

A COMPARISON OF MALE AND FEMALE HIGH SCHOOL
STUDENTS' PERCEPTIONS CONCERNING PARENTAL
EMPHASIS UPON SELECTED VALUES

By

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CHAPTER I

INTRODUCTION

Statement of Problem

Several research studies indicate that parents have a differential impact upon their children according to the sex of the child (Walters and Stinnett, 1971). For example, the review of literature reveals the following observations concerning differences in parent-child relationships according to the sex of the child: a) Parents exert more power and less permissiveness toward their same sex children than toward their opposite sex children. b) Girls tend to receive more love, affection, nurturance and praise from both parents than do boys, while boys tend to see themselves as being treated in more hostile, negative ways by both parents. c) Boys receive a sterner discipline from parents; however, girls seem to be more responsive to discipline. d) Girls reflect more positive perceptions concerning parent-child relationships than do boys. e) Both boys and girls tend to view the mother as being more nurturant than the father (Walters and Stinnett, 1971; Farris, 1972).

Very little is known concerning why parent-child relationships differ according to sex of both child and parent. One effective way of obtaining answers to this question would be to gain more current evidence concerning the differences in the degree to which parents emphasize the learning of certain values according to sex of the child.

Such research is presently very limited. The present study is concerned with obtaining such evidence.

A review of the literature indicates that a number of studies dealing with the development of psychological differences between the sexes have been carried out in the past decade. These studies have been generally of two types: a) those which reveal children's perceptions of their parent's behavior, and b) those which deal with the parent's perceptions of their own behavior and attitudes toward their children.

The literature suggests that while many of these studies have been carried out with adolescent children and young adults, a majority of the studies have involved preadolescent children and their parents. In order to increase knowledge as to how parents relate differently to their children according to the sex of the child, further studies are needed in which the sex differences of young adults are examined with respect to perceptions of their relationships with their parents.

Purpose of Study

The general purpose of this study was to compare the perceptions of male and female high school students concerning the values commonly considered to be important in positive character development emphasized by their parents.

The specific purpose of this study was to compare the perceptions of male and female 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.

CHAPTER II

RELATED LITERATURE

Research concerning the degree to which parents emphasize the internalizing of certain values according to the sex of the child is limited. The review of literature for this study includes findings in the following related areas: Value formation, parental influence, differences in parental influence according to sex, differences in childrearing practices and authority patterns, parental identification and parental supportiveness.

Value Formation

Many research studies have been done in the last ten years investigating the relationship between the kind of parents children have and the nature of their moral development. Most of the studies found that when parents were warm and affectionate and reasonable, the child develops what is referred to as moral relativism (he thinks and acts in the light of things as they are). When the parents are stern, cold authoritarians, and the child is primarily motivated by fear of losing parental approval, the child develops a concept of morality that is referred to as moral realism (he realizes that his relationship with his parents is based upon his own behavior). When parents are cold, hostile and punitive and the child is motivated by the fear of physical punishment, the primary morality the child acquires is that of restraint

through fear of severe physical punishment (Gabriel, 1968; Johnson, 1962).

The objective structural characteristics of the family and its interpersonal processes help to shape the unique nature of the child's character and his attitudes toward the world. The values and attitudes in the home contribute significantly to the child's functioning. Peck and Havighurst (1960) found children's friendliness and spontaneity to be linked with a lenient, democratic atmosphere in the home. They concluded that the adolescent's social and moral adjustment to age mates was a reflection of the values and attitudes that were prevalent in the home.

The order of birth can be an important factor in the character development of the child. For example, the first born is more likely to continue to be the child whom parents expect to behave most responsibly. The first born is also the child to whom parents are most likely to direct their commentaries on performance, the one at whose level conversation is pitched by the parent, and often the one that is held as a model for later born siblings (Bossard and Bell, 1956; Koch, 1954). Dittes and Capra (1962) and Zembardo and Formica (1963) also suggest that the first born, confronted by powerful adults, learns to conceal his aggressive tendencies while the later born, less confronted by adults and having a close sibling with whom to identify as well as contend, can more easily express his aggressions. Parents tend to become more permissive with later born children and may also suppress the older child while encouraging the younger child to "stand up for his rights."

In a sixteen year longitudinal study of character development, Peck and Havighurst (1960) found more of the children's personal and moral

traits correlated significantly with the children's attitudes toward their mother, and to a higher degree, than was true of their attitudes toward their father. From the results of this study, they concluded that the mother has more of a profound and influential effect on character development than does the father. However, they found that for both sexes, moral values could be learned just as well from either parent. The quality of the child's morality depended on the moral qualities of the parent whom he took for his model,

Peck and Havighurst (1960) further pointed out that when fathers and mothers are in agreement concerning moral values, the crucial factor is the kind of morality they show in their daily treatment of their children. It is probably of secondary importance concerning what kind of morality they exhibit outside the home, as it relates to influencing the child's morality. Rather, it is the way the child is directly treated by his parents which determines for the most part how he will treat other people in life. In other words, the child internalizes what he sees his parents doing and acts in the same manner rather than doing what the parents "tell" the child is the right or correct thing to do.

According to Kreps (1971) the most important values for parents to assist their children in learning in order to promote positive character development are: a) honesty and integrity, b) spiritual development, c) seeing each other as having dignity and worth, d) self-respect, and e) moral courage.

Parental Influence

Literature supports the idea that the parent's personality is an

important influence 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. Goodenough (1957) found that fathers reported that they were actively involved in influencing their children in specific aspects of personality development while the mothers reported that they were not. A conclusion of much research (Walters and Stinnette, 1971) is that the direct attempt to influence the personality development of children is not a primary force. Rather, parental acceptance, warmth, and support are forces basically related to favorable emotional, social and intellectual development of children while extreme restrictiveness, authoritarianism, and punitiveness without acceptance, warmth and love tend to be negatively related to a child's positive self concept, emotional, and social development (Walters and Stinnett, 1971).

Differences in Parental Influence

According to Sex

Rothbart and Maccoby (1970) suggest that parent behavior toward a child is a function of a) the sex of the parent and b) the sex of the child. Support of this theory can be found in the following studies.

Aberle and Naegele (1952) found that fathers reported that they have different expectations for sons and daughters and that they engage in different activities with their sons than with their daughters.

Sears, Maccoby and Levin (1957) found that mothers of nursery school children agreed that they allowed more aggressiveness from boys when it was directed toward parents or children outside of the family and no

difference in permissiveness of aggression against siblings. These mothers further reported that they did most of the disciplining of both sexes, but that the father took a greater role in disciplining the son when both parents were present.

Kagan and Lemkin (1960) found that children reported that the opposite-sex parent "kissed them the most." Girls saw their fathers as more punitive and affectionate than their mothers, while boys saw the father only as more punitive.

Emmerick (1962) found there was a marked trend for fathers to exert more power toward their sons than toward their daughters, while there was a similar, but less marked trend for mothers to exert more power toward their daughters than toward their sons.

Various studies provide evidence that boys are perhaps more susceptible than are girls to parental influence. Medinnus (1965) reported that in a group of late adolescents the relationship between adjustment and their perceptions of their parents was closer among boys than among girls. The results of Bayley (1965) indicated that intelligence for boys is more highly correlated with ratings of maternal behavior than for girls. Also reported was the fact that maternal behavior was more persistent over time for boys than for girls. Schaefer and Bayley (1963) also found that early maternal behavior showed a persistent relationship to certain aspects of adolescent behavior for boys but not for girls.

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

academic achievement and the perception that parents valued academic achievement. For girls, there was a positive relationship between academic achievement and the strength of the parent-child relationship.

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

Sethi (1969) found evidence that supported the hypothesis that children imitate parental responses to frustration. If an inconsistency was found between parents concerning response to frustrations, the boys tended to imitate fathers, and girls tended to imitate mothers. Perhaps this may be explained in the findings of Livson (1966) that significantly more sons than daughters showed high behavior involvement with their fathers rather than with their mothers. Daughters, significantly more often than sons, were strongly involved with their mothers.

Research by Haring (1966) indicated that the mother is preferred over the father as the main recipient of communication for both adolescent boys and girls. Boys, particularly those with problems, were found to be less free or verbally less accessible in their communication to others than are girls.

Bronfenbrenner (1961) studied parent-child relationships of tenth grade adolescents and found that the type of parental discipline and

support differed for the sexes. Girls were especially likely to be overprotected while boys, on the other hand, were much more likely to reap the ill effects of parental discipline and support, and that because of the different parental aspirations for the two sexes, they are influenced by their parents differently. The girls may receive too much affection causing an "over-socialization" whereby the boys may suffer from too little affection and authority.

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

Farris (1972) found that more than twice as many of the male subjects than female subjects reported that they received most parental discipline during their childhood from their fathers and that their mothers were the greatest source of affection. More than twice as many male subjects than female subjects, further, reported their fathers as their greatest parental influence in determining the kind of person they had become. More than twice as many female subjects than males said they had received praise often during their childhood while a greater proportion of males than females reported that their mothers had rarely found time to do things with them during their childhood.

Childrearing Practices and Authority Patterns

Research findings support the idea that certain types of childrearing practices are reflected in specific types of behavior. Baumrind

(1967) examined the relationship between certain types of preschool behavior and childrearing practices of the parents. This investigation led to the conclusion that early control by parents when accompanied with warmth does not, like extreme punitiveness and restrictiveness, lead to fearful, dependent, submissive behavior. It was also found that parents of those children who manifested little self-control or self-reliance and who often retreated from novel experiences tended to be insecure about their ability to influence their children. The mothers of this group tended to use withdrawal of love and ridicule rather than power or reason as incentives for their children. The fathers in this group also tended to be lax as a reinforcing agent.

In an examination of the relationship of parental treatment of children to dependence and competence, Clapp (1967) found that the parents of the competent children treated their sons more as a child and less as an adult. These parents were also found to be significantly more permissive, less restrictive, warmer and less hostile. This study further indicated that parents, especially mothers of competent children, spent less, though better, time with their sons. Furthermore, Crandall (1960) found that independence training and the rewarding of achievement were positively related. The mothers who responded positively to their children's approval-seeking in the home tended to have children who evidenced more achievement efforts. And the mothers who more often regarded their children's achievement efforts when the children did not seek approval for their performances had children who displayed strong achievement strivings outside the home.

The relationship between the emotion in the mother's voice and the child's behavior were examined by Milmoë (1968). The results indicated

the following: a) ratings of anxiety and anger in the mother's voice were associated with various signs of irritability and insecurity in the children such as fretting and crying, b) daughters of mothers with anxious voices tended to be more attentive and cautious in various test situations at three different ages, c) rating of warmth and pleasantness in the filtered condition of the mother's voices were related to in-attention to a human voice at 13 months of age. The investigators concluded that the reactions to voice quality may begin early in life and have important effects.

Lefkowitz (1963) found that aggression in children increases as parents increasingly rely upon physical punishment for controlling the child's behavior. The theory that the child identifies with the parent's use of force is also supported by Bandura and Huston (1961) and Bandura (1961). It was further found that the basic identifying of the child with the parent decreases as the parent increases the use of physical punishment.

Starr (1965) found significant positive relationships were obtained between children's authoritarianism and strict parental discipline, and the strongest relationships seemed to be between the children's authoritarianism and the discipline attitudes of the parents of the opposite sex.

Parental Identification

Most theories of identification agree that identification is based on a process or processes whereby the child through imitation, modeling or introjection acquires traits, characteristics, and values similar to the parents. Hetherington and Frankie (1970) suggest that there are

three variables which have been frequently hypothesized as affecting identification. These are: a) parental power, b) parental warmth, and c) parental aggression.

Payne and Mussen (1956) and Mussen and Rutherford (1963) support the idea that the child identifies with the same sex parent when there is an atmosphere of warmth and nurturance. They further suggest that the young child's personality will be influenced by the child's sex-role preference.

Mussen and Distler (1960) support the idea that parental dominance influences sex typing in boys. This study offered some evidence that highly masculine boys perceived their fathers as more punitive as well as more nurturant than did feminine boys. There was no evidence that there is a relationship between punitiveness and sex typing in girls. Parson (1955) found that the child identifies with the parent because he determines or mediates both the rewards and the punishments the child receives.

Hetherington and Frankie (1970) suggest that in circumstances where there is high conflict, with both parents low in warmth, there is, indeed, a significant tendency for both boys and girls to imitate the dominant parent regardless of sex of the parent. If either the non-dominant parent is warm or conflict is reduced, there is a trend toward less imitation of the aggressive dominant parent. In the case of boys, the tendency to imitate a dominant father overrides the effects of variations in conflict and warmth. In contrast, maternal warmth appears to be particularly salient for girls. Even under conditions of high conflict and paternal dominance, there is marked imitation of a warm mother by daughters. The results of this study indicate that both

paternal warmth and power are important in the identification of girls and paternal dominance is important in the identification of boys. These findings are congruent with those of Mussen and Rutherford (1963) and Mussen and Distler (1959, 1960).

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,
- b) students with introversion personality factors tend to recall parents as rejecting,
- c) students with a high degree of anxiety tend to recall parents as demanding,
- d) students with a low degree of anxiety tend to recall parents as loving,
- e) children who reported parents as punishing are likely to be withdrawn,
- f) children who reported parents as loving are not likely to be withdrawn,
- g) boys who are depressed, overly moralistic, and excessively self-critical are likely to have punishing, demanding, and nonloving parents,
- h) boys, less warmly treated by their parents, are found to be more responsive to social reinforcement,
- i) boys, warmly treated by parents, are found to be more dependent at home and at school (Grossman, 1965; Siegelman, 1965; Siegelman, 1966; and Kandel and Lesser, 1969).

CHAPTER III

PROCEDURE

Subjects

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

Instrument

The questionnaire was developed in a recent study (Talley, 1971) for the purpose of comparing the perceptions of male and female 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 short form of 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, 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 male and female 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

A detailed description of the 499 students who participated in this study can be found in Table I. Seventy-two per cent of the subjects were female, and 28 per cent were male. The sample of eleventh and twelfth grade students consisted of 56 per cent white and 36 per cent black youth. Eighty per cent of the subjects were Protestant. As determined by the short form of the McGuire-White Index of Social Status (1955), the sample was primarily from the upper-lower (43%) and lower-middle (27%) socio-economic classes. Forty-six per cent of the respondents indicated their place of residence for the major part of life as being a small town under 25,000 population, while 25 per cent reported having lived on a farm for the major part of life. The largest percentage of the subjects (64%) indicated that their parents were living together; 16 per cent indicated their parents were separated or divorced with no remarriage. A majority of the students (52%) in the sample reported that their mothers had been employed for a major part of their childhood. Of the total, 27 per cent indicated part-time employment of the mother, and 25 per cent indicated full-time employment.

TABLE I
CHARACTERISTICS OF THE SUBJECTS

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

Examination of Major Hypotheses

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

A significant difference was found to exist in the perceptions of male and female high school students concerning the degree of parental emphasis placed on the value of determination and perseverance. Table II indicates a chi-square value of 13.66 was obtained which is significant at the .01 level. More than four times as many females (6.9%) as males (1.5%) indicated that their parents emphasized the value of determination and perseverance very rarely. Also, a greater proportion of males (20.1%) than females (11.7%) indicated that their parents emphasized the value of determination and perseverance very often.

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

Table III indicates no significant difference was found to exist in the perceptions of male and female high school students concerning the degree of parental emphasis placed on the value of seeing each person as having dignity and worth.

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

TABLE II

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF
PARENTAL EMPHASIS PLACED ON DETERMINATION
AND PERSEVERANCE

Value Determination and Perseverance	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	2	1.5	24	6.9		
Rarely	16	11.9	40	11.4		
Moderate	52	38.8	115	32.9	13.66	.01
Often	37	37.6	130	37.1		
Very Often	27	20.1	41	11.7		

TABLE III

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF
PARENTAL EMPHASIS PLACED ON SEEING EACH
PERSON AS HAVING DIGNITY AND WORTH

Value Seeing Each Person As Having Dignity and Worth	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	4	3.0	15	4.3		
Rarely	15	11.2	34	9.7		
Moderate	53	39.6	123	35.2	1.55	n.s.
Often	44	32.8	123	35.2		
Very Often	18	13.4	54	15.5		

As is indicated by Table IV, no significant difference was found to exist between male and female high school students concerning the degree of parental emphasis on the value of cooperation. However, while there was no significant difference, it is interesting to note that a greater proportion of females (29.5%) than males (18.8%) reported that their parents emphasized the value of cooperation very often. Also, a greater proportion of males (3.6%) than females (1.8%) indicated that their parents emphasized the value of cooperation very rarely.

TABLE IV

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF
PARENTAL EMPHASIS PLACED ON COOPERATION

Value	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	5	3.6	4	1.1		
Rarely	5	3.6	16	4.5		
Moderate	37	26.8	83	23.6	9.05	n.s.
Often	65	47.1	145	41.2		
Very Often	26	18.8	104	29.5		

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

No significant difference in the perceptions of male and female high school students concerning the degree of parental emphasis placed on the value of self-discipline is indicated by Table V.

TABLE V

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON SELF-DISCIPLINE

Value Self-Discipline	Male		Female		X^2	Level of Sig.
	No.	%	No.	%		
Very Rarely	7	5.1	13	3.7		
Rarely	8	5.8	23	6.5		
Moderate	44	31.9	88	25.0	4.49	n.s.
Often	51	37.0	130	36.9		
Very Often	28	20.3	98	27.8		

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

As is indicated by Table VI, no significant difference was found to exist between the perceptions of male and female high school students concerning the degree of parental emphasis placed on spiritual development. It is interesting to notice, however, that a greater proportion of females (35.1%) than males (22.6%) reported that their parents

emphasized the value of spiritual development very often. Conversely, a greater proportion of the males (13.5%) than females (8.5%) indicated that their parents emphasized the value of spiritual development rarely.

TABLE VI

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF
PARENTAL EMPHASIS PLACED ON
SPIRITUAL DEVELOPMENT*

Value Spiritual Development	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	9	6.8	19	5.4		
Rarely	18	13.5	30	8.5		
Moderate	38	28.6	96	27.2	8.56	n.s.
Often	38	28.6	84	23.8		
Very Often	30	22.6	124	35.1		

* Due to an insufficient number of cases, categories "Very Rarely" and "Rarely" were collapsed. However, the results indicated that there was still no significant difference when they were collapsed. For the reader's benefit, the original table was presented with the percentages and frequency of responses to each category.

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

No significant difference was found to exist between the perceptions of male and female high school students concerning the degree of parental emphasis placed on the value of loyalty. This is represented in Table VII. The categories of "Very Rarely" and "Rarely" were collapsed and the data was computed again. However, no significant difference was found.

TABLE VII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS
OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF
PARENTAL EMPHASIS PLACED ON LOYALTY*

Value Loyalty	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	3	2.2	11	3.1		
Rarely	11	8.0	23	6.6		
Moderate	44	32.1	102	29.1	3.10	n.s.
Often	52	38.0	121	34.6		
Very Often	27	19.7	93	26.6		

* Due to an insufficient number of cases, categories "Very Rarely" and "Rarely" were collapsed. However, the results indicated that there was still no significant difference when they were collapsed. For the reader's benefit, the original table was presented with the percentages and frequency of responses to each category.

Hypothesis I(g). There is no significant difference in the perceptions between male and female high school students concerning the degree of

parental emphasis placed on the value of feeling genuine concern and responsibility toward others.

As Table VIII reveals, no significant difference was found to exist between the perceptions of male and female high school students concerning the degree of parental emphasis placed on the value of feeling genuine concern and responsibility toward others. Even when categories "Very Rarely" and "Rarely" were collapsed due to insufficient numbers of cases, no significant difference was evident.

TABLE VIII

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON FEELING GENUINE CONCERN AND RESPONSIBILITY TOWARD OTHERS*

Value Concern and Responsibility	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	4	3.0	10	2.9		
Rarely	6	4.4	16	4.6		
Moderate	37	27.4	101	28.9	5.94	n.s.
Often	66	48.9	135	38.6		
Very Often	22	16.3	88	25.1		

* Due to an insufficient number of cases, categories "Very Rarely" and "Rarely" were collapsed. However, the results indicated that there was still no significant difference when they were collapsed. For the reader's benefit, the original table was presented with the percentages and frequency of responses to each category.

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

No significant difference was found to exist between the perceptions of male and female high school students concerning the degree of parental emphasis placed on the value of expressing sincere appreciation for others, as is illustrated in Table IX. The collapsing of categories did not alter the results.

TABLE IX

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS OF MALE AND FEMALE YOUTH CONCERNING DEGREE OF PARENTAL EMPHASIS PLACED ON EXPRESSING SINCERE APPRECIATION FOR OTHERS*

Value Sincere Appreciation	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	3	2.2	10	2.8		
Rarely	10	7.4	22	6.2		
Moderate	44	32.6	86	24.4	5.22	n.s.
Often	55	40.7	149	42.2		
Very Often	23	17.0	86	24.4		

* Due to an insufficient number of cases, categories "Very Rarely" and "Rarely" were collapsed. However, the results indicated that there was still no significant difference when they were collapsed. For the reader's benefit, the original table was presented with the percentages and frequency of responses to each category.

Hypothesis I(i). There is no significant difference in the perceptions between male and female 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 male and female 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 X reflects this finding. No change was found when the "Very Rarely" and the "Rarely" categories were collapsed.

TABLE X

CHI-SQUARE VALUE REFLECTING DIFFERENCES IN PERCEPTIONS OF MALE
AND FEMALE YOUTH CONCERNING DEGREE OF PARENTAL EMPHASIS
PLACED ON TAKING RESPONSIBILITY FOR THE
CONSEQUENCES OF ONE'S OWN ACTIONS

Value Taking Responsibility for the Consequences of One's Own Actions	Male		Female		X ²	Level of Sig.
	No.	%	No.	%		
Very Rarely	5	3.6	10	2.8		
Rarely	10	7.2	19	5.4		
Moderate	33	23.9	70	19.9	2.22	n.s.
Often	51	37.0	147	41.8		
Very Often	69	28.3	106	30.1		

* Due to an insufficient number of cases, categories "Very Rarely" and "Rarely" were collapsed. However, the results indicated that there was still no significant difference when they were collapsed. For the reader's benefit, the original table was presented with the percentages and frequency of responses to each category.

CHAPTER V

SUMMARY

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

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

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

1. A significant difference at the .01 level was found to exist in the perceptions between male and female high school students concerning the degree of parental emphasis placed on the value of determination and perseverance. The greatest differences were found to exist in the categories of very rarely, where more than four times as many females (6.9%) than males (1.5%) responded, and very often where a greater proportion of males (20.1%) than females (11.7%) indicated parental emphasis relating to the value of determination and perseverance.
2. There was no significant difference in the perceptions between male and female high school students concerning the degree of

parental emphasis placed on the value of seeing each person as having dignity and worth.

3. Male and female high school students reported no significant difference in their perceptions concerning the value cooperation.
4. No significant difference was found in the perceptions of male and female high school students concerning the value of self-discipline.
5. There was no significant difference in the perceptions of male and female high school students concerning the value of spiritual development.
6. No significant difference was found to exist in the perceptions of male and female high school students concerning the value of loyalty.
7. Male and female high school students reported no significant difference in their perceptions concerning the value of feeling genuine concern and responsibility toward others.
8. No significant difference was found in the perceptions of male and female high school students concerning the value of expressing sincere appreciation for others.
9. There was no significant difference in the perceptions of male and female high school students concerning the value of taking responsibility for the consequences of one's own actions.

The results of this study do not indicate that there is a great difference in the way in which male and female high school students perceive their parent's emphasis on the values considered in this study. The value in which there was a difference was the value of determination

and perseverance. This was considered to be more important for males than females, according to the responses of the subjects concerning their parent's emphasis. Perhaps this reflects the cultural expectations that males will be more aggressive and more achievement-oriented than females. Perhaps the value of determination and perseverance is stressed more for males in order to insure that they will be sufficiently aggressive and achievement-oriented.

It would be interesting to repeat this study with more explanation of each of the values included in the questionnaire.

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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

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

32. Use of tangible rewards

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

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

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

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

- | |
|---|
| <u> </u> 1. Mother |
| <u> </u> 2. Father |
| <u> </u> 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?

- | | |
|--------------------------------------|---|
| <u> </u> 1. One or both parents | <u> </u> 4. A public figure
such as a presi-
dent or movie
star |
| <u> </u> 2. A brother or sister | |
| <u> </u> 3. Friends of my own age | |
| | <u> </u> 5. Other |

(Specify)

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

___ 36. Determination and Perseverance

___ 1. Very rarely

___ 4. Often

___ 2. Rarely

___ 5. Very often

___ 3. Moderate

___ 37. Seeing each person as having dignity and worth

___ 1. Very rarely

___ 4. Often

___ 2. Rarely

___ 5. Very often

___ 3. Moderate

___ 38. Cooperation

___ 1. Very rarely

___ 4. Often

___ 2. Rarely

___ 5. Very often

___ 3. Moderate

___ 39. Self Discipline

___ 1. Very rarely

___ 4. Often

___ 2. Rarely

___ 5. Very often

___ 3. Moderate

___ 40. Spiritual development

___ 1. Very rarely

___ 4. Often

___ 2. Rarely

___ 5. Very often

___ 3. Moderate

___ 41. Loyalty

___ 1. Very rarely

___ 4. Often

___ 2. Rarely

___ 5. Very often

___ 3. Moderate

___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

Patricia Jane Sikes

Candidate for the Degree of

Master of Science

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

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