

A COMPARISON OF BLACK AND WHITE HIGH SCHOOL
STUDENTS' PERCEPTIONS CONCERNING PARENTAL
EMPHASIS UPON SELECTED VALUES

By

JANIE LOU HAZALEUS

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Thesis Approved:

Nick Stinnett

Thesis Adviser

James L. ...

D. Blusham

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Statement of Problem

Most of the major research concerning parent-child relationships has been restricted to white parents and children. Parker and Kleiner (1969) have suggested that the two major studies dealing with black family life are lacking in value because one is quite old (Frazier, 1948), and the other (Moynihan, 1965), is based on statistical analysis of census data which has led to erroneous conclusions about the black family. Rainwater (1966) has pointed out in his studies that social scientists studying black parent-child values and white parent-child values do so with the most precise information in order not to confuse the public. Some of the limited research dealing with black families has been in regard to values (Kolb, 1954), and has resulted in the formation of the stereotype that black families are value free and cannot adjust to the values set by the remainder of society (Staples, 1969; Gouldner, 1962). Research needs to be undertaken concerning values in black families as well as the general structure of parent-child relationships in black families in order to contribute to better understanding of the black family.

There is evidence that a child learns most of his behavior characteristics and values by observing the examples set for him by adults,

and then by modeling his behavior after these examples (Talbot, 1968). According to Kohn (1968) the concept of "values" can be used as the main bridge between parents and children in relation to behavior.

At a time when there appears to be a communication gap in the family structure, it would be helpful to gain more knowledge concerning values emphasized by parents in both black and white families. Also, insight could be gained by comparing the values which are emphasized by black and white parents. To the investigator's knowledge, such comparisons have been extremely limited.

Purpose of the Study

The general purpose of this study is to compare the perceptions of black and white high school students concerning the values emphasized by their parents.

The specific purposes of this study were to compare the perceptions of black and white high school students concerning the emphasis which their parents placed on each of the following values: a) determination and perseverance, b) seeing each person as having dignity and worth, c) cooperation, d) self discipline, e) spiritual development, f) loyalty, g) feeling genuine concern and responsibility toward others, h) expressing sincere appreciation for others, and i) taking responsibility for the consequences of one's own actions.

To make the comparisons of the above values, a questionnaire, composed of fixed alternative-type questions, was given to 499 black and white high school students representing seven communities in the state of Oklahoma. A description of the questionnaire is included in the appendix.

CHAPTER II

REVIEW OF RELATED LITERATURE

Parental emphasis on values which children are encouraged to internalize overlaps with many aspects of parent-child relationships. These aspects are presented in this review which includes research related to the following areas: a) parental influence, b) parental discipline methods, c) parental supportiveness, d) achievement, e) socio-economic class, and f) the black family.

Parental Influence

A conclusion of major researchers is that there is an influence of the parent's personality on the child's personality. Frye, South, and Vegas (1965) examined the relationship between the personality of parent and child, with the results indicating that children tend to have personalities similar to those of their parents. The father did not appear to have as much influence on the child as the mother appeared to have.

One of the major channels of parental influence on children lies in the transmission of values. Luckey (1964) concludes that youth of today have parents who are unsure about their own values. Youth do look to their parents for decisions on values, but many parents choose to let their children determine their own values as the parents do not want to be responsible for any wrong decisions. If youth cannot look

to their parents for values, they may then turn to their peers for guidance. Bronfenbrenner (1967) indicated that children tend to become more peer oriented at approximately the seventh grade, and suggests that there is often a conflict of values between parents and the peer group.

Luckey (1964) concludes that conditions producing realistic moral standards and values in children are: a) high levels of discipline, b) support given to the child, and c) appeal to the motives of approach rather than avoidance.

Peck and Havighurst (1960), in a sixteen-year longitudinal study, indicated that because the father is not around the home during much of the child's first five years, the mother has more influence on the character and value development of the child. According to Livson (1966) when parents do give attention to their children, more sons than daughters reveal a high degree of involvement with their fathers than with their mothers. More daughters than sons were highly involved with the mothers.

Brittain (1967) examined peer-compliance and parental-compliance in adolescent girls and found that adolescents were peer-compliant when the choices were important in the eyes of peers; conversely, the adolescents were parent-compliant when the choices were important in the eyes of parents. Stinnett and Walters (1967) in a study of parent-peer orientation of adolescents from low income families found that subjects who reported a low evaluation of family tended to be more peer-oriented than subjects who reported a high evaluation of family. They also found that there was no significant difference between parent-peer orientation between black and white adolescents.

Parental Discipline Methods

Characteristics of children which have been observed to be associated with certain parental discipline methods are: a) mothers who use physical punishment have daughters who tend to be more dependent, especially when the mothers place more severe bonds and limitations on their behavior (Moore, 1965); b) girls are more dependable when their mothers are the main disciplinarian (Moore, 1965); c) maternal rejection and a high degree of father interest in the child tends to lead to a high degree of autonomy in girls, while lack of hostility in fathers and a low degree of demands on the child tends to be related to a high degree of autonomy in boys (Moore, 1965); d) authoritarian fathers tend to have sons who are less self-reliant and autonomous (Rosen, 1964); e) boys are more dependable when the father is the main disciplinarian (Bronfenbrenner, 1961a); f) a previous parental influence attempt, resisted by the child, is usually associated with the development of hostility, power needs, and increased autonomy strivings which the child displaces toward peers and authority figures (Clapp, 1967); g) parents of competent children are likely to be more permissive, less restrictive, warmer, and less hostile (Hoffman, 1960); and h) parents who are democratic in disciplinary methods tend to have children who show more consideration to others (Radke, 1946).

Watson (1957) in a study of the persistence of children, found that children from strict homes are more likely to fall into extreme categories of personality; for example, being unusually persistent or easily discouraged. Greater freedom for the child was associated with: a) more initiative and independence, b) better socialization and

cooperation, c) less inner hostility and more friendly feelings toward others, and d) higher level of spontaneity, originality, and creativity. Bronfenbrenner (1961a) found that responsibility, dependability, and leadership develop to a greater degree in boys whose fathers were the main authority figure, and develop to a greater degree in girls whose mothers were the main authority figure. The most dependent and least dependent adolescents describe their family relationships as having been democratic and equalitarian. This type of relationship tends to produce adults who lack values of initiative, look to others for guidance, and are not dependable. Bronfenbrenner (1961a) also suggests that in order for boys to develop the values of independence, initiative, and self-sufficiency, they must receive strong discipline guidance from their parental relationships, as well as affection. Girls, however, develop these values with a more "love-oriented" guidance.

Parental Supportiveness

Some observations concerning the relationship between children's behavior characteristics and degree of parental supportiveness are: a) students with extraversion personality factors tend to recall parents as loving (Siegelman, 1965), b) students with introversion personality factors tend to recall parents as rejecting (Siegelman, 1965), c) students with a high degree of anxiety tend to recall parents as demanding (Siegelman, 1965), d) students with a low degree of anxiety tend to recall parents as loving (Siegelman, 1965), e) children who reported parents as punishing are likely to be withdrawn (Siegelman, 1966), f) children who reported parents as loving are not likely to be

withdrawn (Siegelman, 1966), g) boys who are depressed, overly moralistic, and excessively self-critical are likely to have punishing, demanding, and nonloving parents (Kandel and Lesser, 1969), h) boys, less warmly treated by their parents, are found to be more responsive to social reinforcement (Grossman, 1965), i) boys, warmly treated by parents, are found to be more dependent at home and at school (Grossman, 1965).

Achievement

Research studies have indicated that academic achievement and leadership are associated with the quality of parent-child relationships. Researchers have noted a positive relationship between parental acceptance and children's intelligence in contrast to a negative relationship between parental rejection and children's intelligence (Hurley, 1962). There is evidence that mothers who respond positively to their children's approval-seeking, have children who show more achievement (Crandall, 1960). Mothers who rewarded children's efforts, even when they do not seek parental approval, have children who display strong achievement outside the home (Moore, 1965). Morrow and Wilson (1961) reported that high achievement in adolescence was associated with parents who shared ideas, were approving and trusting, were encouraging, and were less restrictive and severe.

In a study of college students, Gnagey (1968) found that male college students who score high on a parental acceptance measure tended to have less anxiety and were usually under-achievers, rather than over-achievers,

Socio-Economic Class

There is evidence that socio-economic class influences the parents' child rearing patterns. Following are observations concerning the relationship between socio-economic class and child rearing patterns: a) lower class parents tend to stress compliance, obedience, surrender of autonomy, respectability, and "toughness" (Kohn and Carroll, 1960); b) middle class parents tend to stress self-reliance, autonomy, and to discipline the child by using reason (Rosen, 1964); c) lower class boys receive more punishment than girls, and girls receive greater warmth and attraction (Secord and Blackman, 1964); d) lower middle class boys excel girls in traits like leadership, competitiveness, and level of aspiration (Bronfenbrenner, 1961b); e) at higher socio-economic levels, girls excel boys on variables such as responsibility and social acceptance (Bronfenbrenner, 1961b).

The middle-class parent tends to rear children who are achievement-minded, independent, and free of ties that bind them to a certain time or place in life (Kluckhohn, 1960; Kohn, 1968).

Bronfenbrenner (1961b) found that in the upper middle class, girls scored higher than boys on the value of responsibility. At the higher socio-economic levels, girls scored higher than boys on social acceptance. Boys in the lower middle class, however, tend to score higher than girls in the same class with respect to leadership, aspirations, and competitiveness.

The Black Family

Contrary to popular belief, there is no evidence for a social-psychological pattern of matriarchy as a basic characteristic of the

black family, according to studies done in this area by Hyman and Reed (1969). They report that the white female influence in family relationships is nearly the same as black female influence in family relationships, except that the black female influence exceeds the male influence in some instances. Male dominance has long been assumed in the area of politics, but according to Hyman and Reed, both white and black children are more likely to agree with the mother when parents disagree on a political choice. However, at most black social class levels, the black wife is the dominant authority, as she is either a major contributor to the family income or social status (Blood and Wolfe, 1960).

There is evidence that black mothers have a great desire for their children to obtain a higher education, a college education even, but they have only a limited knowledge of how their children can obtain such an education (Gittell, 1967; Bernard, 1966). Crain (1966) found that public school is an important instrument of social mobility for blacks. Not only does school provide an educational value, but it provides an opportunity for the blacks to begin building the inter-racial association which permits them to escape from the ghetto.

In a study of black mothers' socialization goals, Kamii and Radin (1967) found that middle and lower-class black mothers have the same goals for their children, but they work toward these goals in a different manner. Middle-class black mothers did more to fulfill their child's socio-emotional needs, while using rewards for the child who expresses desirable behavior, and reasoning along with physical punishment to influence the child's behavior. Lower-class mothers were less likely to use these methods.

In a study of class differences between blacks, Frazier (1957) found that the lower class blacks: a) have the largest proportion of one parent female heads, b) attempt to maintain stable family relations, despite economic insecurity and other things which might make family life unstable, and c) children are subjected to very strict, harsh discipline.

Frazier (1957b) found that middle class children are given strict discipline but it is not associated with the harshness as the lower class is. These children develop attitudes of responsibility and thriftiness. The main goals of these children are to be respectable and to be successful in life. Their parents attach this to the attainment of a college education and will make great sacrifices for their children so they are able to attend and graduate from college. After examining studies of middle class parents, Queen and Habenstein (1967) found that these parents share in the responsibility for the socialization of their children.

Frazier (1957b) also found that the upper class black children were likely to be spoiled because the upper class parents attempted to satisfy all wants and maintain their children in a manner they felt wealthy white people did. The upper class is likely to have only a few children in their family, but the parents stress individualism, and insist on the children following their own interests.

Moynihan (1965) found that black male children may suffer from a lack of motivation relating to the absence of the father figure. There is evidence from a study by Douglass (1966) that black children may have difficulty in identification as related to the black children's difficulty of trying to become a part of the pattern in white society.

Rainwater (1966) has also suggested that the black adolescent realizes that his family patterns are different from those of a white family pattern and this makes stress in the black family because the adolescent feels his family is not living up to the ideals of society. Parker and Kleiner (1969) found that black males who think of themselves as relative failures, low achievers, and have little hope of being successes, are likely to feel they are failing in their family role performance. Problems encountered by the black male may result in feelings of failure, inadequacy, and inability to perform in the family effectively.

Antonovsky (1967) found that middle class white youths have a higher level of aspirations and expectations than black youth in general. Black lower class youth had the same aspirations as lower class white youth.

Floor (1969) in a comparison of black and white male adolescents on moral judgments, found that there was no significant difference in moral judgment score between the two groups.

Talley (1971) in comparing the perceptions of black and white high school students concerning various aspects of their parent-child relationships found: a) a greater proportion of white students were below average in the degree of closeness of the relationship with their father during their childhood, b) over three times as many white students were below average in the degree of closeness of the relationship with their mother during childhood, c) a larger proportion of white students felt their father was their source of most discipline during childhood, d) over twice as many black students reported receiving praise very often during childhood, e) a larger proportion of the white

students reported their father as their greatest source of affection during childhood, f) over twice as many white students reported their father as their greatest parental influence in determining the kind of person they are, and g) nearly twice as many white students reported they rarely felt free to talk about problems with parents.

CHAPTER III

PROCEDURE

Selection of Subjects

The 499 subjects in this study were from seven high schools throughout the state of Oklahoma. The subjects were mostly from upper-lower and lower-middle socio-economic status families. The subjects were mainly Protestant and all were single. All were enrolled in a 11th or 12th grade Home Economics class. From the total of 499 subjects, 167 white students were randomly selected and matched with 167 black students in regard to socio-economic class in an effort to control for the socio-economic factor. The data were obtained in February, 1971. Directions for administration of the questionnaires, and cover letters explaining the research, assuring anonymity to the students, were sent to nine teachers in seven high schools throughout the state of Oklahoma.

The questionnaire was developed in a recent study (Talley, 1971) for the purpose of comparing the perceptions of black and white high school students concerning various aspects of their parent-child relationships. The questionnaire included items designed to obtain certain background information such as sex, race, age, residence, marital status of parents, employment of mother, religious preference, primary source of family income, and level of highest educational attainment of

principal family income earner. The socio-economic status of each subject, which was based on the source of income, the family head's occupation and educational level attained, was assessed by the McGuire-White Index of Socio-Economic Status (1955).

Included in the questionnaire were several questions about the subject's perceptions of his relationship with his parents. These questions were fixed alternative-type questions and dealt with areas of parent-child relationships such as: a) degree of parental emphasis upon selected values, b) source and type of discipline, c) closeness of relationship with each parent, d) source and amount of affection received during childhood, e) closeness of parent and child, f) praise received during childhood, g) parental identification, and h) parent-child communications.

The questions dealing with the degree of parental emphasis upon certain values were based upon the Positive Character Values List (Kreps, 1971) which contains a list of values most often considered to promote positive character development. This list was developed as a result of reviewing the literature and is based in part upon research conducted by Havighurst and Taba (1949) and upon the list of values presented by Ackerman (1958).

As an index of the validity of the Positive Character Values List, the list of values was submitted to a panel of eight family life specialists in order to determine the degree of agreement among the judges concerning the importance of the listed value as components of positive character development. The percentage of agreement among the judges was found to be 100 per cent.

Analysis of Data

A percentage and frequency count was used to analyze the background characteristics of subjects such as age and sex. The chi-square test was used to examine the null hypothesis that there is no significant difference between black and white high school students' perceptions concerning the emphasis their parents placed on learning each of the following values: a) determination and perseverance, b) seeing each person as having dignity and worth, c) cooperation, d) self discipline, e) spiritual development, f) loyalty, g) feeling genuine concern and responsibility toward others, h) expressing sincere appreciation for others, and i) taking responsibility for the consequences of one's own actions.

CHAPTER IV

RESULTS

Description of Subjects

Out of a total sample of 499 subjects, 167 white students were randomly matched with 167 black students with regard to socio-economic status in order to control for social-economic class. All statistical analyses used in this study are based on the previously mentioned groups of 167 white students and 167 black students. The socio-economic status of each subject, which was based on the source of income, the family head's occupation and educational level attained, was assessed by the McGuire-White Index of Socio-Economic Status (1955).

Table I gives a detailed description of the 167 black high school students who were subjects for this study. The subjects were in the 11th or 12th grade, primarily Protestant (86.71%), and most of the subjects (47.40%), lived in a small town with a population of under 25,000 for the greater part of their lives.

Table II gives a detailed description of the 167 white high school students who were the subjects for this study. The subjects were in the 11th or 12th grade and primarily Protestant (76.30%). Most of the subjects (46.82%), lived in a small town with a population of under 25,000 for the greater part of their lives. About 79 per cent of the black subjects and about 68 per cent of the white subjects were females.

TABLE I
 CHARACTERISTICS OF THE BLACK SUBJECTS
 (N = 167)

Variable	Classification	No.	%
Sex	Male	35	20.23
	Female	138	79.77
Employment of mother for major part of childhood	No	58	33.53
	Yes (part-time)	63	36.42
	Yes (full-time)	51	29.48
Religious preference	Catholic	0	0.0
	Protestant	150	86.71
	Jewish	0	0.0
	Mormon	0	0.0
	None	1	.58
Residence for major part of life	On farm or in country	43	24.86
	Small town under 25,000 population	82	47.40
	City of 25,000 to 50,000 population	26	15.03
	City of 50,000 to 100,000 population	13	7.51
	City over 100,000 population	6	3.41
	Parents' marital status	Living together	86
Separated or divorced (with no remarriage)		48	27.75
One of parents deceased (with no remarriage)		25	14.45
Divorced (with remar- riage)		6	3.47
One of parents deceased (with remarriage)		5	2.89
Socio-economic class	Upper-upper	0	0.0
	Upper-middle	10	5.78
	Lower-middle	35	20.23
	Upper-lower	86	49.71
	Lower-lower	42	24.28

TABLE II
 CHARACTERISTICS OF THE WHITE SUBJECTS
 (N = 167)

Variable	Classification	No.	%	
Sex	Male	54	31.31	
	Female	119	68.79	
Employment of mother for major part of childhood	No	101	58.38	
	Yes (part-time)	36	20.81	
	Yes (full-time)	36	20.81	
Religious preference	Catholic	4	2.31	
	Protestant	132	76.30	
	Jewish	0	0.0	
	Morman	0	0.0	
	None	12	6.94	
	Other	23	13.29	
Residence for major part of life	On farm or in country	40	23.12	
	Small town under 25,000 population	81	46.82	
	City of 25,000 to 50,000 population	36	20.81	
	City of 50,000 to 100,000 population	10	5.78	
	City over 100,000 population	4	2.31	
	Parents' marital status	Living together	124	71.63
		Separated or divorced (with no remarriage)	15	8.67
One of parents deceased (with no remarriage)		16	9.25	
Divorced (with remar- riage)		10	5.78	
One of parents deceased (with remarriage)		7	4.05	
Socio-economic class		Upper-upper	0	0.0
	Upper-middle	10	5.78	
	Lower-middle	35	20.23	
	Upper-lower	86	49.71	
	Lower-lower	42	24.28	

More white subjects (71.63%) than black subjects (49.71%) reported their parents' marital status as living together, although the largest proportion of both black and white subjects reported this information. More black subjects (27.75%) than white subjects (8.67%) disclosed their parents' marital status as separated or divorced with no remarriage.

Examination of Major Hypotheses

Hypothesis I(a). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of determination and perseverance.

As Table III indicates, when the hypothesis was examined, a chi-square value of 2.36 was obtained, indicating that no significant difference existed between black and white high school students concerning perceptions of the degree of parental emphasis placed on the value of determination and perseverance.

Hypothesis I(b). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of seeing each person as having dignity and worth.

Table IV indicates a chi-square value of 17.00 was obtained, indicating that there was a significant difference at the .01 level between black and white high school students concerning the degree of parental emphasis placed on seeing each person as having dignity and worth. More than twice as many black students (21.4%) as white students (10.2%) reported their parents emphasized this value very often.

TABLE III

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON
DETERMINATION AND PERSEVERANCE ACCORDING TO RACE

<u>Value</u> Determination and Perseverance	<u>Black</u>		<u>White</u>		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely	13	8	8	4.9		
Rarely	19	11.7	18	11		
Moderate	50	30.9	59	36.2	2.36	N.S.
Often	56	34.6	58	35.6		
Very Often	24	14.8	20	12.3		

TABLE IV

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON
SEEING EACH PERSON AS HAVING DIGNITY
AND WORTH ACCORDING TO RACE

<u>Value</u> Seeing Each Person as Having Dignity and Worth	<u>Black</u>		<u>White</u>		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely	7	4.4	5	3		
Rarely	22	13.8	11	6.6		
Moderate	44	27.2	72	43.4	17.00	.01
Often	52	32.7	61	36.7		
Very Often	34	21.4	17	10.2		

However, more than twice as many black high school students (13.8%) as white high school students reported their parents emphasized this value rarely. This finding is interesting in view of the seemingly contradictory report given where twice as many black high school students as white high school students reported that their parents emphasized this value very often, yet twice as many black high school students as white high school students also felt that their parents emphasized this value very rarely. The finding that more than twice as many black students than white students reported that their parents emphasized this value very often may reflect a greater emphasis upon, and concern about, equality among black families.

Hypothesis I(c). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of cooperation.

A significant difference was found to exist between black and white high school students concerning the degree of parental emphasis upon the value of cooperation. Table V indicates a chi-square value of 23.59 was obtained, indicating a significant difference at the .001 level. Approximately twice as many black high school students (10.8%) as white high school students (5.5%) felt their parents emphasized the value of cooperation very rarely or rarely. However, more than twice as many black high school students (35.5%) as white high school students (17%) felt their parents emphasized this value very often. These results coincide with those reported in Hypothesis I(b) indicating twice as many black high school students as white high school students felt parental emphasis on the value of seeing each person as having dignity and worth was very often and rarely.

TABLE V

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED
ON COOPERATION ACCORDING TO RACE

Value Cooperation	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely* and Rarely*	18	10.8	9	5.5		
Moderate	24	14.5	48	29.1	23.59	.001
Often	65	39.2	80	48.5		
Very Often	59	35.5	28	17		

*The categories of "Very Rarely" and "Rarely" were collapsed due to insufficient numbers of cases.

Hypothesis I(d). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of self discipline.

Table VI indicates a chi-square value of 11.80 was obtained when this hypothesis was examined which is significant at the .01 level. A greater proportion of white high school students (29.3%) than black high school students (17%) reported the degree of their parents' emphasis upon this value as moderate. Also, a greater proportion of black students (33.9%) than white students (22.2%) reported the degree of their parents' emphasis upon this value as very often.

TABLE VI

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED
ON SELF DISCIPLINE ACCORDING TO RACE

Value Self-Discipline	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely * and Rarely *	23	13.9	15	9		
Moderate	28	17	49	29.3	11.80	.01
Often	58	35.2	66	39.5		
Very Often	56	33.9	37	22.2		

*The categories of "Very Rarely" and "Rarely" were collapsed due to insufficient numbers of cases.

Hypothesis I(e). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of spiritual development.

A significant difference was found to exist in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of spiritual development. Table VII indicates a chi-square value of 32.76 was obtained, which is significant at the .001 level. The greatest difference was found to exist in the category of moderate, with more than twice as many white high school students (37%) as black high school students (14.7%) indicating this degree of parental emphasis upon spiritual development.

It is noted that a markedly higher proportion of black high school students indicated that their parents emphasized the value of spiritual development often and very often.

TABLE VII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED
ON SPIRITUAL DEVELOPMENT ACCORDING TO RACE

Value Spiritual Development	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely	7	4.3	10	6.1		
Rarely	13	8	24	14.5		
Moderate	24	14.7	61	37	32.76	.001
Often	53	32.5	29	17.6		
Very Often	66	40.5	41	24.8		

Hypothesis I(f). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of loyalty.

The chi-square value obtained showed no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed upon the value of loyalty. Table VIII indicates a chi-square value of 5.94 was obtained.

TABLE VIII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED
ON LOYALTY ACCORDING TO RACE

Value Loyalty	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely* and Rarely	22	13.3	16	9.7		
Moderate	38	23	51	30.9	5.94	N.S.
Often	53	32.1	61	37		
Very Often	52	31.5	37	22.4		

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

Hypothesis I(g). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of feeling genuine concern and responsibility toward others.

Table IX reveals a chi-square value of 2.76 was obtained, indicating there is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of feeling genuine concern and responsibility toward others.

TABLE IX

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON
FEELING GENUINE CONCERN AND RESPONSIBILITY
TOWARD OTHERS ACCORDING TO RACE

Value Concern and Responsibility	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely and Rarely *	16	10	12	7.2		
Moderate	37	23.1	50	29.9	2.76	N.S.
Often	67	41.9	70	41.9		
Very Often	40	25	35	21		

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

Hypothesis I(h). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of expressing sincere appreciation for others.

A significant difference was found to exist between black and white high school students concerning the degree of parental emphasis placed on the value of expressing sincere appreciation for others. Table X indicates a chi-square value of 16.18 was obtained which is significant at the .01 level. Twice as many black high school students (14.1%) as white high school students (5.4%) felt their parents emphasized this value very rarely and rarely. A greater proportion of white

high school students (31.7%) than black high school students (19%) felt this value was emphasized by their parents to a moderate degree. Also, a higher proportion of black students (28.8%) than white students (18.6%) indicated their parents emphasized this value very often.

TABLE X

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON
EXPRESSING SINCERE APPRECIATION FOR OTHERS
ACCORDING TO RACE

Value Sincere Appreciation	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely and Rarely*	23	14.1	9	5.4		
Moderate	31	19	53	31.7	16.18	.01
Often	62	38	74	44.3		
Very Often	47	28.8	31	18.6		

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

Hypothesis I(i). There is no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of taking responsibility for the consequences of one's own actions.

The chi-square value obtained showed no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of taking responsibility for the consequences of one's own actions. Table XI indicates a chi-square value of 7.17 was obtained.

TABLE XI

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON
TAKING RESPONSIBILITY FOR THE CONSEQUENCES
OF ONE'S OWN ACTIONS ACCORDING TO RACE

Value Taking Responsibility For the Consequences of One's Own Actions	Black		White		X ²	Level of Significance
	No.	%	No.	%		
Very Rarely	10	6.1	4	2.4		
Rarely	16	9.7	7	4.2		
Moderate	29	17.6	35	21	7.17	N.S.
Often	64	38.8	71	42.5		
Very Often	46	27.9	50	29.9		

CHAPTER V

SUMMARY

The major purpose of this study was to compare the perceptions of black and white high school students concerning the degree of parental emphasis upon certain values.

The sample consisted of 167 black and 167 white high school students who were matched according to socio-economic status. The sample was taken from seven high schools throughout Oklahoma. The subjects were all single, primarily Protestant, and in the 11th or 12th grade. The data were obtained during February, 1971.

The chi-square test was used to examine each of the hypotheses.

The results of this study were as follows:

1. There was no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of determination and perseverance.
2. A significant difference at the .01 level was found to exist in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of seeing each person as having dignity and worth. The greatest difference was found to exist in the category of very often, where a larger proportion of black students (21.4%) than white students (10.2%) felt their parents emphasized the

- value of seeing each person as having dignity and worth very often.
3. A significant difference at the .001 level was found to exist in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of cooperation. The greatest difference was found in the category of very often, with over twice as many black students (35.5%) as white students (17%) reporting that their parents emphasized the value of cooperation very often.
 4. A significant difference at the .01 level was found to exist in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of self discipline. The greatest difference was found in the category of moderate, with more white students (29.3%) than black students (17%) reporting their parents emphasized the value of self discipline as moderate. Also, more black students (33.9%) than white students (22.2%) indicated their parents emphasized this value very often.
 5. A significant difference was found to exist at the .001 level in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of spiritual development. The greatest difference was found in the category moderate, with more than twice as many white students (37%) as black students (14.7%) reporting their parents as emphasizing the value of spiritual development to a moderate degree. Also, a greater proportion of black students (40.5%) than white students (24.8%) emphasized

this value very often.

6. There was no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the degree of loyalty.
7. There was no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of feeling genuine concern and responsibility toward others.
8. A significant difference was found to exist at the .01 level in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of expressing sincere appreciation for others. The greatest difference was found to exist in the category of very rarely and rarely where more than twice as many black students (14.1%) as white students (5.4%) felt their parents emphasized the value of expressing sincere appreciation rarely and very rarely. A greater proportion of white students (31.7%) than black students (19%) reported that their parents emphasized this value to a moderate degree. Also, more black students (28.8%) than white students (18.6%) indicated their parents emphasized this value very often.
9. There was no significant difference in the perceptions between black and white high school students concerning the degree of parental emphasis placed on the value of taking responsibility for the consequences of one's own actions.

The results of this study consistently indicated that a higher proportion of black students reported that their parents emphasized the

selected values very often, as well as rarely and very rarely. A higher proportion of the white students consistently reported that their parents emphasized these values to a moderate degree. These results indicate that black parents more often than white parents put a great deal of emphasis or very little emphasis upon values which are considered to be desirable for positive character development. The finding that white parents most often emphasized these values to a moderate degree raises the question as to whether white parents are more unsure of their own values and are more prone to "let their children determine their own values" than are black parents. This question could provide a fruitful area for more detailed research in the future.

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APPENDIX

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

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

_____ 1.- 3.

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

_____ 5. Age: _____

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

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

- _____ 1. No
_____ 2. Yes (part-time employment)
_____ 3. Yes (full-time employment)

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

- _____ 1. Yes
_____ 2. Undecided
_____ 3. No

_____ 9. Religious preference:

- | | |
|---------------------|-----------------|
| _____ 1. Catholic | _____ 4. Mormon |
| _____ 2. Protestant | _____ 5. None |
| _____ 3. Jewish | _____ 6. Other |

Specify

- ____ 10. For the major part of your life have you lived:
- ____ 1. On farm or in country
 - ____ 2. Small town under 25,000 population
 - ____ 3. City of 25,000 to 50,000 population
 - ____ 4. City of 50,000 to 100,000 population
 - ____ 5. City of over 100,000 population
- ____ 11. What is your parents' marital status?
- ____ 1. Living together
 - ____ 2. Separated or divorced (with no remarriage)
 - ____ 3. One of parents deceased (with no remarriage)
 - ____ 4. Divorced (with remarriage)
 - ____ 5. One of parents deceased (with remarriage)
- ____ 12. What is the occupation of the head of your family (teacher, policeman, etc.)?
-
- ____ 13. What is the primary source of the income of your family?
- ____ 1. Inherited savings and investments
 - ____ 2. Earned wealth, transferable investment
 - ____ 3. Profits, royalties, fees
 - ____ 4. Salary, Commissions (regular, monthly, or yearly)
 - ____ 5. Hourly wages, weekly checks
 - ____ 6. Odd jobs, seasonal work, private charity
 - ____ 7. Public relief or charity
- ____ 14. What is the highest educational attainment of the principal earner of the income of your family?
- ____ 1. Completed graduate work for a profession
 - ____ 2. Graduated from a 4-year college

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

- _____19. Which one of the following describes the degree of closeness of your relationship with your mother during childhood?
- _____1. Above average
 _____2. Average
 _____3. Below average
- _____20. As a child who did you receive most of your discipline from?
- _____1. Usually my mother
 _____2. Usually my father
 _____3. Both mother and father about equally
- _____21. How much were you praised as a child?
- _____1. Very rarely
 _____2. Rarely
 _____3. Moderate
 _____4. Often
 _____5. Very often
- _____22. From whom did you receive the most affection as a child?
- _____1. Mother
 _____2. Father
 _____3. Both mother and father about equally
 _____4. Other _____
 (Specify)
- _____23. As a child did your family participate in recreation together?
- _____1. Very rarely
 _____2. Rarely
 _____3. Moderate
 _____4. Often
 _____5. Very often
- _____24. As a child did your father find time to do things together with you?
- _____1. Very rarely
 _____2. Rarely
 _____3. Moderate
 _____4. Often
 _____5. Very often

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

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

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

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

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

____ 27. Physical punishment

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

____ 28. Deprivation of privileges

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

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

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

____ 30. Withdrawal of love

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

31. Use of reasoning

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

32. Use of tangible rewards

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

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

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

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

- | |
|---|
| _____ 1. Mother |
| _____ 2. Father |
| _____ 3. Both mother and father about equally |

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

- | | |
|--------------------------------|--|
| _____ 1. One or both parents | _____ 4. A public figure such as a president or movie star |
| _____ 2. A brother or sister | |
| _____ 3. Friends of my own age | _____ 5. Other |

 (Specify)

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

36. Determination and Perseverance

- | | |
|------------------------------|-----------------------------|
| <u> </u> 1. Very rarely | <u> </u> 4. Often |
| <u> </u> 2. Rarely | <u> </u> 5. Very often |
| <u> </u> 3. Moderate | |

37. Seeing each person as having dignity and worth

- | | |
|------------------------------|-----------------------------|
| <u> </u> 1. Very rarely | <u> </u> 4. Often |
| <u> </u> 2. Rarely | <u> </u> 5. Very often |
| <u> </u> 3. Moderate | |

38. Cooperation

- | | |
|------------------------------|-----------------------------|
| <u> </u> 1. Very rarely | <u> </u> 4. Often |
| <u> </u> 2. Rarely | <u> </u> 5. Very often |
| <u> </u> 3. Moderate | |

39. Self Discipline

- | | |
|------------------------------|-----------------------------|
| <u> </u> 1. Very rarely | <u> </u> 4. Often |
| <u> </u> 2. Rarely | <u> </u> 5. Very often |
| <u> </u> 3. Moderate | |

40. Spiritual development

- | | |
|------------------------------|-----------------------------|
| <u> </u> 1. Very rarely | <u> </u> 4. Often |
| <u> </u> 2. Rarely | <u> </u> 5. Very often |
| <u> </u> 3. Moderate | |

41. Loyalty

- | | |
|------------------------------|-----------------------------|
| <u> </u> 1. Very rarely | <u> </u> 4. Often |
| <u> </u> 2. Rarely | <u> </u> 5. Very often |
| <u> </u> 3. Moderate | |

- _____ 42. Feeling genuine concern and responsibility toward others
- _____ 1. Very rarely _____ 4. Often
- _____ 2. Rarely _____ 5. Very often
- _____ 3. Moderate
- _____ 43. Expressing sincere appreciation for others
- _____ 1. Very rarely _____ 4. Often
- _____ 2. Rarely _____ 5. Very often
- _____ 3. Moderate
- _____ 44. Taking responsibility for the consequences of your own actions
- _____ 1. Very rarely _____ 4. Often
- _____ 2. Rarely _____ 5. Very often
- _____ 3. Moderate
- _____ 45. Did your parents express affection toward you openly as a child?
- _____ 1. Very rarely _____ 4. Often
- _____ 2. Rarely _____ 5. Very often
- _____ 3. Moderate
- _____ 46. Which one of the following do you feel has influenced you most in the formation of your attitudes toward marriage?
- _____ 1. Parents _____ 4. Church
- _____ 2. Friends my own age _____ 5. Mass media
(books, magazines, movies, etc.)
- _____ 3. School
- _____ 47. How prepared do you feel for marriage at the present time?
- _____ 1. Very prepared _____ 4. Unprepared
- _____ 2. Prepared _____ 5. Very unprepared
- _____ 3. Uncertain

_____48. Which of the following do you believe to be most important in achieving marital success (select one)?

- _____1. Being in love
- _____2. Determination to make the marriage succeed
- _____3. Having common interests
- _____4. Compatibility of personalities
- _____5. Mutual respect and consideration

_____49. What is your present dating situation?

- _____1. Seldom date
- _____2. Moderately date
- _____3. Date often
- _____4. Going steady
- _____5. Engaged

VITA

Janie Lou Hazaleus

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF BLACK AND WHITE HIGH SCHOOL STUDENTS'
PERCEPTIONS CONCERNING PARENTAL EMPHASIS UPON SELECTED VALUES

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Blackwell, Oklahoma, August 26, 1946, the daughter of Mr. and Mrs. Leo E. Hazaleus, Jr.

Education: Graduated from Newkirk High School, Newkirk, Oklahoma, in May, 1964; attended Northern Oklahoma College, 1964-1965; received Bachelor of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma, in May, 1968; completed requirements for the Master of Science degree at Oklahoma State University in May, 1973.

Professional Experience: Home Economics teacher, Chilocco Indian School, Chilocco, Oklahoma, 1968-1970; Junior High Home Economics teacher, Dodge City Public Schools, Dodge City, Kansas, 1970-1972.