will occur in Chapter IV. Chapter V will present findings, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

One's attitudes are all of one's "inclinations and feelings toward a psychological object which influence one's actions toward that object" (14). Attitudes develop from life experiences and while they tend to remain fairly stable they can be modified.

The modification of child rearing attitudes has been the subject of much research. Instruments to measure the relation of numerous variables to child rearing attitudes have been developed. These variables include consumer and homemaking education, socio-economic levels, educational levels and intellectual ability. Each of these variables will be discussed in this chapter. A review will then be made of research involving various instruments for measuring child rearing attitudes by Roe and Siegelman (19), Wiley (27), Schaefer and Bell (20), and by Shoben (21).

Factors Which Affect Child Rearing Attitudes

Consumer and Homemaking Education

One of the challenges of the Vocational Education Amendments of 1968 was for consumer and homemaking education to better prepare youth and adults for the role of homemaker. This in turn will aid in the improvement of home environments and in the quality of family life (4). One manner of achieving this improvement in family life is through

instruction in human development. More positive and more constructive attitudes toward children and family life in general are among the results of this instruction (14).

Consumer and homemaking education at the high school level has numerous functions. Its objectives are all encompassing. The concepts and program structures for achieving these objectives and the fulfillment of its functions vary from state to state. This study is concerned only with those functions and objectives suggested as appropriate by the Nebraska Home Economics Education Department.

In Nebraska the Home Economics Education Department of the Department of Education, Vocational Education Division, has suggested a sequence of concepts to be utilized when teaching in the area of human development and the family. A study of these concepts will aid the enrichment of family life. The concepts which are related to child rearing attitudes and which are suggested for advanced study following the completion of an introductory comprehensive first year are:

1. Ways children develop: physical, mental, social, emotional.
2. Relationship of individual to family.
3. Infant development and care of children.
4. Interaction of emotional, physical, mental and social needs of individuals throughout the life cycle.
5. Developmental tasks (4).

Consumer and homemaking education program structures vary between schools. Basically there are two different program structures in use in Nebraska. These are comprehensive programs and semester programs. Nebraska's minimum reimbursed or vocational program consists of three years of consumer and homemaking education of which the first level or year must be comprehensive in either type of program. This first

level or year is usually offered to grade nine or ten. After this first comprehensive year has been completed the distinction between the two programs becomes apparent. The comprehensive or general program includes study in all of the home economics areas each year. The semester or specialized program provides in-depth instruction in one specific area of home economics each semester. The learnings are based on those acquired from the comprehensive course completed at the first level (4).

The definite superiority of one type of consumer and homemaking education programs over another has yet to be demonstrated. In a study reported by Blackwell (2) a comparison was made of comprehensive and semester homemaking programs. The research was conducted in five states. The study was to:

. . . determine whether there are differences in the values attributed to high school home economics programs by girls in schools where the courses are general comprehensive and in similar schools where the courses are specialized semester (2).

Schools which were selected within each state were comparable as to type and size of community, socio-economic level, school facilities and so on. The sample in each state included approximately 300 senior girls. The data were collected through the use of a questionnaire. Respondents were asked to indicate the amount of help they thought they had received or how much they thought they had learned in school.

Blackwell (2) concludes:

The definite superiority of one type of home economics program over another, as seen by high school senior girls, has yet to be demonstrated. Differences among programs from state to state are probably more pronounced than are differences between programs of general comprehensive and specialized semester courses (2).

One would surmise, however, that students enrolled in semester courses would be more likely to acquire attitudes similar to those of their teacher since the students would have a longer amount of time to become aware of the attitudes of their teacher.

In summary, instruction in human development is one method to aid the preparation of youth for their roles as family members. In Nebraska this instruction is available in comprehensive and in semester consumer and homemaking education program structures. Studies have not proved conclusively that one structure is more effective in conveying and/or modifying child rearing attitudes than the other.

Socio-Economic Levels

There are opposing opinions as to the effects of some variables on child rearing attitudes. Gildea, et al. (26) concluded that attitudes and perceptions toward children vary according to social class differences. Bronfenbrenner (13) states a minority opinion when he asserts that social class differences are not important in the development of child rearing attitudes.

In a study of child rearing practices between middle and lower social classes in a large city, Davis and Havighurst (8) found significant differences. Perhaps one reason for these differences between socio-economic groups is the increasing amount of information available as one's socio-economic status rises. Heinstein (13) ascertained that those parents with higher socio-economic status were in closer contact with regular channels of communication concerning preferred child rearing techniques.

Parenthood Education

Because the attitudes of the parents have such an effect on a child's emotional well being, many studies have been conducted to determine ways of developing positive attitudes toward child rearing. The effect of instruction on attitudes has been explored by numerous investigators. Stott and Berson (14) and Costin (6) studied the influence of parenthood education and a course in child psychology, respectively, on the child rearing attitudes of college students. Using pretest and post-test scores, both found significant change toward more permissive attitudes.

While certain studies have ascertained that parenthood education is directly related to child rearing attitudes, this has not been true in relating intellectual abilities to child rearing attitudes. Costin (6) and Walters (24) suggest that grades and/or scholastic aptitude are not adequate predictors of the degree of attitude change occurring after instruction (14).

The methods of instruction have been studied to determine if one is more effective in the conveyance of child rearing attitudes. Leton (15) compared three methods of teaching child psychology; lecture, case centered and group centered; and found improvement in the child rearing attitudes of all three groups, regardless of method. Hulls' (14) research also shows that the method of instruction has negligible effect.

Many studies of child rearing attitudes have been conducted in parent and college groups. There is a shortage of similar studies among high school age groups. Walters (24) states:

Since one of the purposes of education for family living is the modification of attitudes it would seem that similar assessments of the attitudes of young people at the secondary level as well as of men and women in colleges and universities might well serve as an important basis for curriculum planning.

With one exception, researchers agree that child rearing attitudes differ between socio-economic levels. One possible explanation is the availability of communications which is more prevalent as the socio-economic level rises. Parenthood education is also directly related to child rearing attitudes, while the method of instruction, intellectual ability and high school background appear to be unrelated to the possession of certain child rearing attitudes.

The Measurement of Child Rearing Attitudes

Numerous instruments have been developed for the measurement of child rearing attitudes. Those used most frequently include the Parent-Child Relations Questionnaire (PCR) developed by Roe and Siegelman (19), the Child Guidance Survey by Wiley (27), the Parental Attitude Research Instrument (PARI) by Schaefer and Bell (20) and the University of Southern California Parent Attitude Survey (PAS) developed by Shoben (21). An evaluation of these instruments follows.

Parent-Child Relations Questionnaire

The PCR was devised to obtain a measure of the characteristic behavior of parents towards their young children, as experienced by the child. There are separate questionnaires for the father and the mother. The instruments consist of ten subtests, 120 items, measuring behavior characterized as Loving, Protecting, Demanding, Rejecting,

Neglecting and Casual. It also contains items for Symbolic-love Reward, Direct-object Reward, Symbolic-love Punishment and Direct-object Punishment. This instrument is more concerned with the behavior resulting from parents' attitudes rather than the attitudes themselves (19). Cox (7) studied a group of boys and girls. Using this instrument he found the perceptions of parental attitudes differed between the sexes. Girls perceived fathers as more loving and less rejecting than did the boys. The girls also perceived mothers as being less rejecting than the boys' perceptions of their fathers. Boys perceived mothers as more rejecting than the girls' perceptions of their fathers.

Child Guidance Survey

The Child Guidance Survey, developed by Wiley (27) is a paper and pencil self-inventory scale. It consists of 160 items, divided into eight sub-scales (25), designed to assess attitudes of child guidance. These eight sub-scales are General Home Standards; Verbal Behavior; Expression of Hostility; Weaning, Thumb-sucking and Feeding; Toilet Training; Sexual Behavior; Boy-Girl Differences and Crying (9).

Walters (24, 25) utilized the Child Guidance Survey with the Parent Attitude Survey in several studies to analyze attitude change. Changes in attitudes were noted following instruction in child development, with both instruments.

Wiley (27) found in developing and testing his Child Guidance Survey that persons who had had the advantage of special instruction in child development would be more likely to express attitudes which were more favorable than would those who had had little experience with children.

Parental Attitude Research Instrument

One of the most widely used instruments for measuring child rearing attitudes is the Parental Attitude Research Instrument developed by Schaefer and Bell (1). The PARI is a Likert-type survey of "twenty-three 5-item scales designed to measure attitudes theoretically relevant to the development of personality in children" (14). The items were derived from those used by Shoben. These 115 items were categorized into such sub-scales as Equalitarianism, Non-punishment, Strictness, Intrusiveness, Deification, Marital Conflict, Infantilization and Avoidance of Tenderness (20).

Becker and Krug (1) found the PARI to have consistent correlations with other self-report measures. Costin (6) concluded that the PARI was a more sensitive measure of attitude change than the Parental Attitude Survey. Freedheim and Reichenberg determined that the PARI was useful in measuring attitudes in groups other than parents (14).

University of Southern California Parent Attitude Survey

In constructing this instrument, Dr. Shoben presented 148 items revealing attitudes concerning the guidance of children to a group of 100 white, urban mothers. Fifty of the mothers had problem children and 50 had non-problem children. The problem children consisted of children who were receiving clinical help for some personality or behavior problem or who had come into the custody of juvenile authorities at least twice, or who had a problem about which the child's mother had registered a complaint indicating ~~that she would like to~~ have clinical help with her child. The non-problem children ~~had never~~ received clinical attention, had never been taken into custody by

juvenile authorities and had no problem which, in the opinion of the mother, required clinical attention (21).

The 148 original items consisted of statements of general attitudes toward children to which the parent could respond by indicating from strong agreement to strong disagreement. After administration of the original scale, an item analysis was undertaken. Those items which differentiated the two groups of mothers at the .05 level of confidence or beyond were retained. As a result, 85 of the original 148 items were retained (21).

Shoben classified the 85 items into three categories plus a small miscellaneous group according to the attitudinal themes which the respective sets of items seemed to have in common. These three categories of attitudes are described by Shoben (21):

The Dominant variable consists of items reflecting a tendency on the part of the parent to put the child in a subordinate role, to take him into account quite fully but always as one who should conform completely to parental wishes under penalty of severe punishment.

The Possessive sub-scale refers to a tendency on the part of the parent to "baby" the child, to emphasize unduly (from a mental hygiene point of view) the affectional bonds between parent and child, to value highly the child's dependence on the parent, and to restrict the child's activities to those which can be carried on in his own family group.

The third sub-scale, called the Ignoring variable, refers to a tendency on the part of the parent to disregard the child as an individual member of the family, to regard the "good" child as one who demands the least parental time, and to disclaim responsibility for the child's behavior.

The survey was then given to 40 mothers equally divided between the problem and the non-problem children categories. The validity coefficients obtained from the second administration were as follows: Ignoring, .624; Possessive, .721 and Dominant, .623. Reliability in

the total and three sub-scales was high (21).

The scores obtained by Shoben (21) showed that the mothers of non-problem children scored lower on the three variables than did the mothers of problem children. He was able to conclude that the University of Southern California Parent Attitude Survey was of considerable value in the investigation of parental attitudes.

Other research pertaining to the Parent Attitude Survey is related to the effects of parenthood education upon child rearing attitudes. Leton (16), Costin (6), Walters (24) and Walters and Fisher (25) found modification of child rearing attitudes following instruction. Costin (6) also administered the instrument to a sociology class and found no change in attitudes.

The four instruments described above are the most common and most frequently used instruments for measuring child rearing attitudes. As was seen, much can be said about the advisability of using any one of the instruments: The Parent-Child Relations Questionnaire, Child Guidance Survey, Parental Attitude Research Instrument and the Parent Attitude Survey. The reasons for the choice of instrument follow in Chapter III.

Summary

The modification of child rearing attitudes is one of the objectives of consumer and homemaking education. These attitudes which can be modified are shaped from life's experiences. Education, socioeconomic status and availability of parenthood education are just a few of the variables which affect one's child rearing attitudes. The research reviewed showed that parenthood education modifies child

rearing attitudes by making them more permissive. Significant differences were found between the socio-economic levels in respect to child rearing attitudes. Method of instruction and intellectual ability appear to be unrelated to the possession of certain child rearing attitudes.

In order to determine the extent of modification of child rearing attitudes and the effects of certain variables a variety of instruments have been developed to measure child rearing attitudes. The Parent-Child Relations Questionnaire by Roe and Siegelman (19) measures perceptions of parental attitudes by children. Using this instrument, Cox (7) found differences in perceptions of parental attitudes between sexes. The Child Guidance Survey by Wiley (27) was utilized in studies by Walters (24, 25) who found attitudes changed following instruction in child development. The Parental Attitude Research Instrument by Roe and Siegelman (19) also measured attitude changes. Three categories of attitudes toward children are measured by the Parent Attitude Survey by Shoben (21).

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

It is the purpose of this chapter to describe the methods and procedures utilized in conducting this study. This chapter includes: an explanation of the selection and use made of the University of Southern California Parent Attitude Survey; a discussion of the methods by which the population was selected; explanations of the manner of collecting data and the statistical procedure used in analyzing the data.

The Parent Attitude Survey, selected through the review of literature, was administered to the population. It was necessary, in order to compare child rearing attitudes of students enrolled in comprehensive and semester consumer and homemaking education program structures, to select a homogeneous population. A comparison was made of the child rearing attitudes of the two groups.

Instrumentation

Through the review of literature the researcher determined that the University of Southern California Parent Attitude Survey was most suitable for the study. The correlation between the Parent Attitude Survey and other instruments was high (24). Leton (16) concluded that the Parent Attitude Survey was a valid measure of attitudes toward

children. The Parent Attitude Survey was short, easy to understand and read. The variables measured by the Parent Attitude Survey were more adaptable to teenagers than those measured by the Parental Attitude Research Instrument (21), for example. Also, since attitude change was not considered, the Parent Attitude Survey seemed to be a more adequate measure of present child rearing attitudes, using only three subgroups. These subgroups are Dominating, Possessive and Ignoring. The University of Southern California Parent Attitude Survey measures general classification of attitudes rather than specific attitudes toward specific actions. The researcher felt that the responses of students who had had little or no experience with children would be more accurate using the general classifications. Although the Parent Attitude Survey was not developed for use with teenagers, the researcher felt that its high correlation with other instruments that had been used with teenagers, coupled with its easy readability, deemed it suitable for use with teenagers.

It was determined not to use the Parent-Child Relations Questionnaire because it is more for use with parents and children together. The Child Guidance Survey was eliminated because of its length. The Parental Attitude Research Instrument is to be used (quite obviously) with parents rather than teenagers, so it was discarded. This led to the selection of The Parent Attitude Survey which had none of these deterrents.

The Parent Attitude Survey was modified slightly for use. Since attitude change was not being measured, total scores were not computed. For this reason ten items Shoben (21) had classified as miscellaneous were omitted. The scale then consisted of 75 statements

about parent-child relationships to which the students responded by strongly agreeing, mildly agreeing, mildly disagreeing or strongly disagreeing. The scale measured three kinds of attitudes: Dominating, Ignoring and Possessive. The Dominating classification consisted of 40 items, the Ignoring group consisted of 14 items and the Possessive group consisted of 21 items (21). See Appendix A.

The scoring of responses followed Shoben's (21) weighting system. He found that this system resulted in the parents of problem children scoring significantly higher than parents of non-problem children. The scores can be interpreted thus: the higher the score, the more intense is the attitude; the lower the score, the less intense is the attitude (6).

Population of the Study

The research was conducted in Nebraska high schools because of the researcher's desire to return to Nebraska to teach. The secondary schools in Nebraska are classified by size according to the numbers of boys enrolled in each school. This classification is the basis for inter-school competitions. The largest schools are classified as "A". Class D schools are the smallest. Class C schools were selected for this research in order to achieve a more homogeneous population. Students enrolled in Class C schools in Districts VI, VII, VIII in Nebraska will be from rural communities. The boundaries of these districts were set by the Department of Education. The average socio-economic level will not vary greatly between the communities in these districts. There is also a greater likelihood of a more even distribution of socio-economic levels within the consumer and homemaking

education classes in each school.

The population for the study consisted of high school senior girls who had completed at least one advanced unit of study in the area of human development. The girls attended six Class C schools in the districts mentioned above.

In three of the selected schools the consumer and homemaking education program structures were the comprehensive type. The other three schools had the semester type of consumer and homemaking education programs. All were reimbursed or vocational programs.

A listing of teachers and superintendents in Districts VI, VII and VIII was obtained from Mrs. Marge Harouff, Administrative Director of Home Economics Education in Nebraska. The University of Southern California Parent Attitude Survey, an information questionnaire and an explanatory letter (Appendix B) were sent to 16 consumer and homemaking education teachers in Class C schools in the three districts selected. The teachers were asked to complete and return the survey and the questionnaire if they would be willing to participate in the research. Eight surveys were returned. Since the first mailing occurred at the same time as the Nebraska Teachers' Institute, a second mailing to the teachers who did not respond was completed. To insure an adequate return six Class D schools in these districts were added to the original group of teachers. The second mailing resulted in the return of 15 additional surveys from both Class C and D schools, more than enough from Class C schools for use in the study.

The Class C surveys returned were classified according to the type of consumer and homemaking education program in operation in the school, namely comprehensive and semester. The teachers' responses

in each group were scored. Those teachers whose scores were excessively high were discarded since high scores indicate child rearing attitudes which are more dominating, more possessive and more ignoring than low scores. The researcher felt that since education in human development modifies child rearing attitudes, those teachers with high scores on the Parent Attitude Survey subgroups had evidently not obtained much enlightenment from their study in human development. She thus desired to use teachers with more positive child rearing attitudes for the study.

Those schools with less than seven students were also discarded to avoid a small sample. It was a requirement that the teachers had taught in the same schools last year. The researcher then selected three semester and three comprehensive programs from those teacher surveys remaining. Considered in the selection were the size of the class taught, with preference going to the larger classes, and the accessibility of the towns to each other. Since the survey was to be personally administered schools in towns far removed from each other were discarded.

The selection of the three comprehensive schools and the three semester schools took place by pairing schools according to the teachers' subscores. The comprehensive teacher with a low subscore for the Ignoring subgroup was paired with the semester teacher who scored low on the Ignoring subgroup. The comprehensive teacher and the semester teacher with low scores for the Possessive subgroup were paired. The remaining teachers were paired because their Dominating subscores were low. The pairing was done for a basis of comparison and to avoid teacher bias. Further statistical analysis showed there

would have been no bias, teacher scores showing no pattern in relation to those of their students.

In summary, the final six schools selected for the research study were rural, with only one situated near an urban area. The schools were approximately the same size and were Class C schools. Four schools were within 90 miles of one another. Two schools were twenty miles apart but were situated some distance from the other four. Three schools offered a comprehensive program with the teachers' attitudes categorized as less Dominating, less Possessive and less Ignoring. Three schools offered a semester program with the teachers' attitudes categorized as less Dominating, less Possessive and less Ignoring.

Data Collection

After the schools were selected and classified permission to conduct the research was obtained from the superintendents of the selected schools. Upon receipt of this permission, the teachers were contacted and arrangements were made to administer the survey in March, 1972. The researcher personally administered the University of Southern California Parent Attitude Survey to the students in the selected schools in order to maximize the standardization of the testing directions and procedures.

The students were given the following directions:

Read each of the statements below. Rate each statement as to whether you strongly agree, mildly agree, mildly disagree or strongly disagree. There are no right or wrong answers, so answer according to your own convictions. Work as rapidly as you can. Check the box that best expresses your feelings. It is important that you respond to each statement. If there are some expressions you do not understand be sure to ask about it. Please write the name of your school in the upper right hand corner of the

survey. Do not write your own name on the paper.

The respondents rated each of the items of the survey as to strength of agreement or disagreement. The point value of each response was predetermined by Shoben (21) with the higher the rating value the more indicative of the possession of attitudes categorized as Dominant, Possessive and Ignoring. The survey was completed by the students in 40 minutes.

Statistical Analysis

Data collected through the attitude survey were coded as to the responses made to each of the items by the students in the study. With the assistance of the Oklahoma State University computing center, the comparison of the results of the attitude scales completed by the students was made on the basis of subgroup mean scores. A subgroup mean score for each school and for each pair of schools was computed. Comparisons were made between the semester and comprehensive school groups by using one-way analysis of variance test for significance.

In order to have groups of equal size for statistical analysis, the numbers of students in four schools were reduced to seven, so that all schools would have the same number of students. The seven surveys to be retained from each school were selected by using a table of random numbers. Each survey completed by the students in each school was numbered consecutively to aid in the random selection.

The major concern of the statistical analysis of the data in this study was to determine the extent of differences of child rearing and homemaking education. In order to insure anonymity, the schools are referred to by number rather than by name. The comprehensive

schools will be represented as 1c, 2c, 3c, and the semester schools will be represented as 1s, 2s, and 3s.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

Following graduation from high school, the next important achievements for most of the girl graduates are marriage and parenthood. Their attitudes toward children play a part in determining what type of parents they will be. This chapter will present and analyze the data relating to the child rearing attitudes of high school senior girls enrolled in comprehensive and semester consumer and homemaking education program structures.

Tests of Hypotheses

Hypothesis I.

Students enrolled in semester consumer and homemaking education programs will possess child rearing attitudes which are less ignoring than students enrolled in comprehensive consumer and homemaking education programs.

Data pertaining to this hypothesis are presented in Table I. Tests of this hypothesis revealed there is no significant differences in the ignoring child rearing attitudes between the semester and the comprehensive student groups. The hypothesis was rejected.

TABLE I
ANALYSIS OF VARIANCE OF CHILD REARING ATTITUDES
ON THE BASIS OF THE IGNORING SUBSCORES

Source of Variation	df	Sums of Squares	Mean Square
Program Structures	1	2.38	2.38
Within Groups	40	647.76	17.37
TOTAL	41	697.14	

$$F\text{-value} = \frac{2.38}{17.37} = 0.14$$

Hypothesis 2

Students enrolled in semester consumer and homemaking education programs will have child rearing attitudes which are less possessive than students enrolled in comprehensive consumer and homemaking education programs.

The data pertaining to this hypothesis are presented in Table II. Tests of this hypothesis revealed that the students enrolled in the two program structures do not differ significantly in their possessive child rearing attitudes. The hypothesis could not be accepted.

TABLE II
ANALYSIS OF VARIANCE OF CHILD REARING ATTITUDES
ON THE BASIS OF THE POSSESSIVE SUBSCORES

Source of Variation	df	Sums of Squares	Mean Square
Program Structure	1	52.59	52.59
Within Groups	40	1102.38	27.96
TOTAL	41	1154.97	
F-value	$\frac{52.59}{27.56} = 1.91$		

Hypothesis 3

Students enrolled in semester consumer and homemaking education programs will possess child rearing attitudes which are less dominating than students enrolled in comprehensive consumer and homemaking education programs.

The data pertaining to this hypothesis are shown in Table III. Tests of this hypothesis revealed that the two groups of students differed significantly in their dominating child rearing attitudes and thus the hypothesis must be rejected. The students enrolled in the comprehensive consumer and homemaking education programs exhibited attitudes less dominating than the students who were enrolled in the semester programs (see Table VI.) This result was the opposite of the prediction.

TABLE III
ANALYSIS OF VARIANCE OF CHILD REARING ATTITUDES
ON THE BASIS OF THE DOMINATING SUBSCORES

Source of Variation	df	Sums of Squares	Mean Square
Program Structure	1	579.43	579.43
Within Groups	40	4352.47	108.81
TOTAL	41	4931.90	

$$\text{F-value } \frac{579.43}{108.81} = 5.32^*$$

* Significant at the .05 level.

Comparisons of Teacher and Pupil Child Rearing Attitudes

The relationship of the teachers' child rearing attitudes to those of their students was the next question the researcher attempted to answer. Did the teacher whose child rearing attitudes ranked low for the Ignoring items and the low scoring group of students both come from the same program? Similarly, did the teacher whose child rearing attitudes ranked low for the Possessive items and the students ranking low in Possessive score occur in the same school program? Finally, were low teacher attitudes and low student score on Dominating items evident in the same program? Thus, rank order comparisons of scores were made next.

Ignoring Subscore

The Ignoring category of child rearing attitudes indicates an unwillingness on the part of the parent to regard the child as an individual member of the family and an unwillingness to accept responsibility for the child's behavior (21). A comparison of the rank order of teacher scores and of student scores for the ignoring subgroup is presented in Table IV. The information as presented in this table indicates that the teacher's child rearing attitudes classified as Ignoring have negligible, if any, relation to her students' attitudes. The range of scores is much greater for the teachers, 49-65, than for the students, 50.3 - 52.7. This is possibly the result of using mean scores for the students while using individual scores for the teachers.

TABLE IV
COMPARISONS OF THE RANKING OF TEACHER SCORES AND OF
STUDENT SCORES FOR THE IGNORING SUBSCORE ON THE
UNIVERSITY OF SOUTHERN CALIFORNIA
PARENT ATTITUDE SURVEY

School	n*	Program Structure	Teacher Scores Rank	Student Mean	Scores Rank
1c	7	Comprehensive	49	52.7	5
2c	12	Comprehensive	50	50.3	1
2s	10	Semester	50	52.2	4
3s	11	Semester	53	51.5	3
1s	9	Semester	55	52.7	5
3c	7	Comprehensive	65	51	2

*Number of students

Possessive Subscore

The Possessive category of child rearing attitudes indicates an emphasis on the parent's part, on the child's dependency. There is a limitation on any activities by the child which are not carried on with the family (21). A comparison of the ranking of teacher scores and of student scores for the Possessive subgroup is shown in Table V. The data indicate that the teacher whose child rearing attitudes rank first, meaning she was the least possessive, had students whose possessive attitudes ranked fifth.

TABLE V

COMPARISONS OF THE RANKING OF TEACHER SCORES AND OF
STUDENT SCORES FOR THE POSSESSIVE SUBSCORE ON THE
UNIVERSITY OF SOUTHERN CALIFORNIA
PARENT ATTITUDE SURVEY

School	n*	Program Structure	Teacher Scores		Student Scores	
			Mean	Rank	Mean	Rank
3s	11	Semester	67	1	75.6	5
1s	9	Semester	69	2	76.7	6
3c	7	Comprehensive	70	3	75.4	3
1c	7	Comprehensive	73	4	72.6	1
2s	10	Semester	82	5	75.5	4
2c	12	Comprehensive	82	5	73.2	2

*Number of students

Dominating Subscore

The Dominating category of child rearing attitudes reflects a tendency for the parent to dominate the child, to expect the child to conform completely to parental expectations (21). The comparisons of the rank order of teacher scores and of student scores for the Dominating subgroup on the Parent Attitude Survey are presented in Table VI. Again the teachers' child rearing attitudes seem to have little relation to the child rearing attitudes of the students. The teacher whose attitudes ranked first, meaning she was the least dominating teacher in respect to child rearing attitudes, had students ranking fifth.

TABLE VI
COMPARISONS OF THE RANKING OF TEACHER SCORES AND OF
STUDENT SCORES FOR THE DOMINATING SUBSCORE ON THE
UNIVERSITY OF SOUTHERN CALIFORNIA
PARENT ATTITUDE SURVEY

School	n*	Program Structure	Teacher Scores	Rank	Student Mean	Scores Rank
3s	11	Semester	143	1	154.1	5
1s	9	Semester	146	2	155.8	6
1c	7	Comprehensive	148	3	143.0	1
3c	7	Comprehensive	160	4	149.7	2
2c	12	Comprehensive	164	5	152.2	3
2s	10	Semester	173	6	152.6	4

*Number of students

Comparisons of Dominating, Possessive and Ignoring
Subscores from Four Research Studies

There is a similarity in the mean attitude scores of this study and the mean attitude scores of three other studies. All four studies have different populations. In a study by Costin (6) college psychology students made up the population. Shoben (21) obtained responses from mothers, Walters (24) obtained responses from college child development students and the present study was concerned with high school senior girls, comprising the youngest group of the four.

The results of this study show that mean attitude scores for the high school students in Nebraska are similar to those of the college students Walters (24) studied following a course in child development. The respective Nebraska-Walters mean scores are: Dominating 151.2 and 146; Possessive 74.8 and 76.4; and Ignoring 51.7 and 49.7. The mean scores obtained by Costin (6) from students completing a course in child psychology were again similar to those in this study. The respective means of the Nebraska-Costin studies are: Dominating 151.2 and 149.5; Possessive 74.8 and 71.9; Ignoring 51.7 and 51.3. The scores for the Nebraska students are different from those Shoben (21) derived from mothers of non-problem children; but with the exception of the Ignoring subscore, the Nebraska students' attitudes were less intense, particularly so for the Possessive subscore. This indicates less possessive child rearing attitudes on the part of the Nebraska students. The respective mean scores of the Nebraska and Shoben studies are: Dominating 151.2 and 154.7; Possessive 74.8 and 91; and Ignoring 51.7 and 42.8. The comparison of these research results is shown in Table VII.

TABLE VII
 COMPARISON OF MEAN DOMINATING, POSSESSIVE AND IGNORING
 SUBSCORES FROM FOUR RESEARCH STUDIES

Sub-group	Present Study	Walters	Costin	Shoben
Dominating	151.2	146	149.5	154.7
Possessive	74.8	76.4	71.9	91
Ignoring	51.7	49.7	51.3	42.8

Summary

For the study, the following hypotheses were formulated:

1. Students enrolled in semester consumer and homemaking education programs will possess child rearing attitudes which are less ignoring than students enrolled in comprehensive consumer and homemaking education programs.
2. Students enrolled in semester consumer and homemaking education programs will have child rearing attitudes which are less possessive than students enrolled in comprehensive consumer and homemaking education programs.
3. Students enrolled in semester consumer and homemaking education programs will possess child rearing attitudes which are less dominating than students enrolled in comprehensive consumer and homemaking education programs.

In testing these hypotheses, a significant difference was found

only in relation to hypothesis 3, showing the dominating child rearing attitudes of students enrolled in comprehensive programs were significantly lower than the dominating attitudes of students in the semester consumer and homemaking education programs. In relation to the prediction of the researcher, this result was opposite of that predicted. Marshall and others (14) determined that if a student's attitudes were either harsh punitive ones or strong democratic ones classroom instruction and nursery school observations tended to strengthen these attitudes. This may have some bearing on the results of this study.

The students enrolled in the comprehensive programs scored repeatedly lower than the students enrolled in the semester programs, indicating the comprehensive students had the less dominating, less ignoring and less possessive child rearing attitudes. On the Ignoring subscore, two of the three comprehensive schools scored lower than the semester schools. The same was true for the Possessive subscore. On the Dominating subscore all three of the comprehensive schools scored lower than the semester schools, indicating less intense attitudes were held by the comprehensive students.

A comparison of the relation of the teachers' child rearing attitudes to those of their students was made. This comparison indicates that the teachers' child rearing attitudes classified as low Ignoring, low Possessive and low Dominating have little relation to the child rearing attitudes of their students.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

That a parent's attitudes affect a child's personality is widely known and accepted. These attitudes toward children are a culmination of a variety of experiences. Education for parenthood is one of these experiences. With marriage and parenthood occurring soon after graduation from high school parenthood education is a necessity at the high school level. Very little research on child rearing attitudes has been conducted with the high school population. However, the conveyance of attitudes through consumer and homemaking education programs has been much discussed. Suffice it to say that while attitudes as such may not be taught, the very nature of the principles of human development leads to the formation of certain attitudes which are considered to be desirable in the rearing of children.

Summary of the Research Project

This study was concerned with the comparison and analysis of the child rearing attitudes of high school senior girls enrolled in consumer and homemaking education programs in Class C Nebraska schools during the 1971-1972 academic year. A total of 56 students were the population for the study. This number was reduced to 42 by random sampling each school in order to get equal numbers for analysis of variance statistical treatment.

The 56 students attended six Class C high schools in Central Nebraska. There were two consumer and homemaking education program structures in these six schools: comprehensive and semester. Three of the schools' programs were comprehensive and the other three were semester programs. These schools were paired between groups according to the teachers' attitudes with an attempt made to pair teachers who scored lowest on each of the variables. This was done to avoid teacher bias.

The scores of the students for the Dominating, Ignoring and Possessive subscores were compared for the comprehensive and semester programs. The researcher predicted that the semester program students would score lower on all variables because these students would have received in-depth instruction. However, it was found that for the Possessive and Ignoring subscores the students enrolled in the comprehensive consumer and homemaking education programs scored much like students enrolled in the semester programs. The only statistically significant difference was for the Dominating subscore and this was in the opposite direction to the prediction: semester students had higher, more Dominating scores than students in the comprehensive programs.

In comparison to studies by Walters (24) the means for the students in this study are similar to those of college students following instruction in child development. The mean scores obtained by Costin (6) from students following a course in child psychology were also similar to those obtained in this Nebraska research. Only in studying the scores which Shoben (21) obtained from mothers of non-problem children, was a large difference seen in one subscore. The Possessive

subscore is lower than Shoben's from mothers of non-problem children.

Conclusions and Recommendations

While generally the attitude scores were lower, thereby expressing less Dominating, less Possessive and less Ignoring attitudes, for the students enrolled in comprehensive consumer and homemaking education than for the students enrolled in semester consumer and homemaking education, the researcher is unable to conclude that the comprehensive program structure is a more adequate purveyor of child rearing attitudes than the semester program structure. The small sample prevents this conclusion. The results would seem to indicate that further research is necessary on this point.

The researcher found that the child rearing attitudes of the teacher seemed to have little influence on the child rearing attitudes of the students even though the students in the semester consumer and homemaking education programs were exposed to their teachers' child rearing attitudes longer than the students in the comprehensive programs were exposed to their teachers' child rearing attitudes.

A variety of factors could have affected the results of this study. The schools in which the research were conducted were some distances from each other. Three of the schools were located in ranch communities, two were located in farming communities and the remaining one was located near an urban area. The ethnic origins of the communities varied as did the prominent religious beliefs. These factors could have had an effect on the results. All teachers graduated from the University of Nebraska, which could have been an equalizing factor.

The researcher would recommend that further studies be undertaken

in this area. An effective method for determining the effectiveness of the two consumer and homemaking education programs in modifying child rearing attitudes would be to utilize a larger sample and use the pre-test, post-test method. It might possibly be necessary to match the respondents as to size of family, ordinal position, socio-economic level and religious background in order to determine their influence on child rearing attitudes.

This research may prove beneficial to the consumer and homemaking education teachers who may be contemplating teaching human development in a semester program. While this study involved too small a sample to draw any definite conclusions, teachers in a semester program structure might want to pay particular attention to teaching areas related to Dominating child rearing attitudes. This is suggested because students enrolled in semester programs in this study expressed child rearing attitudes which were significantly more Dominating than the child rearing attitudes of students enrolled in comprehensive programs.

This research does not support Hulls' (14) contention that teenagers' child rearing attitudes vary from those deemed to be desirable. Their attitudes might be unstable, this research did not show that; but the fact that their attitudes are similar to those obtained by Shoben (21) from the mothers of non-problem children speaks well of these teenagers' child rearing attitudes.

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APPENDIX A
UNIVERSITY OF SOUTHERN CALIFORNIA
PARENT ATTITUDE SURVEY

PARENT ATTITUDE SURVEY

Read each of the statements below. Rate each statement as to whether you strongly agree (SA), mildly agree (MA), mildly disagree (MD), or strongly disagree (SD). There are no right or wrong answers, so answer according to your own convictions. Word as rapidly as you can. Check the box that best expresses your feelings.

		SA	MA	MD	SD
Ignoring	1. A child should be seen and not heard. _____	6	5	4	3
Possessive	2. Parents should sacrifice everything for their children. _____	6	5	3	4
Possessive	3. Children should be allowed to do as they please. _____	5	5	2	5
Dominating	4. A child should not plan to enter any occupation his parents do not approve of _____	6	6	4	5
Dominating	5. Children need some of the natural meanness taken out of them. _____	6	5	3	4
Dominating	6. A child should have strict discipline in order to develop a fine, strong character _____	6	4	3	3
Ignoring	7. The mother rather than the father should be responsible for discipline. _____	6	4	3	4
Possessive	8. Children should be "babied" until they are several years old. _____	6	5	3	4
Dominating	9. Children have the right to play with whom ever they like. _____	4	3	5	5
Possessive	10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents. _____	6	5	4	3
Possessive	11. Children should be forbidden to play with youngsters whom their parents do not approve of. _____	5	5	3	2

			SA	MA	MD	SD
Ignoring	12.	A good way to discipline a child is to tell him his parents won't love him any more if he is bad.	6	3	4	4
Dominating	13.	Severe discipline is essential in the training of children.	6	6	5	3
Ignoring	14.	Parents cannot help it if their children are naughty.	6	5	4	3
Dominating	15.	Children should be allowed to go to any Sunday School their friends go to.	5	2	4	5
Dominating	16.	No child should ever set his will against that of his parents.	6	6	2	4
Dominating	17.	The Biblical command that children must obey their parents should be completely adhered to.	6	4	4	3
Dominating	18.	It is wicked for children to disobey their parents.	6	4	4	3
Possessive	19.	A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.	6	5	3	3
Possessive	20.	Children should not be punished for disobedience	5	6	3	4
Dominating	21.	Strict discipline weakens a child's personality.	4	3	4	5
Dominating	22.	Children should be steered away from the temptations of religious beliefs of other than those accepted by the family.	6	6	3	3
Possessive	23.	Children should always be loyal to their parents above anyone else.	6	3	4	3

		SA	MA	MD	SD	
Possessive	24.	The weaning of a child from the emotional ties to its parents begins at birth.	5	3	4	5
Possessive	25.	Parents are not entitled to the love of their children unless they earn it.	4	3	5	6
Dominating	26.	Parents should never try to break a child's will.	4	2	5	5
Dominating	27.	Children should not be required to take orders from parents.	2	5	4	5
Dominating	28.	Children should be allowed to choose their own religious beliefs.	4	3	4	6
Ignoring	29.	Children should not interrupt adult conversation.	5	4	2	6
Ignoring	30.	The most important consideration in planning the activities of the home should be the needs and interests of children.	4	2	5	6
Ignoring	31.	Quiet children are much nicer than little chatterboxes.	6	4	3	4
Dominating	32.	It is sometimes necessary for the parents to break the child's will.	6	5	4	3
Dominating	33.	Children resent discipline.	5	4	3	5
Possessive	34.	Children should not be permitted to play with youngsters from the "wrong side of the tracks."	6	5	3	4
Dominating	35.	When parents speak children should obey.	5	5	3	2
Dominating	36.	Mild discipline is best.	4	3	5	6
Dominating	37.	The best child is one who shows lots of affection for his mother.	6	5	3	4

		SA	MA	MD	SD
Dominating	38. A child should be taught that his parents always know what is best.	5	5	3	3
Possessive	39. It is better for children to play at home than to visit other children.	6	4	4	3
Dominating	40. A child should do what he is told to do without stopping to argue about it.	6	4	3	4
Dominating	41. Children should fear their parents to some degree.	6	5	4	3
Possessive	42. A child should always love his parents above everyone else.	6	5	4	3
Dominating	43. Children should be allowed to make only minor decisions for themselves.	5	5	3	3
Dominating	44. A child should always accept the decision of his parents.	5	5	3	3
Possessive	45. Children who readily accept authority are much nicer than those who try to be dominant.	6	4	3	3
Dominating	46. Parents should always have complete control over the actions of their children.	5	4	4	3
Ignoring	47. When they can't have their own way, children usually try to bargain or reason with parents.	5	3	4	6
Dominating	48. Children should accept the religion of their parents without questions.	5	6	4	3
Dominating	49. The child should not question the command of his parents.	6	4	3	3

		SA	MA	MD	SD
Ignoring	50. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.	6	3	4	6
Dominating	51. Children should not be punished for doing anything they have seen their parents do.	4	4	3	6
Ignoring	52. Jealousy is just a sign of selfishness.	6	3	4	4
Dominating	53. A child should be punished for contradicting his parents.	6	5	3	3
Dominating	54. Children should have lots of parental supervision.	5	3	3	4
Possessive	55. A parent should see to it that his child plays only with the right kind of children.	6	4	3	3
Possessive	56. Babies are more fun for parents than older children are.	6	5	4	3
Possessive	57. Parents should supervise a child's selection of playmates very carefully.	6	4	2	4
Dominating	58. A child should believe what his parents tell him.	6	4	3	4
Dominating	59. Children should be allowed to have their own way.	6	3	3	6
Dominating	60. Children should not be coaxed into obedience.	4	3	6	5
Dominating	61. A child should be shamed into obedience if he won't listen to reason.	6	3	4	4

		SA	MA	MD	SD	
Possessive	62.	In the long run it is better for a child to be kept fairly close to his mother's apron strings.	6	6	3	3
Dominating	63.	A good whipping now and then never hurt any child.	6	4	3	2
Possessive	64.	A child should never keep a secret from his parents.	7	4	3	4
Ignoring	65.	Parents are generally too busy to answer all a child's questions.	6	4	3	3
Dominating	66.	The children who make the best adults are those who obey all the time.	6	5	3	4
Ignoring	67.	Children should be allowed to manage their affairs with little supervision from adults.	5	3	4	5
Dominating	68.	It is best to give children the impression that parents have no faults.	6	5	4	3
Ignoring	69.	Children should not annoy their parents with their unimportant problems.	6	5	3	4
Dominating	70.	Children should give their parents unquestioning obedience.	6	4	4	2
Ignoring	71.	Children should have as much freedom as their parents allow themselves.	6	4	3	6
Dominating	72.	Children should do nothing without the consent of their parents.	6	5	3	3
Dominating	73.	Most children should have more discipline than they get.	6	4	3	2

		SA	MA	MD	SD
Dominating	74. Parents should never enter a child's room without the child's permission.	3	3	3	7
Possessive	75. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys."	5	5	3	3

APPENDIX B

LETTERS OF TRANSMITTAL

March 6, 1972

Dear

I am presently a graduate student in home economics education at Oklahoma State University in Stillwater, Oklahoma. Prior to coming to Stillwater I was a homemaking teacher in the Arnold (Nebraska) Public Schools. Upon the completion of my master's program I hope to return to Nebraska. Therefore I would like to conduct my thesis research in Class C schools in Nebraska.

My research problem is to determine the child rearing attitudes of high school senior girls enrolled in homemaking. These students will have completed at least one unit of human development.

If you would be willing for your senior class to participate in my research, please complete and return the enclosed attitude survey and information sheet. This information will enable me to select the schools in which to conduct the research. While this attitude survey looks like a time consuming task it actually requires less than twenty minutes to complete.

Please return this information to me by March 17. Upon receiving the information I will contact you again to let you know if your school is one I have selected to participate in my study.

Thank you for your cooperation. I really appreciate it.

Sincerely,

Lynne Osborn

March 29, 1972

Dear

As a graduate student in home economics education at Oklahoma State University in Stillwater, Oklahoma, I am attempting to complete my master's program so I will be able to return to Nebraska at the end of this summer. Since I taught in Arnold I would like to conduct my thesis research in schools of similar size, namely Class C schools in central and west-central Nebraska. My letter of March 6 may not have reached you at a convenient time, so I am writing you again.

It is the purpose of my research to compare the child rearing attitudes of senior girls enrolled in two types of consumer and home-making education programs--comprehensive and semester. However, my sample is too small at the present to enable me to go ahead with my research.

If you would be willing for your senior class to participate in my research, please complete and return the enclosed attitude survey and information sheet. This information will enable me to select the schools in which to conduct the research. At this time all that is needed is your response on the enclosed survey and information sheet. This should require less than twenty minutes for you to complete both.

Please return this information to me as soon as possible. If you have already returned the survey you received earlier, please disregard this letter. Upon receiving this information I will contact you again to let you know if your school is one I have selected to participate in my study. After selecting the schools I intend to personally administer the attitude survey to the students.

I need your cooperation. Thank you.

Sincerely,

Lynne Osborn

VITA

Lynne Marie Osborn

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF CHILD REARING ATTITUDES OF HIGH SCHOOL SENIOR GIRLS ENROLLED IN COMPREHENSIVE AND SEMESTER CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Kearney, Nebraska, July 29, 1944, the daughter of Floyd and Gloria Sutherland.

Education: Graduated from Elm Creek High School, Elm Creek, Nebraska, in May, 1962; received Bachelor of Science degree in Home Economics Education from the University of Nebraska at Lincoln in 1966; completed requirements for the Master of Science degree at Oklahoma State University in July, 1972.

Professional Experience: Teacher of Consumer and Homemaking Education at Arnold High School, Arnold, Nebraska, from August, 1966 to May, 1970.

Professional Organizations: Member of American Home Economics Association, Oklahoma Home Economics Association, Omicron Nu.