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ADOLESCENTS' PERCEPTIONS CONCERNING
RELATIONSHIPS WITH THEIR FATHERS

By

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CHAPTER I

INTRODUCTION

Scientific studies have indicated that patterns of child-rearing in the United States have changed appreciably over the past twenty-five years (Bronfenbrenner, 1958). Most of the literature has focused upon the mother in parent-child relationships. Nash (1965) writes:

Our practices appear to be decidedly matricentric and there is a relative lack of studies of the father and his role. The relative neglect of the father may have distorted our understanding of the dynamics of development and have adversely affected the rearing of males. Fathers, it would seem, are greatly undervalued, at least by psychologists, in our culture. The strong interest in mothers to the neglect of fathers seem to have a long history in technical writing. (p. 156).

Benson (1968) in his book, Fatherhood, recognizes the neglect in research emphasizing father-child interpersonal relationships. The father has often been viewed primarily as the economic supporter of family members and as disciplinarian. With the change in life styles today, such as a shorter work week in an industrialized society which permits more leisure time for fathers, more mothers to work, and equal status of women, the father's role is much broader than it was previously.

The father's function has been largely unexamined but the literature which is available has focused on father-son relationships, leaving father-daughter relationships relatively unexplored. This is partly due to the belief that a child's identification with his sex role is primarily the result of interaction with the same sex parent. Walters

and Stinnett (1971) in a recent review of literature on parent-child relationships point out the dearth of information on father-daughter relationships and emphasize the need for research in this area.

Purpose of the Study

The purpose of this study was to investigate perceptions of adolescent girls and boys concerning their fathers. Differences in these perceptions were also examined in relation to selected personality and background factors.

The specific hypotheses examined were:

1. There is no significant difference between male and female adolescents in terms of perceptions concerning their fathers.
2. Perceptions of male and female adolescents are independent of:
 - (a) Age
 - (b) Place of abode
 - (c) Number of children in the family
 - (d) Ordinal position
 - (e) Absence of a father-figure in the family for a time
 - (f) Absence of a mother-figure in the family
 - (g) Source and strength of discipline
 - (h) Perceived closeness to father
 - (i) Perceived closeness to mother
 - (j) Perceived closeness to peer group
 - (k) Amount of time spent with father
 - (l) Behavior and personality characteristics
3. There is no significant difference in perceptions among respondents:

- (a) Who perceive their mother as the primary source of discipline and those who perceive their father as the primary source of discipline.
- (b) Who in rearing their children would use a different form of discipline than their father and those who would use the same type of discipline.
- (c) Who in rearing their children would use a different form of discipline than their mother did and those who would use the same type of discipline.
- (d) Who perceive their fathers had the greatest influence on their lives and those who perceive their mothers had the greatest influence on their lives.

CHAPTER II

RELATED LITERATURE

Impact of the Father's Behavior on Children

Many studies demonstrate that the lack of fathering impairs the child's future sex orientation. It is normal for a boy to go through a homosexual stage of development before he makes heterosexual attachments, but he may remain fixed at the homosexual stage unless as a small boy he has had a chance to separate from his mother and learn what an affectionate male figure is like. Similarly, a woman may never develop good heterosexual relationships if as a little girl she has had no opportunity to learn from both parents about the vicissitudes and pleasures of such relationships (Brazelton, 1970). Mead (1965) reports the father's relationship with his daughter is never the same as with his son. Girls usually have a more affectionate, warm relationship with their father. The way which he responds to her actions helps her develop her femininity.

Wright, Benjamin and Taska (1966) indicate that "feminine" women view their fathers more favorably than "masculine" women and that through childhood "masculine" women feel less understood by their fathers. Mead (1965) believes a daughter treated with a mixture of roughhousing, understanding and unthreatening silence will discover that she is cherished because she is a girl and will learn to trust herself with men and expect that men will be strong and protective in their

care of her.

Tasch (1952) noted a father adds a specifically feminine element to a girl's initial expressiveness by appreciating her not simply for being good, but for being attractive. Fathers participate in the daily care and protection of girls even more than of boys and fall into the habit of thinking of their daughters as dainty and fragile. Kagan and Lemkin (1960) found that girls could communicate with their fathers better than could boys.

Nash (1954), suggests that strong attachments between fathers and daughters are less adverse to the girl's normal development than are strong mother-son attachments to that of the boy. Johnson (1963) collaborates this view and suggests that the girl's normal development of sex-role orientation depends upon her identification with the father.

The importance of warm, satisfying family relationships as a factor influencing identification with parents is also suggested by many studies. Seven authorities (Mowrer, 1950; Stokes, 1954; Payne and Mussen, 1956; Kagan, 1961; Bonfenbrenner, 1961; and Mussen and Distler, 1959) agree that identification occurs with a rewarding, affectionate father. Winch (1962) suggested that males tend to identify with the more functional parent (the parent who had the greatest influence upon the child's learning experiences); however, this finding did not apply for females.

Early in the lives of their children middle class parents start demanding appropriate sex role behavior from their sons and daughters. Several authorities agree that this pressure occurs earlier for boys than girls. Fathers may be the one to exert undue pressure to be masculine if there is evidence that the son is not measuring up to the

male role (Benson, 1968).

Elias (1949) reported also in connection with sex identification that there is considerable social distance and lack of mutual respect and love between lower class fathers and their daughters. His data were collected from 12th grade students in Washington. Compared to upper class students, the lower class girls felt their opinions and judgments were not appreciated by their fathers and that often they were in disagreement with them.

Nash (1965) notes that the father in contemporary culture plays an important role in his son's psychosexual development. The son who fails to identify with a male role "is likely to find himself at variance with very strongly held mores, and the stress of this is likely to engender unhappiness, maladjustment, or delinquency" (p. 290).

Effects of Paternal Deprivation

Many children in the United States live with one parent or none. Numerous studies have been made to determine the effects of father absence upon children but very little research differentiates between boys and girls, so one cannot tell whether factors are more significant for one sex than the other. Benson (1968) pointed out that the wife's reaction to her husband's departure and the reasons why he is gone may influence children more than the mere fact that he is not present in the home. Kopf (1970) discovered that the mother's attitude and behavior were crucial to the son's school adjustment in father absent homes.

In a study of homes where the father was absent Lynn and Sawyer (1959) found that the male children showed deficiencies in peer

adjustments, were insecure in their masculinity, and were more immature and tense than children in father-present homes.

Winch (1950) studied the courtship behavior of over 1,000 college students, and found that men from a father-absent home situation scored significantly lower, reflecting less desirable attitudes toward marriage, than those in which the father was present, whereas the absence of the mother produced no such effect. Among the women there was no significant finding in relation to the absence of either parent. While his findings showed a relationship between poor adjustment in marriage and mother-dependency in males, there was no such tendency in females who showed a preference for or dependency on the father.

Another factor influencing the effects of father absence is the age of the child. Landy (1968) tested for the effect of father absence in families of different siblings. He found that there was more effect on children during the early and middle years. Boys without brothers were more affected than those with brothers; girls with a younger brother were more affected than other girls. This study is supported by Hooker (1931) and Rosenberg and Sutton-Smith (1964) who further found that females siblings without brothers are more masculine than females with brothers.

Burton and Whiting (1961) have discussed the absent father in relation to sex identity of the son and the possible role of cross sex identity with the mother as a factor in certain types of delinquent behavior. Warren (1957) has presented statistics of clinical referrals which suggest strongly that the father is at least as important as the mother in the etiology of maladjustment. He did not differentiate the effects between boys and girls but his study does reveal that the

place of the father has been underestimated both in clinical and in normal psychology. Some support for the contention that the father is more important than the mother in the cause of male delinquency is given in a study by Chinn (1938) in which 94 of 305 delinquent boys came from homes in which the father was dead, and 48 from homes in which the mother was dead.

McCord, McCord and Thurber (1962) reported findings which they interpret as inconsistent with the view that delinquency and paternal absence are causally related. From an investigation of 55 boys who were living with their natural mothers, but whose fathers were absent by death, desertion, or long confinement elsewhere, they concluded that any relationship between criminal behavior and paternal absence is not due to the latter per se, but to the general instability of a broken home.

Ostrovsky (1959) presents a number of case histories of behavior disorders in young school children, which are related either to an unsatisfactory relationship with the father or to his absence. Eisenberg (1957) in an analysis of 100 autistic children found that the father of 85 children was cold, markedly undemonstrative and very rigid in their ideas on child-rearing. They insulated themselves from both their children and their wives and placed work before family. This study did not analyze for sex differences so it is not possible to deduce whether there are difference effects on boys and girls.

CHAPTER III

PROCEDURE

Selection of Subjects

This study included American-born adolescent boys and girls between the ages of 14 and 18 enrolled in English classes at Pawhuska High School in Pawhuska, Oklahoma during March, 1972. These subjects were chosen on the basis of availability and willingness to participate in the research. Several control factors were operating to insure that students assigned to English classes were representative of the total adolescent population in this locale. These control factors were as follows:

1. All high school students in the community attended one municipal high school.
2. All high school students were required to complete one course in English in order to graduate.
3. According to information collected by the school administration and personnel, residents of the Pawhuska High School were from the lower-middle and upper-middle socio-economic group. There was a very low percentage of disadvantaged or wealthy families in the school district. Therefore, both the community itself and the student body was homogeneous.

Cooperation in administration of the questionnaire was secured from the superintendent of the school district and high school principal. An explanation of the project was given and plans were made for the distribution and completion of the questionnaires.

Measurement of the Background Variables

The first section of the instrument was composed of items concerned with personal background information of the respondents, including: (a) age, (b) class in school, (c) size of family, (d) ordinal position in family, and (e) family history. Also, included in the general information section of the instrument were the following items regarding the respondent's perceptions concerning himself and his relationships with his parents: (a) type of disciplinary control in the home, (b) agent of discipline, (c) degree of closeness of relationship with the father, and (d) degree of childhood happiness.

Description of the Instrument

A questionnaire entitled Attitudes Toward Parents Scale (Form F) by Itkin (1952) was used in this study. The Form F scale was designed to measure perceptions concerning fathers, and consists of 35 items, including 11 items answered "true or false," eight multiple-choice items, and 16 personality traits that are rated on a five-point scale from "possesses to a very great degree" to "possesses only to a very slight degree or not at all."

In order to ascertain the usefulness of Itkin's instrument, an item analysis of the instrument was undertaken utilizing a chi-square test. The findings of this analysis are reported in the Results chapter. A key of Itkin's weights are included in the Appendix.

CHAPTER IV

RESULTS

Description of the Subjects

Background Information

A detailed description of the 227 subjects who participated in this study is presented in Table I. The respondents ranged from 14 to 18 years of age, with the greatest proportion in the age category of 16 years (37.44%). The respondents were in the ninth, tenth, eleventh or twelfth grade but the greatest proportion of boys (44.44%) were in the tenth, with the greatest number of girls (45.19%) in the eleventh grade. Most of the subjects were the first born child and had either one brother (40.56%) or one sister (44.26%). The highest percentage of the sample (66.52%) had lived in a town of over 25,000 to 50,000 population for a major part of their lives. Of 58 students who experienced father-absence, 42.86% experienced the absence before the age of five. Most of the subjects' fathers (40.00%) had completed eleven to twelve years of school and 44.80% reported their family income was from either salaries, commissions or monthly checks.

Family Relationships Information

In addition to the background information, the questionnaire also contained items which elicited the students' perceptions of their family

TABLE I
CHARACTERISTICS OF THE SUBJECTS*

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Sex</u>						
Male					119	52.65
Female					107	47.35
<u>Age</u>						
14	1	.84	1	.93	2	.88
15	22	18.49	12	11.11	34	14.98
16	41	34.45	44	40.74	85	37.44
17	32	26.89	40	37.04	72	31.72
18	23	19.33	11	10.19	34	14.98
<u>Classification in School</u>						
9th grade	0	0.0	0	0.0	0	0.0
10th grade	52	44.44	27	25.96	79	35.59
11th grade	28	23.93	47	45.19	75	33.78
12th grade	37	31.62	30	28.85	1	.45
<u>Family Size</u>						
1 brother	42	45.16	31	35.63	73	40.56
2 brothers	24	25.81	26	29.89	50	27.78
3 brothers	13	13.98	22	25.29	35	19.44
4 brothers	6	6.15	2	2.30	8	4.44
5 brothers	8	8.60	6	6.90	14	7.78
1 sister	38	40.86	43	47.78	81	44.26
2 sisters	28	30.11	21	23.33	49	26.78

TABLE I (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Family Size</u> (Continued)						
3 sisters	11	11.83	13	14.44	24	13.11
4 sisters	9	9.68	4	4.44	13	7.10
5 sisters	7	7.53	9	10.00	16	8.74
<u>Ordinal Position</u>						
1st born	40	33.61	33	30.84	73	32.30
2nd born	30	25.21	25	23.36	55	24.34
3rd born	19	15.97	24	22.43	43	19.03
4th born	14	11.76	13	12.15	27	11.95
5th born	16	13.45	12	11.21	28	12.39
<u>Head of Household</u>						
Father and Mother	86	72.27	81	75.00	167	73.57
Father alone	2	1.68	1	.93	3	1.32
Mother alone	14	11.76	7	6.48	21	9.25
Mother and step-father	5	4.20	8	7.41	13	5.73
Other	12	10.08	11	10.19	23	10.13
<u>Father's Education</u>						
Completed grades 5-7	18	15.79	12	11.88	30	13.95
Completed grades 8-10	16	14.04	23	22.77	39	18.14
Completed grades 11-12	44	38.60	42	41.58	86	40.00
Completed 1 to 3 years college	20	17.54	8	7.92	28	13.02
Completed more than 3 years college	16	14.04	16	15.84	32	14.88

TABLE I (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Residence</u>						
Farm or country	28	23.73	10	9.43	38	16.96
Less than 25,000 population	11	9.32	17	16.04	28	12.50
25,000 to 50,000 population	72	61.02	77	72.64	149	66.52
Over 50,000 population	7	5.93	2	1.89	9	4.02
<u>Source of Income</u>						
Hourly wages, weekly checks	30	25.86	29	27.62	59	26.70
Salary, commissions, monthly checks	51	43.97	48	45.71	99	44.80
Profits from private business or profession	31	26.72	27	25.71	58	26.24
Relief, seasonal working	2	1.72	1	.95	3	1.36
Public relief, welfare	2	1.72	0	0.0	2	.90
<u>Father Absence</u>						
From 1-5 years of age	14	46.67	10	38.46	24	42.86
From 6-10 years of age	8	26.67	8	30.77	16	28.57
From 11-15 years of age	6	20.00	5	19.23	11	19.64
From 16-18 years of age	2	6.67	3	11.54	5	8.95
<u>Reasons for Father-Absence</u>						
Separation	4	12.50	1	3.85	5	8.62
Divorce	9	28.13	11	42.31	20	34.48
Military service	6	18.75	4	15.38	10	17.24
Death	3	9.38	2	7.69	5	8.62
Other	10	31.25	8	30.77	18	31.03

*All of the above percentages are based upon the number of responses to the particular question

relationships (Table II). The greatest proportion of the students (52.94%) felt very much loved by their fathers. In regard to childhood happiness they had a very happy childhood (37.05%) with an additional 29.02% feeling it was above average in happiness.

Most students (31.30%) reported their discipline to have come equally from their father and mothers. Fifty percent reported the type of disciplinary control in the home was average, while only 8.48% reported that it was rough.

With regard to the closeness the students felt to their fathers, there were more students who reported being above average in closeness to their fathers (26.34%) or very close (23.21%) than there were students who reported being very distant (9.82%).

In regard to fathers' perceived acceptance, most students felt that they were interested in all that they do (53.25%) and an additional 49.11% felt they spent an average amount of time with them. Most fathers were considered very masculine (77.31) and very domineering (50.00%).

The type of discipline from mothers was considered by most students to be average (52.44%). The perceived closeness to mothers was felt to be average (50.45%) and an additional 42.86% stated it as above average.

In rearing children of their own, in relation to their father, the majority of the respondents answered they would be about the same as their father (60.83%). In rearing children of their own in relation to their mother, the majority of the respondents stated they would be about the same as their mother (61.47%).

With regard to which parent the students felt would have the

TABLE II
PERCEPTIONS CONCERNING FAMILY RELATIONSHIPS

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Feeling of Love From Father</u>						
Very much	48	41.74	69	65.09	117	52.94
Above average	21	18.26	12	11.32	33	14.93
Average	33	28.70	14	13.21	47	21.27
Below average	2	1.74	3	2.83	5	2.26
Very little	11	9.57	8	7.55	19	8.60
<u>Degree of Happiness in Childhood</u>						
Very happy	49	41.53	34	32.08	83	37.05
Above average	33	27.97	32	30.19	65	29.02
Average	29	24.58	33	31.31	62	27.68
Below average	6	5.08	3	2.83	9	4.02
Very unhappy	1	.85	4	3.77	5	2.23
<u>Agent of Discipline</u>						
Father	17	14.91	6	5.83	23	10.60
Father with some help from mother	24	21.05	27	26.21	51	23.50
Father and mother equally	38	33.33	31	30.10	69	31.30
Mother with some help from father	17	14.91	28	27.18	45	20.74
Mother	18	15.79	11	10.68	29	13.36
<u>Type of Disciplinary Control in the Home</u>						
Rough	14	11.86	5	4.72	19	8.48
Somewhat severe	9	7.63	13	12.26	22	9.82
Average	58	49.15	54	50.94	112	50.00

TABLE II (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Type of Disciplinary Control in the Home (Continued)</u>						
Somewhat mild	23	19.49	20	18.87	43	19.20
Mild	14	11.86	14	13.21	28	12.50
<u>Closeness With Father</u>						
Very close	31	26.50	21	19.63	52	23.21
Above average	24	20.51	35	32.71	59	26.34
Average	35	29.91	28	26.17	63	28.13
Below average	16	13.68	12	11.21	28	12.50
Very distant	11	9.40	11	10.28	22	9.82
<u>Father's Perceived Acceptance</u>						
Too busy to give attention	11	9.73	8	7.77	19	8.80
Shows interest in school activities	9	7.96	13	12.62	22	10.19
Interested in all done	62	54.87	53	51.46	115	53.25
Is difficult to talk too	26	23.01	23	22.33	49	22.69
Is not interested	5	4.42	6	5.83	11	5.09
<u>Perception of Father's Masculinity</u>						
Very masculine	84	74.34	83	81.37	167	77.31
Not very masculine	29	25.66	19	18.63	48	22.22
<u>Degree of Control by Father</u>						
Very domineering	56	50.45	52	50.00	108	50.00
Not very domineering	43	38.74	44	42.31	87	40.28
Submissive	12	10.81	8	7.69	20	9.26

TABLE II (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Type of Discipline from Mother</u>						
Very permissive	14	11.86	8	7.48	22	9.78
Permissive	24	20.34	24	22.43	48	21.33
Average	59	50.00	59	55.14	118	52.44
Strict	16	13.56	13	12.15	29	12.89
Very strict	5	4.24	3	2.80	8	3.56
<u>Perceived Difference in Rearing Own Children</u>						
More permissive than your father	34	30.09	22	21.36	56	25.81
About the same as your father	62	54.87	70	67.96	132	60.83
Less permissive than your father	17	15.04	11	10.68	28	12.90
More permissive than your mother	29	25.89	20	19.05	49	22.48
About the same as your mother	62	55.36	72	68.57	134	61.47
Less permissive than your mother	21	18.75	13	12.38	34	15.60
<u>Degree of Closeness to Mother During Childhood</u>						
Above average	49	42.24	47	43.52	96	42.86
Average	61	52.59	52	48.15	113	50.45
Below average	6	5.17	9	8.33	15	6.70
<u>Parent Having Greatest Influence on Child</u>						
Mother and father equally	54	47.79	52	48.60	106	47.96
Mother	34	30.09	37	34.58	71	32.13
Father	25	22.12	18	16.82	43	19.46

TABLE II (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Amount of Time Father Spends with Child</u>						
More than average	28	24.35	20	18.52	48	21.43
An average amount	56	48.70	54	50.00	110	49.11
Less than average	31	26.96	34	31.48	65	29.02
<u>Degree of Closeness to Friends</u>						
Very close	27	22.69	30	27.78	57	25.11
Above average	33	27.73	33	30.56	66	29.07
Average	8	6.72	2	1.85	10	9.41
Below average	50	42.02	42	38.89	92	40.53
Distant	1	.84	1	.93	2	.88

greatest influence in determining the kind of person they would be, 47.79% of the males and 48.60% of the females said their mother and father equally. A greater proportion of the boys (34.58%) than girls (30.09%) believed their mother would be the greatest influence on their lives.

With regard to closeness to peers, 22.69% of the males and 27.78% of the females felt very close and an additional 27.73% of the males and 30.56% of the females indicated above average closeness to their peers.

Self Perceptions of Subjects Concerning Behavior and Characteristics

Students were asked to respond to questions concerning their perceptions of themselves. Their responses are reported in Table III. It will be noted that considerable similarity between males and females was reflected in the responses obtained. However, some marked differences between the males and females were observed in the way in which they perceived themselves.

The greatest number of males considered themselves as seldom nervous and tense (48.74%). In comparison, 44.86% of the females stated they were sometimes nervous and tense and 35.51% reported they were seldom nervous and tense.

The greatest proportion of the males (51.26%) indicated that they were sometimes well-liked while the greatest proportion of the females (51.85%) reported they are almost always well liked.

Females considered themselves as almost always kind and affectionate (57.41%) while the larger proportion of males considered themselves only sometimes kind and affectionate (50.85%).

TABLE III
SELF PERCEPTIONS OF SUBJECTS CONCERNING
BEHAVIOR AND CHARACTERISTICS

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Careless Rather than Deliberate</u>						
Almost always	13	11.02	15	14.02	28	12.39
Sometimes	74	62.71	58	54.21	132	58.41
Seldom	31	26.27	34	31.78	65	28.76
<u>Hostilely Aggressive</u>						
Almost always	7	5.88	4	3.74	11	4.87
Sometimes	52	43.70	46	42.99	98	43.36
Seldom	60	50.42	57	53.27	117	51.77
<u>Physically Active</u>						
Almost always	74	62.18	53	49.07	127	55.97
Sometimes	41	34.45	46	42.59	87	38.33
Seldom	4	3.36	9	8.33	13	5.73
<u>Nervous and Tense</u>						
Almost always	16	13.45	21	19.63	37	16.37
Sometimes	45	37.82	48	44.86	93	41.15
Seldom	58	48.74	38	33.51	96	42.48
<u>Well-liked</u>						
Almost always	51	42.86	56	51.85	107	47.14
Sometimes	61	51.21	48	44.44	109	48.02
Seldom	7	5.88	4	3.70	11	4.85
<u>Dependable</u>						
Almost always	75	63.03	73	67.59	148	65.20

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Dependable</u> (Continued)						
Sometimes	37	31.09	33	30.54	70	30.84
Seldom	7	5.88	2	1.85	9	3.96
<u>Preceived Success</u>						
Almost always	25	21.01	25	23.15	50	22.03
Sometimes	89	74.79	76	70.37	165	72.69
Seldom	5	4.20	7	6.48	12	5.29
<u>Incentive</u>						
Almost always	10	8.40	2	1.89	12	5.31
Sometimes	57	47.90	50	47.17	107	47.35
Seldom	52	43.70	54	50.99	106	46.90
<u>Generous</u>						
Almost always	51	42.86	46	42.59	97	42.73
Sometimes	58	48.74	59	54.63	117	51.54
Seldom	16	8.40	3	2.75	13	5.73
<u>Self-reliant</u>						
Almost always	53	44.92	53	49.07	106	46.90
Sometimes	62	52.54	50	46.30	112	49.56
Seldom	3	2.54	5	4.63	8	3.54
<u>Moody and Emotional</u>						
Almost always	14	11.76	29	26.85	43	18.94
Sometimes	52	43.70	55	50.93	107	47.14
Seldom	53	44.54	24	22.22	77	33.92

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Do What is Told</u>						
Almost always	44	36.97	40	40.74	88	38.77
Sometimes	61	51.26	59	54.63	120	52.86
Seldom	14	11.76	5	4.63	19	8.37
<u>Can Stick to Decisions</u>						
Almost always	42	35.29	44	41.12	86	38.05
Sometimes	69	57.98	55	51.40	124	54.87
Seldom	8	6.72	8	7.48	16	7.08
<u>Honest</u>						
Almost always	71	59.66	77	71.30	148	65.20
Sometimes	39	32.77	30	27.78	69	30.40
Seldom	9	7.56	1	.93	10	4.41
<u>Unpredictable</u>						
Almost always	26	22.22	25	23.15	51	22.57
Sometimes	55	47.01	59	54.63	114	50.44
Seldom	36	30.77	24	22.22	60	26.55
<u>Kind and Affectionate</u>						
Almost always	45	38.14	62	57.41	107	47.35
Sometimes	60	50.85	44	40.74	104	46.02
Seldom	13	11.02	2	1.85	15	6.64
<u>Outgoing</u>						
Almost always	51	42.86	39	36.11	90	39.65
Sometimes	59	49.58	51	47.22	110	48.46

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Outgoing (Continued)</u>						
Seldom	9	7.56	18	16.67	27	11.89
<u>Good Self-Concept</u>						
Almost always	77	66.38	36	33.64	113	50.67
Sometimes	32	27.59	56	52.34	88	39.46
Seldom	7	6.03	15	14.02	22	9.87
<u>Shy and Sensitive</u>						
Almost always	14	11.86	16	14.95	30	13.33
Sometimes	43	36.44	50	46.73	93	4.33
Seldom	61	51.69	41	38.32	102	45.33
<u>Cooperative</u>						
Almost always	64	53.78	64	59.26	128	56.39
Sometimes	47	39.50	41	37.96	88	38.77
Seldom	8	6.72	3	2.78	11	4.85
<u>Approves of Own Sex</u>						
Almost always	115	96.64	86	79.63	201	88.55
Sometimes	3	2.52	19	17.59	22	9.69
Seldom	1	.84	3	2.78	4	1.76
<u>Takes Charge of Situation</u>						
Almost always	44	36.97	19	17.92	63	28.00
Sometimes	71	59.66	65	61.32	136	60.44
Seldom	4	3.36	22	20.75	26	11.56

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Desire to Achieve</u>						
Almost always	86	72.27	74	69.16	160	70.80
Sometimes	30	25.21	30	28.04	60	26.55
Seldom	3	2.52	3	2.80	6	2.65

The Item Analysis

A chi-square test was utilized in the present investigation to determine which items on Itkin's Attitudes Toward Parents Scale (Form F) significantly differentiated those subjects scoring in the upper quartile and those subjects scoring in the lower quartile on the basis of total scores. All of the 35 items in the scale were found to be significantly discriminating at the .001 level, suggesting its usefulness with adolescents of the age groups represented in the present study.

Responses to Itkin's Scale Attitudes Toward Parents Scale (Form F)

Most of the boys and girls considered themselves very close to their fathers, and reported that their fathers generally had good reasons for any requests they might make. The majority indicated that they would like to be the same kind of parent that their fathers had been.

The majority were uncertain as to whether their fathers underestimated their abilities (43.26%), while 40% believed their fathers underestimated their ability. The majority were uncertain if their fathers were satisfied with them, had sufficient respect for their opinions, took sufficient interest in whether or not they had friends, and whether they treated them fairly.

The majority believed that their fathers were admirable, their best friends, and that they considered the rearing of their children the most important job in life. Also, they believed that their fathers

took a great interest in everything that concerns their children.

In terms of getting along with their fathers, 36.82% responded very well and an additional 23.18% responded well. However, the majority rarely if ever felt free to ask their fathers intimate questions. Only 13.27% did not respect their father while 58.77% did respect him. The majority indicated that their fathers showed pleasure in what their children did and were generally inclined to think well of their children. The majority indicated that their fathers sometimes did little things to show affection and an additional 25.66% of the boys and 29.81% of the girls reported their fathers often did little things to show affection. The majority of males and females indicated that their fathers enjoyed spending some of their time with their children.

The respondents generally rated their fathers average to very fair, unselfish, helpful, not sarcastic, considerate, not bossy, agreeable, kind, not envious, affectionate, understanding, warm, not suspicious, sympathetic, courteous, and trustful. Responses to each item are presented in detail in Tables IV, V, and VI.

Relationship Between Scores and Selected Background Variables

In order to examine the hypothesis that there is no significant difference between the perceptions of males and females concerning their fathers, a Mann-Whitney U test was utilized to compare the total scores on Itkin's scale. No significant difference was found ($p = .12$).

The Kruskal-Wallis one-way analysis of variance was used to examine perceptions of respondents on Itkin's Attitudes Toward Parents Scale (Form F) which were classified in terms of: (a) the person who

TABLE IV
RESPONSES TO ITKIN'S ATTITUDES TOWARD PARENTS
SCALE (FORM F) SECTION I

Item		True		Uncertain		False	
		N	%	N	%	N	%
1. I consider myself very close to my father	Total	127	56.95	51	22.87	44	20.18
	Males	66	56.41	25	21.37	26	22.22
	Females	61	57.55	26	24.53	19	17.92
2. My father generally has good reasons for requests he might make.	Total	169	77.52	21	9.63	28	12.84
	Males	91	78.45	11	9.48	14	12.07
	Females	78	76.47	10	9.80	14	13.73
3. I would like to be the same kind of a parent that my father has been.	Total	88	40.18	65	29.68	66	30.14
	Males	43	37.07	37	31.90	36	31.03
	Females	45	43.69	28	27.18	30	29.13
4. I believe that my father underestimates my ability.	Total	86	40.00	93	43.26	36	16.74
	Males	42	37.17	48	42.48	23	20.35
	Females	44	43.14	45	44.12	13	12.75
5. I believe my father finds fault with me more often than I deserve and seems never to be satisfied with anything I do.	Total	60	28.04	116	54.21	38	17.76
	Males	30	26.79	56	50.00	26	23.21
	Females	30	29.41	60	58.82	12	11.76
6. I believe that my father has insufficient respect for my opinions.	Total	59	27.83	111	52.36	42	19.81
	Males	31	28.44	53	48.62	25	22.94
	Females	28	27.18	58	56.31	17	16.50

TABLE IV (Continued)

Item		True		Uncertain		False	
		N	%	N	%	N	%
7. In my estimation, my father is insufficiently interested in whether or not I have friends.	Total	40	18.96	120	56.87	51	24.17
	Males	18	16.22	61	59.95	32	28.83
	Females	22	22.00	59	59.00	19	19.00
8. In my judgement, my father did not treat me fairly when I was young.	Total	30	14.42	162	77.88	16	7.69
	Males	13	11.93	87	79.82	9	8.26
	Females	17	17.17	75	75.76	7	7.07
9. I believe that my father is one of the most admirable persons I know.	Total	122	56.22	37	17.05	58	26.73
	Males	57	50.44	20	17.70	36	31.86
	Females	65	62.50	17	16.35	22	21.15
10. My father has been one of the best friends I have ever had.	Total	96	43.84	69	31.51	54	24.66
	Males	50	43.48	33	28.70	32	27.83
	Females	46	44.23	36	34.62	22	21.15
11. My father considers the rearing of his children the most important job in life.	Total	121	55.25	40	18.26	58	26.48
	Males	60	52.17	22	19.13	33	28.70
	Females	61	58.65	18	17.31	25	24.04

TABLE V
 RESPONSES TO ITKIN'S ATTITUDES TOWARD PARENTS
SCALE (FORM F) SECTION II

Item	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	N	%	N	%	N	%
12. My father:						
Takes a very great interest in everything that concerns his children.	51	43.59	52	48.60	103	45.98
Takes a moderate amount of interest in things which concern his children	43	36.75	38	35.51	81	36.16
Does not take very much interest in things which concern his children.	11	9.40	6	5.16	17	7.59
Takes little interest in things which concern his children.	4	3.42	6	5.61	10	4.46
Takes no interest in things which concern his children.	8	6.84	5	4.67	13	5.80
13. I get along with my father:						
Very well.	40	34.78	41	39.05	81	36.82
Well.	25	21.74	26	24.76	51	23.18
Fairly well.	31	26.96	22	20.95	53	24.09
Not very well.	9	7.83	8	7.62	17	4.73
Poorly.	10	8.70	8	7.62	18	8.18
14. In regard to taking my father into my confidence, I:						
Feel free to ask him intimate questions.	24	21.05	15	14.71	39	18.06
Often ask him intimate questions.	13	11.40	5	4.90	18	8.33

TABLE V (Continued)

Item	Males		Females		Total	
	N	%	N	%	N	%
Sometimes ask him intimate questions.	23	20.18	21	20.59	44	20.37
Rarely, if ever, ask him intimate questions.	33	28.95	32	31.37	65	30.09
Wouldn't think of asking him any intimate questions.	21	18.42	29	28.43	50	23.15
15. Check whichever of the following terms best describes your feelings toward your father:						
I idealize my father.	11	10.19	8	7.77	19	9.00
I admire my father.	19	17.59	21	20.39	40	18.96
I respect my father.	64	59.26	60	58.25	124	58.77
I do not particularly respect my father at all.	8	7.41	8	7.77	16	7.58
I do not respect my father at all.	6	5.56	6	5.83	12	5.69
16. Check whichever of the following descriptions most nearly fits your father:						
Is always critical of his children, and nothing they do seems to please him.	3	2.75	8	7.84	11	5.21
Is rather critical of his children, and is not often pleased by what they do.	16	14.68	15	14.71	31	14.69
Is not very critical of his children, but on the other hand, does not show particular pleasure of what they do.	23	21.10	20	19.61	43	20.38

TABLE V (Continued)

Item	Males		Females		Total	
	N	%	N	%	N	%
Often shows pleasure at what his children do, and often praises them for their accomplishments.	53	48.62	47	46.08	100	47.39
Very seldom complains about his children, and is liberal in his praises of them.	14	12.84	12	11.76	26	12.32
17. I consider my father:						
Always willing to think only the best of his children.	31	27.43	32	30.77	63	29.03
Generally inclined to think well of his children.	49	43.36	39	37.50	88	40.55
Neither inclined to think only well or only poorly of his children.	14	12.39	15	14.42	29	13.36
Sometimes inclined to be critical of his children.	12	10.62	13	12.50	25	11.52
Always ready to think only the worst of his children.	7	6.19	5	4.81	12	5.53
18. My father:						
Never does little things for his children to show affection or consideration.	10	8.85	8	7.69	18	8.29
Seldom does little things for his children to show affection or consideration.	17	15.04	14	13.46	31	14.29
Sometimes does little things for his children to show affection or consideration.	42	37.17	31	29.81	73	33.64
Often does little things for his children to show affection or consideration.	29	25.66	31	29.81	60	27.65

TABLE V (Continued)

Item	Males		Females		Total	
	N	%	N	%	N	%
Is always doing little things for his children to show affection or consideration.	15	13.27	20	19.23	35	16.13
19. In my opinion, my father:						
Is so attached to his children that he wants to have them around all of the time.	13	11.71	8	8.25	21	10.10
Enjoys spending some of his time with his children.	62	55.86	55	56.70	117	56.25
Likes to spend a little of his time with his children.	22	19.82	21	21.65	43	20.67
Does not like to spend time with his children.	7	6.31	7	7.22	14	6.73
Dislikes very much spending any of his time with his children.	7	6.31	6	6.19	13	6.25

TABLE VI
 RESPONSES TO ITKIN'S ATTITUDES TOWARD PARENTS
SCALE (FORM F) SECTION III

Trait	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	N	%	N	%	N	%
20. <u>Fair</u>						
Very great degree	23	20.54	29	30.21	52	25.00
Greater than average degree	32	28.57	17	17.71	49	23.56
Average degree	41	36.61	39	40.63	80	38.46
Less than average degree	13	11.61	7	7.29	20	9.62
Very slight degree or not at all	3	2.68	4	4.17	7	3.37
21. <u>Selfish</u>						
Very great degree	2	1.94	6	6.00	8	3.94
Greater than average degree	7	6.80	2	2.00	9	4.43
Average degree	17	16.50	22	22.00	39	19.21
Less than average degree	54	52.43	49	49.00	103	50.74
Very slight degree or not at all	23	22.33	21	21.00	44	21.67
22. <u>Helpful</u>						
Very great degree	25	23.36	26	27.66	51	25.37
Greater than average degree	37	34.58	29	30.85	66	32.84
Average degree	27	25.23	26	27.66	53	26.37
Less than average degree	15	14.02	8	8.51	23	11.44
Very slight degree or not at all	3	2.80	5	5.32	8	3.98
23. <u>Sarcastic</u>						
Very great degree	4	3.70	10	10.75	14	6.97
Greater than average degree	13	12.04	4	4.30	17	8.46

TABLE VI (Continued)

Trait	Males		Females		Total	
	N	%	N	%	N	%
Average degree	26	24.07	20	21.51	43	22.89
Less than average degree	51	47.22	38	40.86	89	44.28
Very slight degree or not at all	14	12.96	21	22.58	35	17.41
24. <u>Considerate</u>						
Very great degree	20	17.86	27	28.42	47	22.71
Greater than average degree	35	31.25	29	30.53	64	30.92
Average degree	38	33.93	24	25.26	62	29.95
Less than average degree	14	12.50	8	8.42	22	10.63
Very slight degree or not at all	5	4.46	7	7.37	12	5.80
25. <u>Bossy</u>						
Very great degree	13	11.93	16	16.33	29	14.01
Greater than average degree	16	14.68	18	18.37	34	16.43
Average degree	41	37.61	27	27.55	68	32.85
Less than average degree	37	29.36	25	25.51	57	27.54
Very slight degree or not at all	7	6.42	12	12.24	19	9.18
26. <u>Agreeable</u>						
Very great degree	15	12.93	18	16.98	33	14.86
Greater than average degree	32	27.59	32	30.19	64	28.83
Average degree	40	34.48	35	33.02	75	33.78
Less than average degree	24	20.69	16	15.09	40	18.02
Very slight degree or not at all	5	4.31	5	4.72	10	4.50

TABLE VI (Continued)

Trait	Males		Females		Total	
	N	%	N	%	N	%
27. <u>Kind</u>						
Very great degree	29	24.79	32	30.19	61	27.35
Greater than average degree	30	25.64	34	32.08	64	28.70
Average degree	43	36.75	29	27.36	72	32.29
Less than average degree	10	8.55	6	5.66	16	7.17
Very slight degree or not at all	5	4.27	5	4.72	10	4.48
28. <u>Envious</u>						
Very great degree	3	2.68	5	4.76	8	3.69
Greater than average degree	6	5.36	4	3.81	10	4.61
Average degree	40	35.71	22	20.95	62	28.57
Less than average degree	51	45.54	49	46.67	100	46.08
Very slight degree or not at all	12	10.71	25	23.81	37	17.05
29. <u>Affectionate</u>						
Very great degree	7	6.14	22	20.95	29	13.24
Greater than average degree	26	22.81	29	27.62	55	25.11
Average degree	56	49.12	30	28.57	86	39.27
Less than average degree	22	19.30	17	16.19	39	17.81
Very slight degree or not at all	3	2.63	7	6.67	10	4.57
30. <u>Understanding</u>						
Very great degree	17	15.04	23	21.50	40	18.18
Greater than average degree	40	35.40	25	23.36	65	29.55
Average degree	28	24.78	35	32.71	63	28.64

TABLE VI (Continued)

Trait	Males		Females		Total	
	N	%	N	%	N	%
Less than average degree	28	19.47	17	15.89	39	17.73
Very slight degree or not at all	6	5.31	7	6.54	13	5.91
31. <u>Cold</u>						
Very great degree	5	4.42	6	5.66	11	5.02
Greater than average degree	8	7.08	7	6.60	15	6.85
Average degree	21	18.58	17	16.04	38	17.35
Less than average degree	60	53.10	52	49.06	112	51.14
Very slight degree or not at all	19	16.81	24	22.64	43	19.63
32. <u>Suspicious</u>						
Very great degree	12	10.53	13	12.50	25	11.47
Greater than average degree	19	16.67	9	8.65	28	12.84
Average degree	27	23.68	29	27.88	56	25.69
Less than average degree	47	41.23	39	37.50	86	39.45
Very slight degree or not at all	9	7.89	14	13.46	23	10.55
33. <u>Sympathetic</u>						
Very great degree	6	5.26	15	14.71	21	9.72
Greater than average degree	23	20.18	25	24.51	48	22.22
Average degree	57	50.00	37	36.27	94	43.52
Less than average degree	24	21.05	18	17.65	42	19.44
Very slight degree or not at all	4	3.51	7	6.86	11	5.09

TABLE VI (Continued)

Trait	Males		Females		Total	
	N	%	N	%	N	%
34. <u>Courteous</u>						
Very great degree	19	16.38	31	29.52	50	22.62
Greater than average degree	40	34.48	28	26.67	68	30.77
Average degree	45	38.79	32	30.48	77	34.84
Less than average degree	11	9.48	9	8.57	20	9.05
Very slight degree or not at all	1	0.86	5	4.76	6	2.71
35. <u>Trustful</u>						
Very great degree	44	38.26	47	44.76	91	41.36
Greater than average degree	31	26.96	20	19.05	51	23.18
Average degree	27	23.48	20	19.05	47	21.36
Less than average degree	12	10.43	11	10.48	23	10.45
Very slight degree or not at all	1	0.87	7	6.67	8	3.64

was head of household, (b) education of father, (c) residence, (d) source of income (e) absence of father, (f) reason of absence, (g) love of father, (h) childhood happiness, (i) source of discipline, (j) type of discipline in the home, (k) degree of closeness to the father, (l) father's acceptance, (m) masculinity of father, (n) father's authority role, (o) type of discipline from father and mother, (p) perceptions concerning rearing children of their own, (q) degree of closeness to father and mother, (r) parent having greatest influence in their life, (s) amount of time father spends with children, (t) closeness to peers. In addition to these factors there were twenty-three background variables related to boys and girls perceived self-perceptions. The results of these analyses are presented in Table VII.

Sixteen of the variables investigated in relation to the total group scores on Itkin's scale revealed significant differences. All of these same sixteen variables investigated in relation to the scores of the females revealed significant differences, although only nine were significant for the males. Those variables which were found to reflect statistically significant differences among groups were then subjected to a Mann-Whitney U test to determine those particular relationships between categories within the variables which accounted for the significance revealed by the Kruskal-Wallis one-way analysis of variance.

Head of the household, love of father, childhood happiness, type of discipline in the home, degree of closeness to father, father acceptance, masculinity of father, perceptions concerning rearing children of their own in relation to the manner in which their father had reared them, parent having greatest influence on them, amount of time the

father spent with them, amount of physical activity, nervousness and tenseness, self reliance, moodiness and being emotional, being predictable, and cooperative were significantly related to the females' positive perceptions of fathers.

Love of father, childhood happiness, type of discipline in the home, degree of closeness in the home, father's acceptance, masculinity of father, perceptions concerning rearing of own children in relation to father, parent having greatest influence on their life and amount of time the father spends with respondent were significantly related to the males' positive perceptions of fathers.

1. Specifically, the directions of the findings reflected by Mann-Whitney U tests were as follows: Female youth living with both their father and mother scored higher on Itkin's scale, i.e., reflected a more positive perception of their fathers, than females who were living with their mother along ($U = 2.21, p = .05$).

2. Similarly, female youth living with both their father and mother scored higher than females living with mother and step-father ($U = 2.91, p = .01$). Females living with their mother alone scored higher on Itkin's scale than those living with others, ($U = 2.09, p = .05$). Also, those females living with their mother and step-father scored higher than females living with others ($U = 2.52, p = .01$).

3. Females who stated they were very much loved by their fathers reflected more favorable scores on Itkin's scale than: females who rated their fathers love as above average ($U = 2.60, p = .01$), average ($U = 4.51, p = .001$), below average ($U = 2.83, p = .01$), very distant ($U = 3.95, p = .001$).

4. Males who perceive they are very much loved by their fathers

reflect superior attitudes toward their fathers on Itkin's scale than: males who rated their father as average ($U = 3.81$, $p = .001$), below average ($U = 2.38$, $p = .05$), or very distant ($U = 4.64$, $p = .001$).

Males who perceive they are loved above average on Itkin's scale scored higher than: those who rated their father love as average ($U = 2.82$, $p = .01$), below average ($U = 2.30$, $p = .05$), or very distant ($U = 4.21$, $p = .001$). Those males who felt they were loved an average amount scored higher than the ones who felt they were loved below average ($U = 2.35$, $p = .05$) or were very distant ($U = 3.90$, $p = .001$).

5. Females who indicated they were very happy during their childhood reflected more favorable scores on Itkin's scale than youth who rated their childhood happiness as average ($U = 3.53$, $p = .001$) or who rated it as below average ($U = 2.51$, $p = .01$). Females who rated their childhood happiness as above average obtained significantly higher scores on Itkin's scale than youth who rated their childhood happiness as average ($U = 2.37$, $p = .05$) or below average ($U = 2.65$, $p = .01$).

6. Boys who indicated they were very happy during their childhood reflected more favorable scores on Itkin's scale than youth who rated their childhood happiness as average ($U = 3.17$, $p = .01$).

7. Females who rated their degree of closeness to their father very close reflected significantly more favorable perceptions of fathers than females who rated their closeness as above average ($U = 1.96$, $p = .05$), average ($U = 3.52$, $p = .001$), below average ($U = 4.29$, $p = .001$) or very distant ($U = 4.10$, $p = .01$). Females who rated the degree of closeness to their fathers as above average reflected significantly more favorable perceptions of fathers than females who rated their closeness as average ($U = 2.50$, $p = .01$), below average

($U = 4.61$, $p = .001$), or very distant ($U = 4.30$, $p = .001$). Females who rated their degree of closeness to their father as average reflected significantly more favorable perceptions of fathers than females who rated their closeness as below average ($U = 3.80$, $p = .001$) or very distant ($U = 3.86$, $p = .001$). Females who rated their degree of closeness to their fathers as below average scored higher on Itkin's scales than those who reported him as very distant ($U = 2.00$, $p = .05$).

8. The males students who rated the degree of closeness to their fathers as very close reflected more favorable perceptions of fathers on Itkin's scales than youth who rated their fathers as average ($U = 3.10$, $p = .10$), below average ($U = 3.90$, $p = .001$), or very distant ($U = 4.42$, $p = .001$). Males who perceived their closeness to their fathers as above average scored higher on Itkin's scale than those who considered it as average ($U = 2.83$, $p = .01$), below average ($U = 4.02$, $p = .001$), or very distant ($U = 4.41$, $p = .001$). Males who rated their closeness to their fathers as average scored higher on Itkin's scale than those who considered it as below average ($U = 2.65$, $p = .01$) or very distant ($U = 4.16$, $p = .001$). Males who perceived their closeness to their fathers as below average scored higher on Itkin's scale than ones who rated him as very distant ($U = 2.67$, $p = .01$).

9. Females who perceived that their father were interested in almost all that they do, scored higher on Itkin's scale than those females who perceived their fathers as difficult to talk to ($U = 5.85$, $p = .001$), or is not interested in what I say ($U = 3.28$, $p = .001$). Females who perceived that their fathers were diffiucly to talk to scored higher on Itkin's scale than those females who said they were not interested in what they said ($U = 2.05$, $p = .05$).

10. Males who perceived that their fathers were interested in almost all that they do, signified higher scores on Itkin's scale than those who said they were difficult to talk to ($U = 4.44$, $p = .001$), or is not interested in what I do ($U = 3.30$, $p = .001$). Those males who said their fathers were difficult to talk to had significantly higher scores on Itkin's scale than those who said he is not interested in what I say ($U = 2.40$, $p = .05$).

11. Females who rated their fathers as very masculine had higher scores on Itkin's scale than those who rated him as not very masculine ($U = 56.99$, $p = .001$).

12. Females who stated they would rear their own child about the same as their father scored higher on Itkin's scale than those who thought they would be less permissive than their fathers ($U = 3.66$, $p = .001$).

13. Boys who in the rearing of their own children responded that they would be about the same as their father reflected more favorable scores on Itkin's scale than those who said they would be less permissive ($U = 2.64$, $p = .01$).

14. Girls who felt that both their mother and father would equally influence their lives obtained significantly higher scores on Itkin's scale than those who thought their mother was the greatest influence ($U = 3.12$, $p = .001$).

15. Boys who felt that both their mother and father would equally influence their lives obtained significantly higher scores on Itkin's scale than those who thought their mother was the greatest influence ($U = 4.81$, $p = .001$).

16. Females who perceived themselves as almost always cooperative

had better perceptions toward their fathers than those who perceived themselves as sometimes cooperative ($U = 2.66, p = .01$).

17. Female youth whose fathers spent more time than average with them had more favorable perceptions toward their fathers than those who felt they spent average time with them ($U = 3.81, p = .001$) or less than average time ($U = 5.36, p = .02$). Those females whose fathers spent an average amount of time with them scored higher on Itkin's scale than those who reported he spent below average time with them ($U = 4.81, p = .001$).

18. Boys whose fathers spent more than average time with them reflected more positive perceptions concerning their fathers than youth who reported their fathers spent an average amount of time with them ($U = 2.81, p = .01$) or less than average amount of time with them ($U = 5.34, p = .001$). Similarly, boys who indicated that their fathers spent an average amount of time with them reflected more positive perceptions concerning fathers than boys who felt their fathers spent less than average amount of time with them ($U = 4.53, p = .001$).

19. Females who perceived themselves as almost average physically active had better perceptions of their fathers than those who perceived themselves as only sometimes physically active ($U = 2.26, p = .05$).

20. Females who perceived themselves as sometimes nervous and tense had better perceptions toward their fathers than those who perceived themselves as always nervous and tense ($U = 3.17, p = .01$).

21. Females who perceived themselves as almost always self-reliant had better perceptions toward their fathers than those who perceived themselves as sometimes self-reliant.

22. Females who perceived themselves as sometimes moody and emotional had better perceptions toward their fathers than those who perceived themselves as almost always moody and emotional ($U = 2.48$, $p = .05$).

23. Females who perceived themselves as almost always unpredictable had better perceptions toward their fathers than those who perceived themselves as seldom unpredictable ($U = 1.98$, $p = .05$). Also, those who saw themselves as sometimes unpredictable had better perceptions toward their fathers than those who perceived themselves as seldom unpredictable ($U = 2.91$, $p = .01$).

TABLE VII
KRUSKAL-WALLIS ANALYSIS OF SCALE SCORES CLASSIFIED
BY SELECTED BACKGROUND VARIABLES

Background Variable	Females		Males		Total	
	%	p	%	p	%	p
1. Head of Household	15.02	.01	3.23	n.s.	13.97	.01
2. Education of Father	7.78	n.s.	3.32	n.s.	9.07	n.s.
3. Residence	1.77	n.s.	0.45	n.s.	1.40	n.s.
4. Source of Income	4.31	n.s.	0.74	n.s.	3.32	n.s.
5. Age when Father Absent	8.79	.05	2.24	n.s.	9.42	n.s.
6. Reasons for Father Absence	7.67	n.s.	1.46	n.s.	4.60	n.s.
7. Love of Father	41.79	.001	40.45	.001	80.61	.001
8. Childhood Happiness	19.23	.001	12.26	.05	26.24	.001
9. Agent of Discipline	7.83	n.s.	6.99	n.s.	14.04	.01
10. Type of Discipline	11.12	.05	9.52	.05	14.91	.01
11. Degree of Closeness to Father	49.63	.001	44.76	.001	93.94	.001
12. Father's Acceptance	47.30	.001	42.14	.001	86.77	.001
13. Perceived Masculinity of Father	15.34	.001	8.85	.01	24.40	.001
14. Perception of Father's Authority Role	1.42	n.s.	1.29	n.s.	2.32	n.s.
15. Type of Discipline from Mother	2.08	n.s.	6.55	n.s.	1.73	n.s.
16. In Rearing Children in Relation to Father	31.87	.001	19.75	.001	53.36	.001
17. In Rearing Children in Relation to Mother	2.83	n.s.	4.38	n.s.	5.53	n.s.
18. Degree of Closeness to Mother	2.34	n.s.	0.47	n.s.	1.37	n.s.

TABLE VII (Continued)

Background Variable	Females		Males		Total	
	%	p	%	p	%	p
19. Parent Having Greatest Influence on Self	11.43	.01	25.21	.001	32.39	.001
20. Amount of Time Father Spends with You	42.48	.001	35.79	.001	75.33	.001
21. Closeness to Peers	4.41	n.s.	7.40	n.s.	3.60	n.s.
22. Careless	5.81	n.s.	1.06	n.s.	6.96	.05
23. Aggressive	5.83	n.s.	3.24	n.s.	8.43	.05
24. Physically Active	6.16	.05	4.40	n.s.	8.02	.05
25. Nervous and Tense	10.70	.01	0.57	n.s.	4.52	n.s.
26. Well-liked	3.13	n.s.	1.97	n.s.	4.96	n.s.
27. Dependable	0.38	n.s.	2.01	n.s.	1.61	n.s.
28. Successful	2.20	n.s.	1.69	n.s.	0.51	n.s.
29. Lack Incentive	2.01	n.s.	1.34	n.s.	1.49	n.s.
30. Generous	1.60	n.s.	1.69	n.s.	3.01	n.s.
31. Self-reliant	6.32	.05	0.64	n.s.	2.58	n.s.
32. Moody and Emotional	6.15	.05	2.19	n.s.	4.63	n.s.
33. Obedient	2.65	n.s.	4.65	n.s.	4.43	n.s.
34. Stick to Decisions	4.06	n.s.	2.97	n.s.	7.22	.05
35. Honest	4.24	n.s.	0.32	n.s.	2.96	n.s.
36. Unpredictable	8.34	.05	5.10	n.s.	7.60	.05
37. Kind and Affectionate	5.43	n.s.	2.14	n.s.	6.35	.05
38. Outgoing	2.09	n.s.	0.93	n.s.	1.33	n.s.
39. Like of Self	2.62	n.s.	1.88	n.s.	1.81	n.s.
40. Shy and Sensitive	1.18	n.s.	1.68	n.s.	1.67	n.s.

TABLE VII (Continued)

Background Variable	Females		Males		Total	
	%	p	%	p	%	p
41. Cooperative	7.65	.05	0.07	n.s.	4.30	n.s.
42. Likes Own Sex	3.24	n.s.	2.88	n.s.	2.92	n.s.
43. Takes Charge of Situations	3.24	n.s.	0.91	n.s.	2.06	n.s.
44. Desire to Achieve	2.77	n.s.	0.74	n.s.	1.71	n.s.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this research was to examine the perceptions of adolescent males and females concerning their fathers in relation to selected personality and background factors. The study included 227 American born youth between the ages of 14 and 18 enrolled in required English classes at Pawhuska High School in Pawhuska, Oklahoma.

A questionnaire, Attitudes Toward Parents Scale (Form F), by Itkins (1952) was used in the study. The Form F scale is designed to assess perceptions concerning fathers. In order to ascertain the usefulness of Itkins instrument, an item analysis was undertaken utilizing a chi-square test. All of the items proved to discriminate high and low scoring students ($Q_1 - Q_4$) at the .001 level of significance, reflecting the instrument's usefulness with the type of sample studied.

In general, the major results were as follows:

1. With regard to the closeness the students felt to their fathers, there were more students who reported being above average in closeness to their fathers or very close than there were students who reported being very distant.
2. With respect to their father's acceptance of them, most of the students reported that their fathers were interested in all that they did.
3. The majority perceived their fathers to be very masculine and

half of the students reported that their fathers were very domineering.

4. The majority of the respondents indicated that they would rear their own children in much the same manner that their fathers had reared them.

5. Nearly half of the students indicated they had been influenced by their mothers and fathers equally.

6. The majority believed that their fathers were admirable, their best friends and that they considered the rearing of their children the most important job in life.

7. The majority responded they got along with their father very well however, the majority rarely if ever, felt free to ask their fathers intimate questions.

8. The majority respected their fathers and rated their fathers to be fair, unselfish, helpful, not sarcastic, considerate, not bossy, agreeable, kind, not envious, affectionate, understanding, warm, not suspicious, sympathetic, courteous and trustful.

9. No significant difference was found between males and females in their perceptions concerning their fathers.

10. The following factors were found to be significantly related to female youths' attitudes toward their fathers: (a) the parent who served as head of the household, (b) love of father, (c) childhood happiness, (d) type of discipline in the home, (e) degree of closeness to father, (f) father acceptance, (g) masculinity of father, (h) perceptions concerning rearing children of their own in relation to the manner in which their father had reared them, (i) parent having greatest influence on them, (j) amount of time their father spent with them, (k) amount of physical activity, (l) nervousness and tenseness,

(m) self-reliance, (n) moodiness and being emotional, (o) being predictable and (p) being cooperative.

11. The following factors were significantly related to the male youth's perceptions of fathers: (a) love of father, (b) childhood happiness, (c) type of discipline in the home, (d) degree of closeness in the home, (e) father's acceptance, (f) masculinity of the father, (g) perception concerning rearing children of their own in relation to the manner in which their father had reared them, (h) parent having greatest influence on their life, and (i) amount of time the father spends with respondent.

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APPENDIX

Oklahoma State University
Division of Home Economics

Department of Family Relations
and Child Development

INFORMATION SHEET

Please answer the following questions as accurately as you can. It is important that you answer ALL questions which are appropriate. Your identity and your answers will be kept strictly confidential. Your cooperation in this research project is greatly appreciated.

Name _____

Address _____

Birth date _____
month day year

Were you born in the U. S.? Yes _____ No _____

____ 1. Age

- | | |
|-------|-------|
| a. 14 | d. 17 |
| b. 15 | e. 18 |
| c. 16 | |

____ 2. Sex

- | | |
|---------|-----------|
| a. male | b. female |
|---------|-----------|

____ 3. I am presently in grade:

- | | |
|-------|-------|
| a. 9 | d. 12 |
| b. 10 | |
| c. 11 | |

____ 4. How many brothers do you have:

- | | |
|------|------|
| a. 1 | d. 4 |
| b. 2 | e. 5 |
| c. 3 | |

____ 5. How many sisters do you have?

- | | |
|------|------|
| a. 1 | d. 4 |
| b. 2 | e. 5 |
| c. 3 | |

____ 6. I was number

- | | |
|------|------|
| a. 1 | d. 4 |
| b. 2 | e. 5 |
| c. 3 | |

____ 7. I am presently living with:

- | | |
|----------------------|---------------------------|
| a. Father and mother | d. Mother and step-father |
| b. Father alone | e. Other |
| c. Mother alone | |

- ___ 8. In school, your father completed grades:
a. 5-7 d. completed 1-3 years college
b. 8-10 e. over 4 years of college
c. 11-12
- ___ 9. The majority of my life so far, I grew up:
a. on a farm
b. in a community of less than 2,500 population
c. in a community of 2,500 to 50,000 population
d. in a community of over 50,000 population
- ___ 10. The main source of your family's income is:
a. hourly wages, piece work, weekly checks
b. salary, commissions, monthly checks
c. profits or fees from business or profession
d. private relief, odd jobs, seasonal working, share cropping
e. public relief
- ___ 11. If during your childhood, your father was absent from home for a long period, (A YEAR OR MORE) indicate how old you were when he was gone.
a. 1-5 c. 11-15
b. 6-10 d. 16-18
- ___ 12. If your father was absent for a long period (A YEAR OR MORE) indicate the reason for his absence.
a. separation d. death
b. divorce e. other
c. military service
- ___ 13. In my home, I feel that I am loved by my father:
a. very much d. below average
b. above average e. very little
c. average
- ___ 14. With respect to happiness, I consider my childhood to be:
a. very happy d. somewhat below average
b. somewhat above average e. very unhappy
c. average
- ___ 15. In my family, the discipline I receive is mainly from:
a. my father
b. my father with some help from my mother
c. equally my father and my mother
d. my mother with some help from my father
e. my mother
- ___ 16. I consider discipline in my home as:
a. rough d. somewhat mild
b. somewhat severe e. mild
c. average

- ___17. I would rate the degree of closeness that I have with my father as:
- a. very close
 - b. above average
 - c. average
 - d. below average
 - e. very distant
- ___18. In regard to my father's acceptance of me, I find that my father:
- a. is too busy to pay much attention to me
 - b. shows that he is interested in how I am doing at school
 - c. is interested in almost all that I do
 - d. is difficult to talk to
 - e. is not interested in what I say
- ___19. I would consider my father:
- a. very masculine
 - b. not very masculine
- ___20. In my own family, my father is:
- a. very domineering
 - b. not very domineering
 - c. rather submissive
- ___21. Check the answer which most nearly describes the type of discipline you received from your mother.
- a. very permissive
 - b. permissive
 - c. average
 - d. strict
 - e. very strict
- ___22. In rearing children of your own, do you believe you will be:
- a. more permissive than your father
 - b. about the same as your father
 - c. less permissive than your father
- ___23. In rearing children of your own, do you believe you will be:
- a. more permissive than your mother
 - b. about the same as your mother
 - c. less permissive than your mother
- ___24. Which of the following describes the degree of closeness of your relationship with your mother during childhood?
- a. above average
 - b. average
 - c. below average
- ___25. Which parent had the greatest influence in determining the kind of person you are?
- a. mother and father equally
 - b. mother
 - c. father

- ___26. In terms of amount of time, do you believe your father:
- a. spent more time with you than the average father
 - b. spent an average amount of time with you
 - c. spent less time with you than the average father
- ___27. Which of the following describes the degree of closeness to friends your own age?
- a. very close
 - b. above average
 - d. average
 - d. below average
 - e. distant

Answer each item with a check in the column which most nearly describes you.

Almost Always	Sometimes	Seldom	<u>Behavior and Characteristics</u>
(a)	(b)	(c)	28. I am careless rather than deliberate.
(a)	(b)	(c)	29. I am hostilely aggressive.
(a)	(b)	(c)	30. I am physically active.
(a)	(b)	(c)	31. I am nervous and tense.
(a)	(b)	(c)	32. I am well-liked.
(a)	(b)	(c)	33. I can be counted on to do what I say I will do.
(a)	(b)	(c)	34. Things I undertake turn out well.
(a)	(b)	(c)	35. I need to be pushed to do things.
(a)	(b)	(c)	36. I am generous.
(a)	(b)	(c)	37. I am self-reliant.
(a)	(b)	(c)	38. I am moody and emotional.
(a)	(b)	(c)	39. I do what I am told.
(a)	(b)	(c)	40. I make decisions and stick to them.
(a)	(b)	(c)	41. I am honest.
(a)	(b)	(c)	42. I am unpredictable.

Almost Always	Sometimes	Seldom	<u>Behavior and Characteristics</u>
(a)	(b)	(c)	43. I am kind and affectionate.
(a)	(b)	(c)	44. I am outgoing.
(a)	(b)	(c)	45. I like the way that I am.
(a)	(b)	(c)	46. I am shy and sensitive.
(a)	(b)	(c)	47. I am cooperative.
(a)	(b)	(c)	48. I like being the sex that I am.
(a)	(b)	(c)	49. I like to take charge of a situation.
(a)	(b)	(c)	50. I desire to achieve.

VITA

Judy Cason Towry

Candidate for the Degree of

Master of Science

Thesis: ADOLESCENT PERCEPTIONS CONCERNING RELATIONSHIPS WITH THEIR
FATHERS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Ft. Smith, Arkansas, March 10, 1941, the
daughter of Mr. and Mrs. Claude Cason.

Education: Attended grade school in Keota, Oklahoma; graduated
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