

PERCEPTIONS OF UNIVERSITY STUDENTS
CONCERNING THEIR FATHERS

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CHAPTER I

INTRODUCTION

Fatherhood has been traditionally viewed as a social obligation which has not been recognized by American society as a male counterpart to motherhood (Josselyn, 1956). However, in the last several decades the role of the American father has been broadened as a result of many societal changes including increased leisure time for fathers resulting from a shortened work week, a greater proportion of mothers gainfully employed outside the home, and a trend toward greater equality between men and women. Research on the role of the American father has been limited. According to Nash (1965) and Benson (1968) in their reviews of literature concerning relationships between fathers and their children, it is evident that investigators have failed to study many aspects of the role of the father in child rearing.

Kagan (1964) concludes that most studies of psychological development report that a greater amount of data exists concerning children than parents or parent-child interaction and that research has focused on the mother primarily. Peterson, Becker, Hellmer, Shoemaker, and Quay (1959) support this view by reporting that in a review of literature on parent-child relationships written over the years 1929-1956,

at least 169 publications dealing with mother-child interpersonal relationships were published. Information on father-child relationships were included in only ten articles, one book, and one convention address. In a more recent review, Walters and Stinnett (1971) summarized 200 studies of parent-child relationships and emphasize the dearth of information on father-child relationships and the need for research in that area. One area in which there is little information available concerns the differential impact which fathers have on sons and daughters as reflected in the perceptions of children toward their fathers.

Purpose of the Study

The purpose of this study was to investigate perceptions of university men and women concerning their fathers. Differences in these perceptions are examined in relation to selected personality and background factors.

The specific hypotheses examined were:

1. There is no significant difference between male and female university students in terms of perceptions concerning their fathers.
2. No significant differences exist in perceptions of university students classified according to:
 - (a) Age
 - (b) College classification
 - (c) Number of children in the family
 - (d) Ordinal position
 - (e) Head of the household
 - (f) Education of the father

- (g) Place of residence
 - (h) Source of family income
 - (i) Reasons for absence of a father-figure in the family
 - (j) Perceived childhood happiness
 - (k) Strength of discipline
 - (l) Agent of discipline
 - (m) Perceived closeness to father
 - (n) Perceived closeness to mother
 - (o) Amount of time spent with father
 - (p) Perceived closeness to peer group
 - (q) Behavior and personality characteristics
3. There is no significant difference in perceptions among respondents:
- (a) Who perceived their mother as the primary source of discipline and those who perceive their father as the primary source of discipline.
 - (b) Who in rearing their children would use a different form of discipline than their father and those who would use the same type of discipline.
 - (c) Who in rearing their children would use a different form of discipline than their mother and those who would use the same form of discipline.
 - (d) Who perceive their fathers had the greatest influence on their lives and those who perceive their mothers had the greatest influence on their lives.

CHAPTER II

REVIEW OF LITERATURE

Influences of Fathers on the Development of Children

Despite the increased emphasis on the "fathering instinct," research on fatherhood has been limited. However, there are two areas which have received some research attention with respect to the role of fathering: (a) the effects of the father-son relationship on masculine development; and (b) the effects of father-absence on sex-role identification in boys and on family functioning. The neglect of the role of the father may have distorted understanding of the dynamics of development and have adversely affected the rearing of males (Nash, 1965).

Effects of Paternal Deprivation

The research concerning the impact of paternal deprivation upon children has indicated the correlation of several factors. The specific reason for paternal absence is one important factor in influencing children. Illsley and Thompson (1961) found that the father's death had little adverse effect upon children, whereas his absence due to separation or divorce was more detrimental. Bernard (1956)

reported that the entrance of a new parent has a more adverse effect after the original parent's death than after divorce.

Another important factor in the absence of the father and its effect upon children is the age of the child when the father is absent. Blaine (1963) suggests that one of the most traumatic periods to lose a parent is between the ages of three and six. Sutton-Smith, Rosenberg, and Landry (1968) agreed that although father-absence had a depressive effect throughout life, the greatest effects occur during early and middle childhood. The preschool period is important for the son's identification with the father, and lasting deficiencies may result if the father is absent at this time (Nash, 1965).

Sibling position of the child is a factor which is related to the effect of father-absence. Sutton-Smith, Rosenberg, and Landry (1968) reported that boys without brothers were more affected by paternal deprivation than those with brothers, that girls with younger brothers were more affected than other girls, and that only girls were affected more than only boys.

The mother's reaction to the absence of her husband is significant in determining how children are affected by separation from their fathers. Benson (1968) has stated that the wife's reaction to her husband's absence and the reasons why he is gone may actually influence the child more than the mere fact that he is no longer present in the home. Bronfenbrenner (1968) has pointed out that not only does

father-absence have a direct effect on children, but there is an indirect effect of the mother's behavior as well. For example, wives of prisoners of war and missing men in action in Vietnam had moderate to severe psychophysiological complaints and the majority had considered suicide. These women, sometimes consciously, used their poor health as a hold over their children to make them obey, and the children reported often having nightmares and separation anxieties (Toma, 1974).

Not only are there several factors operating in the father-absent situation, but there are varied consequences. Available research indicates that father-absence affects the aggressiveness of the son. Boys whose fathers are in the home are more aggressive than boys whose fathers are absent (Levin and Sears, 1956). This supports Sears' (1951) finding that the father serves as an aggressive model for his son.

Burton and Whiting (1961) studied the absent father in relation to sex identity of the son and the possible role of cross-sex identity with the mother as a factor in certain types of delinquent behavior. Andry (1962) and Stephens (1961) also linked delinquent behavior with paternal deprivation. They found that homes where the father is absent produce a higher proportion of delinquents than homes in which the fathers were present. This is also true for homes where the father is present but fails to function as head of the household (Barker and Adams, 1962), thus suggesting that the

quality of life is of greater importance than formal structure, and some fathers may do their children harm as well as good (Benson, 1968).

Other behavioral difficulties have also been related to father-absence. Children with behavioral problems were more likely than those without manifest behavioral problems to have had extensive separations from their fathers, especially during the pre-school years. Stolz (1954) indicated that war-separated children displayed more serious behavior problems, more fears, and more tensions than boys whose fathers were absent for other reasons. According to Lynn and Sawery (1959), boys whose fathers were away for long periods of time evidenced poorer personality adjustment, greater immaturity, and poorer peer group adjustment than those whose fathers were present.

Research on the long-range effects of father-absence on females indicates that as women, females from father-absent homes tend to become dual-career wives more frequently than women who were not separated from their fathers during childhood (Bebbington, 1973). Furthermore, women from father-absent homes tend to be consistently less orgasmic than women from homes where the father was present (Fisher, 1973).

Benson (1968) has emphasized that the sex identification may be a problem for the male who is separated from his father. While Nash (1965) stated that boys reared without a father figure often fail to develop masculine attitudes, Greenstein (1966) failed to find any significant differences

between boys whose fathers were present and father-absent boys in any of the dimensions usually related to sex-typing. Biller (1968) reported that underlying sex-role orientation is more influenced by father absence than are the more manifest aspects of masculinity; vague or feminine orientation may persist despite the masculinity of certain aspects of the boy's behavior. Insecurity in their masculinity often leads father-absent boys to adopt excessive forms of compensatory behavior (Lynn and Sawery, 1959). These boys may give the appearance of a strong masculine orientation, but this behavior may not be a true expression of the sex-role orientation of the child.

Father's Influence on the Sex-Role Identification

Children learn about sex roles very early in their lives. They form their first responses in the context of how they are handled as infants. Theories of sex-role identification teach us that the most obvious pattern is for the father to be the model of masculinity for his son and for the mother to be the model of femininity for her daughter.

Although Lynn (1966) has made a distinction between identification with the masculine role and identification with the father, Benson (1968) has indicated that identification with the father conditions sex-role identification, and while masculine models are easily found, the father will probably exert the most prominent influence on the lives of

his children. Many studies demonstrate that the lack of fathering impairs the child's future sex orientation. A homosexual stage of development is normal for a boy before he makes heterosexual attachments, but he may remain fixed at the homosexual stage unless in his early childhood he has had an opportunity to learn his sex role from an affectionate male figure. Similarly, a woman may never develop good heterosexual relationships if she has had no opportunity in early childhood to develop an affectionate relationship with her father (Brazelton, 1970).

Thus, there are probably many reasons for the apparent greater tendency for females to become overtly dependent in the mate relationship. This is probably related to the findings of Fisher (1973) that females who have had strong, stable fathers are more likely to be consistently orgasmic than females who have had weak or absent fathers. The former group of females are more likely to feel that they can trust and depend upon the important males in their life. Mead (1965) reports that the father's relationship with his daughter is never the same as with a son. Father-daughter relationships are generally more affectionate and warm. The father's responses help the daughter develop her feminine role. Perhaps this is one reason that "feminine" women have a more favorable view of their fathers, and that "masculine" women feel less understood by their fathers during childhood (Wright and Tuska, 1966). A daughter treated with a combination of roughhousing, understanding, and unthreatening

silence will discover that she is cherished because she is a girl and will learn to trust herself with men and expect that men will be strong and protective in their care of her (Mead, 1965).

A girl's normal development of sex-role orientation depends upon her identification with a father figure (Johnson, 1963). Winch (1950) reported that males tend to identify with the functional parent (the parent who has the greatest influence upon the child's learning experiences); however, this finding did not apply for females. Nash (1954) indicated that strong father-daughter attachments are less inimical to the girl's normal development than are strong mother-son attachments to the development of the boy. Lansky, Crandall, Kagan, and Baker (1961) found that girls who were critical of their fathers were low in conformity to authority and low in identification with mothers. Biller and Weiss (1970) found that feminine behavior was related to the father's relationship to his wife and how he defines his role as a male and differentiates that masculine role from the feminine role of the daughter.

Benson (1968) reported that effeminacy is more likely to be the result of a poor father-son relationship than of a strong mother-son bond. The father's importance in the appropriate sex-role identification of the son has been emphasized by Johnson (1963) who indicated that although males initially identify with their mother, it is their identification with their father that is crucial in

appropriate sex-role learning. Adolescent boys who identify with their fathers and are highly masculine are better adjusted, more relaxed, happier, calmer, smoother in social situations, and more contented than boys who were not masculine (Mussen, 1961). In addition, boys who had favorable relationships with their fathers showed strong masculine interests, whereas those whose paternal relationships were less favorable showed more feminine interests.

The importance of the father as an object of masculine identification has been emphasized by Sopchak (1952) who found that among male college students, failure to identify with the father was more closely associated with trends toward abnormality than was the failure to identify with the mother. Osgood, Suci, and Tannebaum (1957) indicated that normal men identify more with their fathers than their mothers and more with both parents than do neurotic men.

Benson (1968) concluded that it is likely that children will identify with the same-sex parent if that parent feels reasonably self-confident about his own sexual identity. However, there are other factors related to the sex-role identification. Several researchers have emphasized the importance of love and affection and of supportive, satisfying family relationships as factors influencing identification with parents (Mowrer, 1950b; Stokes, 1954; Payne and Mussen 1956; Kagan, 1961; Bonfenbrenner, 1961; and Mussen and Distler, 1959).

Parent-child identification encompasses how the parents and children perceive each other and under what conditions parents and children identify with each other. Lurie (1974) has suggested that one's mother is the person from whom the child must emancipate himself to make a transition to adult life. However, the father is the person with whom identification takes place, even when he is perceived negatively.

Kagan and Lemkin (1960) indicated that children from three to eight years of age saw the father as more confident, more punitive, and more fear arousing than the mother. Females tended to choose their mothers as models, but viewed their fathers as the wiser, stronger, more affectionate, and more punitive parent. The mother was generally viewed as the more nurturant and nicer parent. The children tended to choose the same sexed parent as the model they wanted to be like and the one which they liked best.

Both transitional stage and sex affect perceptions of family life and family roles. Lurie (1974) reported that all stages and both sexes reported that the mother was the person they felt closest to. Fathers were more distant figures to their children; however, children of both sexes generally reported that they resembled their fathers, or their fathers and mothers more often than they reported that they resembled their mothers.

Father's Influence on Son's
Relationships With Peers

Research indicates that the father-son relationship may influence the peer relationships of the son. Hoffman (1961) found that a warm relationship between father and son is conducive to good peer adjustment of the son. Perhaps the companionship with the father serves as a model for interaction with others. Benson (1968) has suggested that the father may be of great importance in determining his son's acceptance in the peer group because the father promotes masculine habits that may foster or interfere with the son's acceptance by other boys.

Cox (1962) found that a positive attitude toward the parent of the same sex is important for the establishment of warm relationships with peers. Helper (1955) reported that boys who conspicuously model after their fathers were likely to be rated high in social acceptance and adjustment in high school. Boys who perceived themselves to be more like their fathers than like their mothers were found to have more favorable relationships with their peers (Gray, 1959). Payne and Mussen (1956) reported that boys who were strongly identified with their fathers were calmer and more friendly in their social relationships than were boys who identified less with their fathers. Carlson (1963) found that children who identified with supportive parents were not only more acceptable to their peers, but were more self-accepting and less dependent upon current social relationships.

Effects of Parental Control and Personality on Child Behavior and Adjustment

The personality characteristics of the parents are influential in determining the behavior and personality of their children. What the parent actually is has much more influence upon the child than the specific type of disciplinary techniques he uses. The child learns from his parents not so much by being taught, but by being exposed (Radke, 1946). Only when discipline is accompanied by love and security in the parent-child relationship can it lead to the capacity for self discipline (Mowrer, 1950a). Becker (1964) has also indicated that the degree of warmth and love used in dealing with children is vitally important in the kind of influence a parent has on a child.

Child-Rearing Environments and Possible Effects on Children

The effects of varying degrees of parental control and nurturance upon the behavior and personality of children has been the subject of several studies. Baumrind (1967) found the children of permissive parents lacked self-control and self-reliance. Neither parent of these children made many demands of the children, and the fathers were weak reinforcing agents. These parents were less involved with their children and used love manipulatively. Furthermore, Baumrind (1967) found that children of restrictive parents were "less content, more insecure and apprehensive, less

affiliative toward peers, and more likely to become hostile or aggressive under stress" than were children of democratic parents (p. 81). The parents of these children were less nurturant toward their children and less involved with them. Elder (1963) found that both the highly permissive and highly restrictive parent appears unattractive to the child in comparison to the democratic parent.

Baumrind (1967) found that children of democratic parents were more socialized and independent than children from restrictive or permissive homes. These children were loving, conscientious, consistent, and secure in their relationships with their peers.

Although the type of control used is of great importance, the warmth of the parent-child relationship and differing attitudes of the mother and father must be considered. An inconsistent environment is created where one parent is very permissive and the other is very restrictive in controlling the child. In homes where attitudes of parents differ, children show more unfavorable behavior (Read, 1965).

CHAPTER III

PROCEDURE

Selection of Subjects

The subjects for this study were 89 male and 126 female university students selected from Oklahoma State University between the ages of seventeen and twenty-one, classified from freshmen to graduate students. The samples were selected from those enrolled in Oklahoma State University during the spring semester of 1974 and those associated with social fraternities and sororities on the Oklahoma State University campus.

The sorority chapters used were Alpha Delta Pi, Alpha Xi Delta, Chi Omega, and Delta Zeta.

The fraternity chapters used were Farmhouse, Phi Delta Theta, and Phi Kappa Tau.

The presidents of the sororities and fraternities were contacted before the administration of the instrument to explain the purpose of the study and the nature of the instrument. The instrument was distributed and collected by the president of each chapter.

Measurement of the Background Variables

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

Description of the Instrument

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

A chi-square test was utilized in the investigation to determine which items on Itkin's Attitudes Toward Parents Scale (Form F) significantly differentiated those subjects scoring in the upper quartile and those subjects scoring in the lower quartile on the basis of total scores. All of the

35 items in the scale were found to be significantly discriminating at the .001 level, suggesting its usefulness with university students of the age groups represented in the present study. A key of Itkin's weights are included in the Appendix.

CHAPTER IV

RESULTS

Description of the Subjects

Background Information

A detailed description of the 215 subjects who participated in this study is presented in Table I. The respondents ranged from 17 to 21 years of age with the greatest proportion of the age category of 20 years (31.63%). The respondents were classified as freshmen, sophomores, juniors, seniors and graduate students, but the greatest proportion of the males were freshmen (28.09%) or sophomores (28.09%), and the greatest number of females were sophomores (26.98%). Most of the subjects were the first born child (39.07%) and had one brother or sister (30.23%). The highest percentage of the sample (40.93%) had lived in a city of over 50,000 population for a major part of their lives. Most of the subjects' fathers (33.49%) were college graduates and 53.95% reported that their family income was either salary, commissions or monthly checks with their father as head of the household (87.44%).

TABLE I
CHARACTERISTICS OF THE SUBJECTS*

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Sex</u>						
Male					89	41.40
Female					126	58.60
<u>Age</u>						
17 or younger	0	0.00	1	.79	1	.47
18	8	8.99	23	18.25	31	14.42
19	31	34.83	27	21.43	58	26.98
20	26	29.21	42	33.33	68	31.63
21 or older	24	26.97	32	26.19	57	26.51
<u>College Classification</u>						
Freshman	25	28.09	33	26.19	58	26.98
Sophomore	25	28.09	34	26.98	59	27.44
Junior	24	26.97	31	24.60	55	25.58
Senior	14	15.73	27	21.43	41	19.07
Graduate	1	1.12	1	.79	2	.93
<u>Family Size</u>						
0 brothers or sisters	13	14.61	22	17.46	35	16.28
1 brother or sister	25	28.09	40	31.75	65	30.23
2 brothers or sisters	23	25.84	40	31.75	65	30.23
3 brothers or sisters	16	17.98	27	21.43	43	20.00
4 or more brothers or sisters	12	13.48	9	7.14	21	9.77
<u>Ordinal Position</u>						
1st born	30	33.71	54	42.86	84	39.07
2nd born	35	39.33	44	34.92	79	36.74
3rd born	15	16.85	18	14.29	33	15.35
4th born	8	8.99	6	4.76	14	6.51
5th born	0	0.00	1	.79	1	.47
<u>Head of Household</u>						
Father	80	89.89	108	85.71	188	87.44
Mother	6	6.74	12	9.52	18	8.37
Step-father	1	1.12	3	2.38	4	1.86

TABLE I (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Head of Household (Continued)</u>						
Step-mother	0	0.00	0	0.00	0	0.00
Other	2	2.25	2	1.59	4	1.86
<u>Father's Education</u>						
Less than high school	10	11.24	5	3.97	15	6.98
High school	29	32.58	15	11.90	44	20.47
Some college	19	21.35	23	18.25	42	19.53
College graduate	19	21.35	53	42.06	72	33.49
Graduate school	12	13.48	27	23.02	41	19.07
<u>Place of Residence</u>						
Farm or country	18	20.22	11	8.73	29	13.49
Less than 25,000 population	15	16.85	7	5.56	22	10.23
25,000 to 50,000 population	25	28.09	51	40.48	76	35.35
Over 50,000 population	31	34.83	57	45.24	88	40.93
<u>Source of Income</u>						
Hourly wages, weekly checks	18	20.22	15	11.90	33	15.35
Salary, commissions, monthly checks	43	48.31	73	57.94	116	53.95
Profits from private business or profession	27	30.34	34	26.98	61	28.37
Savings and investments	1	1.12	4	3.17	5	2.33
Relief, seasonal work, welfare	0	0.00	0	0.00	0	0.00
<u>Reasons for Father Absence</u>						
Separation	1	1.12	2	1.59	3	1.40
Divorce	4	4.49	4	3.17	8	3.72
Military service	6	6.74	5	3.97	11	5.12
Death	1	1.12	5	3.97	6	2.79
Other	1	1.12	6	4.76	7	3.26

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

Family Relationships Information

In addition to the background information, the questionnaire also contained items which elicited the student's perceptions of their family relationships (Table II). The greatest proportion of the students (74.88%) felt very much loved by their fathers. In regard to childhood happiness they had a very happy childhood (60.93%) with an additional 22.79% feeling it was above average in happiness.

Most students (46.51%) reported their discipline to have come equally from their fathers and mothers. The majority (66.05%) reported the type of disciplinary control in the home was average, while only 2.79% reported that it was rough.

With regard to the closeness the students felt to their fathers, there were more students who reported being very close to their fathers (35.35%) or above average in closeness (31.16%) than there were students who reported being very distant (2.33%).

In regard to father's perceived acceptance, most students felt that they were interested in almost all they do (86.51%). Most fathers were considered not very domineering (54.42%), while 36.74% of the students felt their fathers were very domineering.

The type of discipline from mothers was considered by most students to be average (58.60%) as was the type of discipline from fathers (58.60%).

TABLE II
PERCEPTIONS CONCERNING FAMILY RELATIONSHIPS

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Feeling of Love from Father</u>						
Very much	65	73.03	96	76.19	161	74.88
Above average	7	7.87	10	7.94	17	7.91
Average	9	10.11	17	13.49	26	12.09
Below average	4	4.49	1	.79	5	2.33
Very little	3	3.37	1	.79	4	1.86
<u>Degree of Happiness in Childhood</u>						
Very happy	53	59.55	78	61.90	131	60.93
Above average	21	23.60	28	22.22	49	22.79
Average	11	12.36	12	9.52	23	10.70
Below average	3	3.37	5	3.79	8	3.72
Very unhappy	1	1.12	1	.79	2	.93
<u>Agent of Discipline</u>						
Father	11	12.36	5	3.79	16	7.44
Father with help from mother	13	34.83	16	12.70	47	21.86
Father and mother equally	34	38.20	66	52.38	100	46.51
Mother with help from father	10	11.24	32	25.40	42	19.53
Mother	3	3.37	7	5.56	10	4.65
<u>Type of Disciplinary Control in the Home</u>						
Rough	5	5.62	1	.79	6	2.79
Somewhat severe	13	14.61	11	8.73	24	11.16
Average	59	66.29	83	65.87	142	66.05
Somewhat mild	9	10.11	24	19.05	33	15.35
Mild	3	3.37	7	5.56	10	4.65
<u>Closeness with Father</u>						
Very close	31	34.83	45	35.17	76	35.35
Above average	26	29.21	41	32.54	67	31.16
Average	22	24.72	23	18.25	45	20.93
Below average	8	8.99	13	10.32	21	9.77
Very distant	2	2.25	3	2.38	5	2.33

TABLE II (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Father's Perceived Acceptance</u>						
Too busy to give attention	1	1.12	2	1.59	3	1.40
Shows interest in school activities only	8	8.99	3	2.38	11	5.12
Acts as if in the way	1	1.12	4	3.17	5	2.33
Interested in almost all	72	80.90	114	90.48	186	86.51
Not interested in what said	4	4.49	3	2.38	7	3.26
<u>Degree of Control by Father</u>						
Very domineering	47	52.81	32	25.40	79	36.74
Not very domineering	36	40.45	81	64.29	117	54.42
Submissive	4	4.49	11	8.73	15	6.98
<u>Type of Discipline from Mother</u>						
Very permissive	1	1.12	1	.79	2	.93
Permissive	20	22.47	21	16.67	41	19.07
Average	50	56.18	76	60.32	126	58.60
Strict	15	16.85	24	19.05	39	18.14
Very strict	3	3.37	5	3.97	8	3.72
<u>Type of Discipline from Father</u>						
Very permissive	1	1.12	3	2.38	4	1.86
Permissive	13	41.61	23	18.25	36	16.74
Average	52	58.43	74	58.73	126	58.60
Strict	20	22.47	20	15.87	40	18.60
Very strict	3	3.37	5	3.97	8	3.72
<u>Perceived Difference in Rearing Own Children</u>						
More permissive than mother	15	16.85	10	7.94	25	11.63
Same as mother	57	64.04	106	84.13	163	75.81
Less permissive than mother	15	16.85	10	7.94	25	11.63
More permissive than father	21	23.60	15	11.90	36	16.74
Same as father	60	67.42	97	76.98	157	73.02
Less permissive than father	7	7.87	13	10.32	20	9.30

TABLE II (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Degree of Closeness to Mother</u>						
<u>During Childhood</u>						
Above average	45	50.56	60	47.62	105	48.84
Average	40	44.94	52	41.27	92	42.79
Below average	3	3.37	14	11.11	17	7.91
<u>Degree of Closeness to Father</u>						
<u>During Childhood</u>						
Above average	39	43.82	59	46.83	98	45.58
Average	38	42.70	50	39.68	88	40.93
Below average	12	13.48	17	13.49	29	13.49
<u>Parent Having Greatest</u>						
<u>Influence on Child</u>						
Mother and father equally	52	58.43	73	57.94	125	58.14
Mother	17	19.10	36	28.57	53	24.65
Father	19	21.35	17	13.49	36	16.74
<u>Amount of Time Father</u>						
<u>Spent with Child</u>						
More than average	24	26.97	48	38.10	72	33.49
Average	47	52.81	59	46.83	106	49.30
Less than average	18	20.22	19	15.08	37	17.12
<u>Degree of Closeness to Peers</u>						
Very close	22	24.72	47	37.30	69	32.09
Above average	26	29.21	33	27.19	59	27.44
Average	32	35.96	38	30.16	70	32.56
Below average	4	4.49	7	5.56	11	5.12
Distant	5	5.62	0	0.00	5	2.23

In rearing children of their own, in relation to their mother, the majority of the respondents answered they would be about the same as their mothers (75.81%). In rearing children of their own, in relation to their father, the majority of the respondents stated they would be about the same as their fathers (73.02%).

Most of the subjects reported the degree of closeness to their mothers during early childhood as above average (48.84%). A total of 45.58% of the respondents reported the degree of closeness to their fathers during early childhood as above average.

With regard to which parent the students felt would have the greatest influence in determining the kind of person they would be, 58.43% of the males and 57.94% of the females said their mothers and fathers equally. The subjects (49.30%) reported that their fathers spent an average amount of time with them. In regard to closeness to peers, 35.96% of the males indicated average closeness, while 32.56% of the females indicated average closeness, and an additional 32.09% of the females felt very close to their peers.

Self Perceptions of Subjects Concerning Behavior and Characteristics

Students were asked to respond to questions concerning their perceptions of themselves. Their responses are reported in Table III. It will be noted that considerable similarity between males and females was reflected in the

TABLE III
 SELF PERCEPTIONS OF SUBJECTS CONCERNING
 BEHAVIOR AND CHARACTERISTICS

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Careless</u>						
Almost always	4	4.49	7	5.56	11	5.12
Sometimes	43	48.31	58	46.03	101	46.98
Seldom	42	47.19	61	48.41	103	47.91
<u>Hostilely Aggressive</u>						
Almost always	4	4.49	2	1.59	6	2.79
Sometimes	28	31.46	22	17.46	50	23.26
Seldom	57	64.04	102	80.95	159	73.95
<u>Physically Active</u>						
Almost always	56	62.92	50	39.68	106	49.30
Sometimes	31	34.83	63	50.00	94	43.72
Seldom	2	2.25	13	10.32	15	6.98
<u>Nervous and Tense</u>						
Almost always	11	12.36	18	14.29	29	13.49
Sometimes	34	38.20	65	51.59	99	46.05
Seldom	44	49.44	43	34.13	87	40.47
<u>Well-liked</u>						
Almost always	51	57.30	77	61.11	128	59.53
Sometimes	38	42.70	44	34.92	82	38.14
Seldom	0	0.00	5	3.97	5	2.33
<u>Successful</u>						
Almost always	38	42.70	68	53.97	106	49.30
Sometimes	49	55.06	57	45.24	106	49.30
Seldom	2	2.25	1	.79	3	1.40
<u>Incentive</u>						
Almost always	8	8.99	9	7.14	17	7.91
Sometimes	49	55.06	67	51.17	116	53.95
Seldom	32	35.96	49	38.89	81	37.67

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Generous</u>						
Almost always	45	50.56	69	54.76	114	53.02
Sometimes	42	47.19	57	45.24	99	46.05
Seldom	2	2.25	0	0.00	2	.93
<u>Self-reliant</u>						
Almost always	54	60.67	82	65.08	136	63.26
Sometimes	32	35.96	36	28.57	68	31.61
Seldom	2	2.25	4	3.17	6	2.79
<u>Moody and Emotional</u>						
Almost always	14	15.73	24	19.05	38	17.67
Sometimes	45	50.56	72	56.14	117	54.42
Seldom	30	33.71	29	23.02	59	27.44
<u>Obedient</u>						
Almost always	35	39.33	67	53.17	102	47.44
Sometimes	50	56.18	54	42.86	104	48.37
Seldom	4	4.49	5	3.97	9	4.19
<u>Steadfastness</u>						
Almost always	46	51.69	79	62.70	125	58.14
Sometimes	39	43.82	41	32.54	80	37.21
Seldom	4	4.49	5	3.97	9	4.19
<u>Honest</u>						
Almost always	76	85.39	117	92.86	193	89.77
Sometimes	11	12.36	8	6.35	19	8.84
Seldom	2	2.25	0	0.00	2	.93
<u>Unpredictable</u>						
Almost always	10	11.24	24	19.05	34	15.81
Sometimes	47	52.81	62	49.21	109	50.70
Seldom	13	34.83	40	31.75	71	33.02

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Kind and Affectionate</u>						
Almost always	61	68.54	99	78.57	160	74.42
Sometimes	23	25.84	26	20.63	49	22.79
Seldom	3	3.37	1	.79	4	1.86
<u>Outgoing</u>						
Almost always	46	51.69	61	48.41	107	49.77
Sometimes	32	35.96	55	43.65	87	40.47
Seldom	11	12.76	10	7.94	21	9.77
<u>Good Self-Concept</u>						
Almost always	66	74.16	72	57.14	138	64.19
Sometimes	22	24.72	47	37.30	69	32.09
Seldom	1	1.12	6	4.76	7	3.26
<u>Shy and Sensitive</u>						
Almost always	10	11.24	20	15.87	30	13.95
Sometimes	42	47.19	59	46.83	101	46.98
Seldom	37	41.57	46	39.51	83	38.60
<u>Cooperative</u>						
Almost always	55	61.80	96	76.19	151	70.23
Sometimes	34	38.20	30	23.81	64	29.77
Seldom	0	0.00	0	0.00	0	0.00
<u>Approves of Own Sex</u>						
Almost always	82	92.13	116	92.06	198	92.09
Sometimes	6	6.74	9	7.14	15	6.98
Seldom	1	1.12	0	0.00	1	.47
<u>Leadership</u>						
Almost always	37	41.57	52	41.27	89	41.40
Sometimes	49	55.06	55	43.65	104	48.37
Seldom	3	3.37	19	15.08	22	10.23

TABLE III (Continued)

Description	Males		Females		Total	
	N	%	N	%	N	%
<u>Desire to Achieve</u>						
Almost always	70	78.65	103	81.75	173	80.47
Sometimes	17	19.10	22	17.46	39	18.14
Seldom	2	2.25	1	.79	3	1.40

responses obtained. However, some marked differences between the males and females were observed in the way in which they perceived themselves.

Males considered themselves almost always physically active (62.92%) while the larger proportion of females considered themselves sometimes physically active (50.00%). The greatest number of males considered themselves as seldom nervous and tense (49.44%). In comparison 51.49% of the females stated that they were sometimes nervous and tense and 34.13% reported they were seldom nervous and tense.

In regard to success, the majority (53.97%) of the females reported that they were almost always successful. The majority of the males considered themselves sometimes successful (55.06%).

Females were more obedient than were males with 53.17% of the females almost always did what they were told, while 56.18% of the males reported that they sometimes did what they were told.

Responses to Itkin's Attitudes

Toward Parents Scale (Form F)

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

The majority did not believe that their abilities were underestimated by their fathers (63.72%). The majority reported that their fathers were satisfied with them (72.56%), had sufficient respect for their opinions (74.88%), took sufficient interest in whether or not they had friends (79.07%), and treated them fairly when they were young (86.98%).

The majority believed that their fathers were admirable (79.28%), one of their best friends (55.35%), and that they considered the rearing of their children the most important job in life (48.84%). Also, they believed that their fathers took a great interest in everything that concerned their children (64.19%).

In terms of getting along with their fathers, 53.02% responded very well and an additional 27.91% responded well. A total of 30.70% rarely, if ever, felt free to ask their fathers intimate questions, but 29.30% indicated they sometimes asked their fathers intimate questions. Only 6.05% did not respect their fathers while 42.79% did respect their fathers. The majority indicated that their fathers showed pleasure in what the children did (60.93%) and 48.84% generally inclined to think well of their children. 37.67% indicated that their fathers often did little things to show affection. The majority of the respondents (66.05%) indicated that their fathers enjoyed spending some of their time with their children.

The respondents generally rated their fathers average to very fair, unselfish, helpful, not sarcastic, considerate,

not bossy, agreeable, kind, not envious, affectionate, understanding, warm, not suspicious, sympathetic, courteous, and trustful. Responses to each item are represented in Tables IV, V, and VI.

Relationship Between Scores and Selected Background Variables

In order to examine the hypothesis that there is no significant difference between the perceptions of males and females concerning their fathers, a Mann-Whitney U test was utilized to compare the total scores on Itkin's scale. No significant difference was found ($p = .14$).

The Kruskal-Wallis one-way analysis of variance was used to examine perceptions of respondents on Itkin's Attitudes Toward Parents Scale (Form F) which were classified in terms of: (a) age, (b) college classification, (c) number of siblings, (d) ordinal position, (e) head of household, (f) education of father, (g) place of residence, (h) source of income, (i) love of father, (j) childhood happiness, (k) source of discipline, (l) type of discipline in the home, (m) degree of closeness to father, (n) father's acceptance, (o) perception of fathers authority role, (p) type of discipline from mother and father, (q) perceptions concerning rearing children of their own, (r) degree of closeness to father and mother in early childhood, (s) parent having the greatest influence in their lives, (t) amount of time father spends with children, (u) closeness to peers. In

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

I t e m		True		Uncertain		False	
		N	%	N	%	N	%
1. I consider myself very close to my father.	Total	153	71.16	29	13.49	33	15.35
	Males	65	73.03	11	12.36	13	14.61
	Females	88	69.84	18	14.29	20	15.87
2. My father generally has good reasons for requests he might make.	Total	184	85.58	20	9.30	11	5.12
	Males	72	80.90	10	11.24	7	7.87
	Females	112	88.89	10	7.94	4	3.17
3. I would like to be the same kind of a parent that my father has been.	Total	140	65.12	37	17.21	38	17.67
	Males	55	61.80	16	17.98	18	20.22
	Females	85	67.46	21	16.67	20	15.87
4. I believe that my father underestimates my ability.	Total	49	22.79	29	13.49	137	63.72
	Males	26	29.21	18	20.22	45	50.56
	Females	23	18.25	11	8.73	92	73.02
5. I believe my father finds fault with me more often than I deserve and seems never to be satisfied.	Total	27	12.56	31	14.42	156	72.56
	Males	17	19.10	16	17.98	56	62.92
	Females	10	7.94	15	8.73	100	73.02
6. I believe that my father has insufficient respect for my opinions.	Total	29	13.49	25	11.63	161	74.88
	Males	13	14.61	17	19.10	59	66.29
	Females	16	12.70	8	6.35	102	80.95
7. In my estimation, my father is insufficiently interested in whether or not I have friends.	Total	16	7.44	28	13.02	170	79.07
	Males	9	10.11	15	16.85	64	71.91
	Females	7	5.56	13	10.32	106	84.13

TABLE IV (Continued)

I t e m		True		Uncertain		False	
		N	%	N	%	N	%
8. In my judgment, my father did not treat me fairly when I was young.	Total	15	6.98	12	5.58	187	86.98
	Males	9	10.11	7	7.87	72	80.90
	Females	6	4.76	5	3.67	115	91.27
9. I believe that my father is one of the most admirable persons I know.	Total	164	76.28	29	13.49	21	9.77
	Males	67	75.23	12	13.48	9	10.11
	Females	97	76.98	17	13.49	12	9.52
10. My father has been one of the best friends I have ever had.	Total	119	55.35	52	24.19	44	20.47
	Males	54	75.28	17	13.48	18	10.11
	Females	65	51.59	35	27.78	26	20.63
11. My father considers the rearing of his children the most important job in life.	Total	105	48.84	64	29.77	46	21.40
	Males	48	60.67	18	19.10	23	20.22
	Females	57	45.24	46	36.51	23	18.25

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

I t e m	Males		Females		Total	
	N	%	N	%	N	%
12. My father:						
Takes a very great interest in everything that concerns his children.	55	61.80	83	65.87	138	64.19
Takes a moderate amount of interest in things which concern his children.	24	26.97	34	26.98	58	26.98
Does not take very much interest in things which concern his children.	5	5.62	4	3.17	9	4.19
Takes little interest in things which concern his children.	3	3.37	4	3.17	7	3.26
Takes no interest in things which concern his children.	2	2.25	1	.79	3	1.40
13. I get along with my father:						
Very well.	46	51.69	68	53.97	114	53.02
Well.	22	24.72	38	30.16	60	27.91
Fairly well.	14	15.73	11	8.73	25	11.63
Not very well.	4	4.49	8	6.35	12	5.58
Poorly.	3	3.37	1	.79	4	1.86
14. In regard to taking my father into my confidence, I:						
Feel free to ask him intimate questions.	27	30.34	18	14.29	45	20.93
Often ask him intimate questions.	3	3.37	13	10.32	16	7.44
Sometimes ask him intimate questions.	26	29.21	37	29.37	63	29.30
Rarely, if ever, ask him intimate questions.	27	30.34	39	30.95	66	30.70

TABLE V (Continued)

I t e m	Males		Females		Total	
	N	%	N	%	N	%
Wouldn't think of asking him any intimate question.	6	6.74	19	15.08	24	11.16
15. Check whichever of the following terms best describes your feelings toward your father:						
I idealize my father.	10	11.24	12	9.52	22	10.23
I admire my father.	33	37.08	55	43.65	88	40.93
I respect my father.	42	47.19	50	39.68	92	42.79
I do not particularly respect my father at all.	2	2.25	8	6.35	10	4.65
I do not respect my father at all.	2	2.25	1	.79	3	1.40
16. Check whichever of the following descriptions most nearly fits your father:						
Is always critical of his children, and nothing they do seems to please him.	2	2.25	1	.79	3	1.40
Is rather critical of his children, and is not often pleased by what they do.	16	17.98	9	7.14	25	11.63
Is not very critical of his children, but on the other hand, does not show particular pleasure of what they do.	10	11.24	7	5.56	17	7.91
Often shows pleasure at what his children do, and often praises them for their accomplishments.	46	51.69	85	67.46	133	60.93
Very seldom complains about his children, and is liberal in his praises of them.	10	11.24	23	18.25	33	15.35

TABLE V (Continued)

I t e m	Males		Females		Total	
	N	%	N	%	N	%
17. I consider my father:						
Always willing to think only the best of his children.	27	30.34	51	40.48	78	36.28
Generally inclined to think well of his children.	44	49.44	61	48.41	105	48.84
Neither inclined to think only well or only poorly of his children.	7	7.87	9	7.14	16	7.44
Sometimes inclined to be critical of his children.	8	8.99	4	3.17	12	5.58
Always ready to think only the worst of his children.	0	0.00	0	0.00	0	0.00
18. My father:						
Never does little things for his children to show affection or consideration.	4	4.49	7	5.56	11	5.12
Seldom does little things for his children to show affection or consideration.	10	11.24	13	10.32	23	10.70
Sometimes does little things for his children to show affection or consideration.	21	23.60	40	31.75	61	28.37
Often does little things for his children to show affection or consideration.	39	43.82	42	33.33	81	37.67
Is always doing little things for his children to show affection or consideration.	12	13.48	23	18.25	35	16.23
19. In my opinion, my father:						
Is so attached to his children that he wants to have them around all of the time	12	13.48	20	15.87	32	14.88

TABLE V (Continued)

I t e m	Males		Females		Total	
	N	%	N	%	N	%
Enjoys spending some of his time with his children.	59	66.29	83	65.87	142	66.05
Likes to spend a little of his time with his children.	11	12.36	18	14.29	29	13.49
Does not like to spend time with his children.	6	6.74	5	3.97	11	5.12
Dislikes very much spending any of his time with his children.	1	1.12	0	0.00	1	.47

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

T r a i t	Males		Females		Total	
	N	%	N	%	N	%
<u>20. Fair</u>						
Very great degree	34	38.20	54	42.86	88	40.93
Greater than average degree	38	42.70	47	37.30	85	39.53
Average degree	15	16.85	20	15.87	35	16.28
Less than average degree	2	2.25	4	3.17	6	2.79
Very slight degree or not at all	0	0.00	1	.79	1	.47
<u>21. Selfish</u>						
Very great degree	4	4.49	5	3.97	9	4.19
Greater than average degree	10	11.24	4	2.17	14	6.51
Average degree	13	14.61	9	7.14	22	10.23
Less than average degree	18	20.22	30	23.81	49	22.79
Very slight degree or not at all	44	49.44	72	57.14	116	53.95
<u>22. Helpful</u>						
Very great degree	40	44.94	52	41.22	92	42.79
Greater than average degree	35	39.33	41	32.54	76	35.35
Average degree	10	11.24	23	18.25	33	15.35
Less than average degree	1	1.12	5	3.97	6	2.79
Very slight degree or not at all	2	2.25	4	3.17	6	3.26
<u>23. Sarcastic</u>						
Very great degree	6	6.74	2	1.59	8	3.72
Greater than average degree	7	7.87	9	7.14	16	7.44
Average degree	23	25.84	16	12.70	39	18.14
Less than average degree	22	24.72	26	20.63	48	22.33
Very slight degree or not at all	27	30.34	65	51.59	92	44.65

TABLE VI (Continued)

T r a i t	Males		Females		Total	
	N	%	N	%	N	%
<u>24. Considerate</u>						
Very great degree	31	34.83	49	38.89	80	37.21
Greater than average degree	36	40.45	52	41.27	88	40.93
Average degree	14	15.73	15	11.90	29	13.49
Less than average degree	6	6.74	8	6.35	14	6.51
Very slight degree or not at all	2	2.25	0	0.00	2	.93
<u>25. Bossy</u>						
Very great degree	7	7.87	9	7.14	16	7.44
Greater than average degree	17	19.10	7	5.56	24	11.16
Average degree	19	21.35	30	23.81	49	22.79
Less than average degree	23	25.84	41	32.54	64	29.77
Very slight degree or not at all	22	24.72	37	29.37	59	27.44
<u>26. Agreeable</u>						
Very great degree	17	19.10	40	31.75	57	26.51
Greater than average degree	36	40.45	50	39.68	86	40.00
Average degree	26	29.21	27	21.43	53	24.65
Less than average degree	9	10.11	6	4.76	15	6.98
Very slight degree or not at all	1	1.12	2	1.59	3	1.40
<u>27. Kind</u>						
Very great degree	37	41.57	62	49.21	99	46.05
Greater than average degree	32	35.96	48	38.10	80	37.21
Average degree	15	16.85	13	10.32	28	13.02
Less than average degree	3	3.37	0	0.00	3	1.41
Very slight degree or not at all	2	2.25	3	2.38	5	2.33
<u>28. Envious</u>						
Very great degree	2	2.25	3	2.38	5	2.33
Greater than average degree	14	15.73	2	1.59	16	7.44

TABLE VI (Continued)

T r a i t	Males		Females		Total	
	N	%	N	%	N	%
Average degree	16	17.98	12	9.52	28	13.02
Less than average degree	23	25.84	31	24.60	54	25.12
Very slight degree or not at all	34	38.20	77	61.11	111	51.63
<u>29. Affectionate</u>						
Very great degree	21	23.60	41	32.54	62	28.84
Greater than average degree	28	31.46	38	30.16	66	30.70
Average degree	28	31.46	30	23.18	58	26.98
Less than average degree	8	8.99	12	9.52	20	9.30
Very slight degree or not at all	4	4.49	5	3.97	9	4.19
<u>30. Understanding</u>						
Very great degree	23	25.84	46	36.51	69	32.09
Greater than average degree	37	41.57	41	32.54	78	36.28
Average degree	21	23.60	26	20.63	47	21.86
Less than average degree	6	6.74	4	3.17	10	4.65
Very slight degree or not at all	2	2.25	7	5.56	9	4.19
<u>31. Cold</u>						
Very great degree	1	1.12	4	3.17	5	2.33
Greater than average degree	8	8.99	4	3.17	12	5.58
Average degree	7	7.87	8	6.35	15	6.98
Less than average degree	18	20.33	14	11.11	32	14.88
Very slight degree or not at all	54	60.67	95	75.40	149	69.30
<u>32. Suspicious</u>						
Very great degree	4	4.49	5	3.97	9	4.19
Greater than average degree	9	10.11	4	3.17	13	6.05
Average degree	19	21.35	14	11.11	33	15.35
Less than average degree	19	21.35	29	23.02	48	22.33
Very slight degree or not at all	38	42.70	37	57.94	111	51.63

TABLE VI (Continued)

T r a i t	Males		Females		Total	
	N	%	N	%	N	%
<u>33. Sympathetic</u>						
Very great degree	13	14.61	36	28.57	49	22.79
Greater than average degree	33	37.08	40	31.75	73	33.95
Average degree	26	29.21	35	27.78	61	28.37
Less than average degree	14	15.73	9	7.14	23	10.70
Very slight degree or not at all	3	3.37	5	3.97	8	3.72
<u>34. Courteous</u>						
Very great degree	33	37.08	52	41.27	86	40.00
Greater than average degree	35	39.33	41	32.54	76	35.35
Average degree	15	16.85	25	19.84	40	18.60
Less than average degree	3	3.37	4	3.17	7	3.26
Very slight degree or not at all	2	2.25	3	2.38	5	2.33
<u>35. Trustful</u>						
Very great degree	51	57.30	71	56.35	122	56.74
Greater than average degree	20	22.47	33	26.19	53	24.65
Average degree	8	8.99	12	9.52	20	9.30
Less than average degree	4	4.49	3	2.38	7	3.26
Very slight degree or not at all	4	4.49	5	3.97	9	4.19

addition to these factors, there were twenty-three background variables related to male's and female's self-perceptions. The results of these analyses are presented in Table VII.

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

Head of household, love of father, childhood happiness, agent of discipline, degree of closeness to father, father's acceptance, perception of father's authority role, perceptions concerning rearing of their own children in relation to father, degree of closeness to father in early childhood, parent having greatest influence on their life, amount of time spent with father, aggressiveness, obedience, self-concept, and taking charge of situations were significantly related to the males' positive perceptions of their fathers.

Love of father, childhood happiness, agent of discipline, type of discipline, degree of closeness to father, father's acceptance, perception of father's authority role, type of discipline from father, perceptions concerning

TABLE VII

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF SCALE SCORES
CLASSIFIED BY SELECTED BACKGROUND VARIABLES

Background Variable	Males			Females		
	df	H	p	df	H	p
1. Age	3	4.56	n.s.	4	7.29	n.s.
2. College Classification	4	1.20	n.s.	4	7.44	n.s.
3. Number of Siblings	4	1.20	n.s.	4	2.60	n.s.
4. Ordinal Position	3	3.83	n.s.	4	2.60	n.s.
5. Head of Household	3	13.51	.01	3	3.61	n.s.
6. Education of Father	4	5.50	n.s.	4	6.85	n.s.
7. Place of Residence	3	1.73	n.s.	3	.28	n.s.
8. Source of Income	3	2.14	n.s.	3	1.04	n.s.
9. Reasons for Father Absence	4	1.44	n.s.	4	9.32	n.s.
10. Love of Father	4	36.37	.001	4	47.84	.001
11. Childhood Happiness	4	19.32	.001	4	33.49	.001
12. Agent of Discipline	4	12.94	.05	4	23.71	.001
13. Type of Discipline	4	5.79	n.s.	4	10.57	.05
14. Degree of Closeness to Father	4	36.59	.001	4	68.69	.001
15. Father's Acceptance	4	29.69	.001	4	27.46	.001
16. Perception of Father's Authority Role	2	7.11	.05	2	9.34	.01
17. Type of Discipline from Mother	4	6.71	n.s.	4	8.62	n.s.
18. Type of Discipline from Father	4	5.26	n.s.	4	19.27	.001
19. Rearing Children in Relation to Mother	2	2.60	n.s.	2	5.65	n.s.
20. Rearing Children in Relation to Father	2	22.08	.001	2	28.68	.001
21. Degree of Closeness to Mother in Early Childhood	2	.15	n.s.	2	8.62	.05
22. Degree of Closeness to Father in Early Childhood	2	32.44	.001	2	37.84	.001

TABLE VII (Continued)

Background Variable	Males			Females		
	df	H	p	df	H	p
23. Parent Having Greatest Influence on Self	2	11.35	.01	2	19.55	.001
24. Amount of Time Spent with Father	2	23.04	.001	2	51.24	.001
25. Closeness to Peers	4	2.80	n.s.	3	2.50	n.s.
26. Careless	2	5.68	n.s.	2	4.34	n.s.
27. Aggressive	2	7.11	.05	2	4.24	n.s.
28. Physically Active	2	.06	n.s.	2	.41	n.s.
29. Nervous and Tense	2	1.65	n.s.	2	1.37	n.s.
30. Well-Liked	1	1.17	n.s.	2	.86	n.s.
31. Dependable	2	4.75	n.s.	1	2.11	n.s.
32. Successful	2	2.36	n.s.	2	6.33	.05
33. Lack Incentive	2	4.24	n.s.	2	1.30	n.s.
34. Generous	2	5.87	n.s.	1	8.03	.01
35. Self-Reliant	2	4.05	n.s.	2	5.63	n.s.
36. Moody and Emotional	2	1.52	n.s.	2	5.82	n.s.
37. Obedient	2	7.33	.05	2	3.56	n.s.
38. Steadfastness	2	1.88	n.s.	2	4.12	n.s.
39. Honest	2	1.86	n.s.	1	1.88	n.s.
40. Unpredictable	2	2.98	n.s.	2	.27	n.s.
41. Kind and Affectionate	2	.60	n.s.	2	5.76	n.s.
42. Outgoing	2	.43	n.s.	2	1.66	n.s.
43. Good Self-Concept	2	6.72	.05	2	16.44	.001
44. Shy and Sensitive	2	.55	n.s.	2	.24	n.s.
45. Cooperative	1	3.04	n.s.	1	9.56	.01
46. Approves of Own Sex	2	3.75	n.s.	1	0.00	n.s.
47. Desire to Achieve	2	3.26	n.s.	2	.77	n.s.

rearing of their own children in relation to their father, degree of closeness to mother in early childhood, degree of closeness to father in early childhood, parent having greatest influence on their life, amount of time spent with father, being successful, being generous, good self-concept, and being cooperative were significantly related to the females' positive perceptions of their fathers.

1. Specifically, the directions of the findings reflected by Mann-Whitney U tests were as follows: Male university students whose fathers were the head of the household scored higher on Itkin's scale, i.e., reflected more positive perceptions of their fathers, than did those males whose mothers were reported to be the head of the household ($U = 2.91, p = .01$).

2. Male university students who reported that they were loved by their fathers very much reflected more favorable perceptions of their fathers than those males who reported that they were loved only average ($U = 4.43, p = .001$), or somewhat below average ($U = 3.26, p = .001$), or very little ($U = 2.91, p = .01$). Males who reported that they were loved above average by their fathers reflected more favorable perceptions of their fathers than students who reported they were loved average by their fathers ($U = 12.00, p = .001$). Males who reported that they were loved average reflected more favorable perceptions of their fathers than those who reported being loved by their fathers somewhat below average ($U = 13.50, p = .001$).

3. Similarly, female university students who reported that they were loved by their fathers very much reflected more favorable perceptions of their fathers than females who rated their fathers' love as above average ($U = 3.07, p = .01$), or average ($U = 6.06, p = .001$). Females who reported that they were loved above average by their fathers reflected more favorable perceptions of their fathers than those who felt that they were loved average ($U = 18.50, p = .001$), those who rated their fathers' love as below average ($U = 3.00, p = .01$), or very little ($U = 2.50, p = .05$).

4. Males who reported that they were very happy during their childhood reflected more favorable perceptions of their fathers than subjects who rated their childhood happiness as average ($U = 3.72, p = .001$) or who rated it as below average ($U = 2.19, p = .05$). Males who rated their childhood happiness as above average reported significantly more favorable perceptions of their fathers than subjects who rated their childhood happiness as average ($U = 2.52, p = .05$). Males who rated their childhood happiness as average reflected more favorable perceptions of their fathers than those who rated their childhood happiness as below average ($U = 15.00, p = .001$) or very unhappy ($U = 2.00, p = .05$).

5. Females who indicated they were very happy during childhood reflected superior attitudes toward their fathers than females who rated their childhood happiness as above average ($U = 2.24, p = .05$) or average ($U = 4.49, p = .001$) or below average ($U = 3.39, p = .001$). Those females who

reported childhood happiness to be above average reflected more favorable perceptions of their fathers than those who reported their childhood happiness as average ($U = 2.94, p = .01$), those subjects who rated their childhood happiness as below average ($U = 24.00, p = .001$) or very unhappy ($U = 4.00, p = .001$).

6. Males who reported they received discipline primarily from their father reflected more favorable perceptions of their fathers than those who reported that the main source of discipline was from their mothers with help from their fathers ($U = 52.00, p = .001$). Those subjects who reported that discipline was primarily from their fathers with help from their mothers reflected more favorable attitudes toward their fathers than those who reported their discipline from their mothers ($U = 2.61, p = .01$). Those males who reported that their discipline was from their fathers and mothers equally reflected more favorable perceptions of their fathers than those who reported their source of discipline was their fathers with help from their mothers ($U = 2.15, p = .05$), or their mothers ($U = 2.81, p = .01$).

7. Females who reported that they received their discipline primarily from their fathers and mothers equally reflected significantly more favorable perceptions of their fathers than those subjects who reported their primary source of discipline was received from their fathers ($U = 2.20, p = .05$), from their fathers with help from their mothers ($U = 2.87, p = .01$), from their mothers with help

from their fathers ($U = 2.51, p = .05$), or from their mothers ($U = 3.49, p = .001$). Those who reported their discipline was received from their fathers with help from their mothers had more positive perception of their fathers than those who reported they were disciplined by their fathers ($U = 31.50, p = .001$) or their mothers ($U = 22.00, p = .001$). Those subjects who reported their primary source of discipline as their fathers had more favorable perceptions of their fathers than those who received discipline from their mothers ($U = 10.00, p = .001$).

8. Females who describe that the type of discipline they received in their home as mild had significantly more favorable perceptions of their fathers than those who described their discipline as somewhat severe ($U = 14.00, p = .001$). Those who reported their discipline was average had more positive perceptions than those who reported their discipline was somewhat severe ($U = 2.67, p = .01$).

9. Males who rated the degree of closeness to their fathers as very close reflected more favorable perceptions of their fathers than those who rated their closeness as average ($U = 3.81, p = .01$) or below average ($U = 4.23, p = .001$). Males who perceived their closeness to their fathers as above average had more positive perceptions of their fathers than those who considered it as average ($U = 2.96, p = .01$) or those who considered it below average ($U = 2.39, p = .05$).

10. Females who rated their degree of closeness to their fathers very close reflected significantly more favorable perceptions of their fathers than females who rated their closeness as above average ($U = 4.34, p = .001$), average ($U = 5.33, p = .001$), below average ($U = 5.41, p = .001$), or very distant ($U = 2.89, p = .01$). Females who rated the degree of closeness to their fathers as above average reflected significantly more favorable perceptions of fathers than females who rated their closeness as average ($U = 2.98, p = .01$), below average ($U = 5.40, p = .001$), or very distant ($U = 2.89, p = .01$). Females who rated their degree of closeness to their fathers as average reflected significantly more favorable perceptions of fathers than females who rated their closeness as below average ($U = 4.22, p = .001$) or very distant ($U = 2.77, p = .01$). Females who rated their degree of closeness to their fathers as below average had more positive perceptions of their fathers than those who reported him as very distant ($U = 14.50, p = .001$).

11. Males who perceived that their fathers were interested in almost all that they do reflected more favorable perceptions of their fathers than those who said they were interested only in how I do in school ($U = 4.05, p = .001$), or not interested in what I do ($U = 3.27, p = .001$). Those males who said their fathers were interested only in how I do in school had significantly more positive perceptions of their fathers than those who said he is not interested in what I say ($U = 9.50, p = .001$).

12. Females who perceived their fathers were interested in almost all that they do reflected more positive attitudes toward their fathers than those females who perceived their fathers as too busy to pay attention to me ($U = 2.38, p = .05$), shows interest only in school ($U = 2.64, p = .01$), acts as if I am in the way ($U = 3.33, p = .001$), or is not interested in what I say ($U = 2.41, p = .05$). Females who perceived their fathers as not interested in what I say reflected more favorable perceptions of their fathers than those who said their fathers were too busy to pay attention to me ($U = 2.00, p = .05$), shows interest only in how I do in school ($U = 3.00, p = .01$), or acts as if I am in the way ($U = 4.00, p = .01$).

13. Males who rated their fathers as not very domineering had more favorable perceptions of their fathers than those who rated their fathers as very domineering ($U = 2.46, p = .05$).

14. Similarly, females who rated their fathers as not very domineering had more favorable perceptions of their fathers than those who rated him as very domineering ($U = 2.79, p = .01$).

15. Females who reported the type of discipline they received from their fathers as very permissive reflected more favorable perceptions of their fathers than those who reported discipline from their fathers to be very strict ($U = 4.00, p = .001$). Those subjects who reported their discipline was permissive reflected more favorable perceptions of their fathers than those who reported their

discipline was strict ($U = 2.95, p = .01$) or very strict ($U = 2.73, p = .01$).

16. Males who stated that they would rear their own children about the same as their father had more positive perceptions of their fathers than those who thought they would be more permissive than their fathers ($U = 4.82, p = .001$).

17. Females who in rearing their own children responded that they would be about the same as their father reflected more favorable perceptions of their fathers than those who said they would be more permissive ($U = 4.42, p = .001$) or less permissive ($U = 3.54, p = .001$). Those who reported that they would be less permissive had more positive attitudes toward their fathers than those who said that they would be more permissive ($U = 76.50, p = .001$).

18. Those females who reported that they were very close to their mothers in early childhood reflected more favorable perceptions of their fathers than those who rated the closeness to their mothers as average ($U = 2.69, p = .01$).

19. Males who rated closeness to their fathers during early childhood as above average reflected more favorable perceptions of their fathers than those who rated their closeness as average ($U = 2.51, p = .05$) or below average ($U = 5.11, p = .001$). Those who rated the closeness to their fathers in early childhood as average reflected more

favorable perceptions of their fathers than those who rated their closeness as below average ($U = 4.66, p = .001$).

20. Females who rated closeness to their fathers during early childhood as above average reflected more favorable perceptions of their fathers than those who rated their closeness as average ($U = 3.78, p = .001$) or below average ($U = 5.18, p = .001$). Those subjects who rated the closeness to their fathers in early childhood as average reflected more favorable perceptions of their fathers than those who rated the closeness as below average ($U = 4.33, p = .001$).

21. Males who reported that both their mother and father equally influenced their lives reflected significantly more favorable perceptions of their fathers than those who thought their mother was the greatest influence ($U = 3.26, p = .001$). Those who reported their father was the greatest influence reflected more favorable perceptions than those who believed their mother was the greatest influence ($U = 80.00, p = .001$).

22. Females who indicated that both their mother and father equally influenced their lives reflected more favorable perceptions of their fathers than those who thought their mother was the greatest influence ($U = 4.37, p = .001$). Those who reported their father was the greatest influence reflected more favorable perceptions than those who believed their mother was the greatest influence ($U = 2.60, p = .01$).

23. Males whose fathers spent more than average time with them had more favorable perceptions toward their fathers than those who reported that they spent less than average

time with them ($U = 4.02, p = .001$). Those males whose fathers spent an average amount of time with them had more positive perceptions of their fathers than those who reported he spent below average time with them ($U = 4.36, p = .001$).

24. Females whose fathers spent more than average time with them reflected more positive perceptions concerning their fathers than students who reported their fathers spent an average amount of time with them ($U = 4.21, p = .001$) or less than average amount of time with them ($U = 5.98, p = .001$). Similarly, females who indicated that their fathers spent an average amount of time with them reflected more positive perceptions concerning fathers than those who reported their fathers spent less than average amount of time with them ($U = 5.44, p = .001$).

25. Males who reported that they were seldom aggressive had more positive perceptions of their fathers than those who reported that they were sometimes aggressive ($U = 2.35, p = .05$).

26. Males who reported that they almost always did what they were told reflected more favorable perceptions of their fathers than those males who said they were seldom obedient ($U = 2.64, p = .01$).

27. Males who reported they almost always liked themselves had more favorable perceptions of their fathers than those who sometimes had a good self-concept ($U = 2.49, p = .05$).

28. Males who showed leadership sometimes had more positive perceptions of their fathers than those who almost always took charge of the situation ($U = 2.41, p = .05$).

29. Females who perceived themselves as almost always successful reflected more positive attitudes toward their fathers than those who perceived themselves as sometimes successful ($U = 2.47, p = .05$).

30. Females who perceived themselves as almost always generous had better perceptions toward their fathers than those who perceived themselves as sometimes generous ($U = 2.83, p = .01$).

31. Females who reported that they almost always liked themselves had more positive perceptions of their fathers than those who sometimes had a good self-concept ($U = 3.18, p = .01$).

32. Females who perceived themselves as almost always cooperative had more favorable perceptions of their fathers than those who perceived themselves as sometimes cooperative ($U = 3.09, p = .01$).

Discussion

The findings of this research support the research of Towry (1971) and Brooks (1964) on adolescents' perceptions of their fathers: In both studies, youth generally rated their fathers as fair, unselfish, helpful, not sarcastic, considerate, not bossy, agreeable, kind, not envious, affectionate, understanding, warm, not suspicious, sympathetic, courteous,

and trustful. In Brooks' (1964) study youth who reflected favorable perceptions of their fathers reported that they were very much loved by their fathers, were very happy during their childhoods, were very close to their fathers, were in the upper-lower socioeconomic class, received discipline from father and mother equally, and that their fathers were interested in almost everything they did.

In Towry's (1971) study, female youth who reflected favorable perceptions of their fathers reported that they were living with both parents, were very much loved by their fathers, had very happy childhoods, were very close to their fathers, their fathers were interested in almost all that they did, their fathers were very masculine, they would rear their children in about the same manner as their fathers, were influenced equally by both parents, and their fathers spent more than average time with them. In addition, females with positive perceptions of their fathers reported they were almost always cooperative, almost always physically active, sometimes nervous and tense, almost always self-reliant, sometimes moody and emotional, and almost always unpredictable. Males who had favorable perceptions of their fathers reported that they were very much loved by their fathers, had very happy childhoods, were very close to their fathers, that their fathers were interested in almost all they did, that they would rear their children in about the same manner as their father, that they were influenced by both parents equally, that their fathers spent more than an average amount of time with them.

In this study and those by Brooks (1964) and Towry (1971) the majority of the respondents attributed positive personality characteristics to their fathers, and positive perceptions of their fathers were related primarily to father-child relationships. Love of father, childhood happiness, discipline, closeness to father, and father's acceptance were significantly related to positive perceptions of fathers in each study for both males and females.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this research was to examine the perceptions of male and female university students concerning their fathers in relation to selected personality and background variables. The study included 215 American born students between the ages of 17 and 21 enrolled at Oklahoma State University in the spring semester of 1974.

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

In general, the major results were as follows:

1. With regard to the closeness the respondents felt to their fathers, the majority reported being above average in closeness to their fathers or very close.
2. The greatest proportion felt very much loved by their fathers.

3. In regard to childhood happiness, the majority of students reported that they had a very happy childhood.

4. With respect to their father's perceived acceptance of them, most of the students reported that their fathers were interested in all that they did.

5. The majority perceived their fathers to be not very domineering.

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

7. The majority reported that they had been influenced by their mothers and fathers equally.

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

9. The majority responded that they get along very well with their fathers, however, the majority rarely, if ever, felt free to ask their fathers intimate questions.

10. The majority respected their fathers and perceived their fathers as fair, unselfish, helpful, not sarcastic, considerate, not bossy, agreeable, kind, not envious, affectionate, understanding, warm, not suspicious, sympathetic, courteous, and trustful.

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

12. The following factors were found to be significantly related to male students' perceptions of their fathers:

(a) the parent who served as head of the household, (b) love of father, (c) childhood happiness, (d) agent of discipline, (e) degree of closeness to father, (f) father's acceptance, (g) perception of father's authority role, (h) perceptions concerning rearing children of their own in relation to father, (i) degree of closeness to father during early childhood, (j) parent having greatest influence on their life, (k) amount of time spent with father, (l) aggressiveness, (m) obedience, (n) good self-concept, and (o) leadership.

13. The following factors were found to be significantly related to female students' perceptions of their fathers: (a) love of father, (b) childhood happiness, (c) agent of discipline in the home, (d) type of discipline, (e) degree of closeness to father, (f) father's absence, (g) perception of father's authority role, (h) type of discipline from father, (i) perceptions concerning rearing of their own children in relation to their father, (j) degree of closeness to their mother in early childhood, (k) degree of closeness to their father in early childhood, (l) parent having greatest influence on their life, (m) amount of time spent with father, (n) being successful, (o) being generous, (p) good self-concept, and (q) being cooperative.

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APPENDIX A

OKLAHOMA STATE UNIVERSITY
DIVISION OF HOME ECONOMICS

Department of Family Relations
and Child Development

INFORMATION SHEET

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

1. Sex (check one)
 - a. male
 - b. female

2. Age (check one)
 - a. 17 or younger
 - b. 18
 - c. 19
 - d. 20
 - e. 21 or older

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

4. My present classification is:
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate

5. I have brothers and sisters. I was number 1 2 3 4 5
or more (circle one).

6. Who is head of your household?
 - a. father
 - b. mother
 - c. step father
 - d. step mother
 - e. other

7. In school, your father completed:
 - a. less than high school graduate
 - b. high school graduate
 - c. some college
 - d. college graduate
 - e. graduate school

8. The majority of my life so far, I grew up:
 - a. on a farm
 - b. in a community of less than 2,500 population
 - c. in a community of 2,500 to 50,000 population
 - d. in a community of over 50,000 population

9. The main source of my family's income is:
- | | |
|---|--|
| <input type="checkbox"/> a. hourly wages, piece work, weekly checks | <input type="checkbox"/> d. savings and investments |
| <input type="checkbox"/> b. salary, commissions, monthly checks | <input type="checkbox"/> e. private relief, odd jobs, seasonal working, share cropping |
| <input type="checkbox"/> c. profits or fees from business or profession | |
10. If during your childhood, your father was absent for a long period of time (A YEAR OR MORE) indicate the reason for his absence:
- | | |
|--|-----------------------------------|
| <input type="checkbox"/> a. separation | <input type="checkbox"/> d. death |
| <input type="checkbox"/> b. divorce | <input type="checkbox"/> e. other |
| <input type="checkbox"/> c. military service | |
11. In my home, I feel that I am loved by my father:
- | | |
|---|--|
| <input type="checkbox"/> a. very much | <input type="checkbox"/> d. somewhat below average |
| <input type="checkbox"/> b. above average | <input type="checkbox"/> e. very little |
| <input type="checkbox"/> c. average | |
12. With respect to happiness, I consider my childhood to be:
- | | |
|--|--|
| <input type="checkbox"/> a. very happy | <input type="checkbox"/> d. somewhat below average |
| <input type="checkbox"/> b. somewhat above average | <input type="checkbox"/> e. very unhappy |
| <input type="checkbox"/> c. average | |
13. In my family, the discipline I received mainly from:
- | | |
|---|---|
| <input type="checkbox"/> a. my father | <input type="checkbox"/> d. my mother with some help from my father |
| <input type="checkbox"/> b. my father with some help from my mother | <input type="checkbox"/> e. my mother |
| <input type="checkbox"/> c. equally my father and my mother | |
14. I consider discipline in my home as:
- | | |
|---|---|
| <input type="checkbox"/> a. rough | <input type="checkbox"/> d. somewhat mild |
| <input type="checkbox"/> b. somewhat severe | <input type="checkbox"/> e. mild |
| <input type="checkbox"/> c. average | |
15. I would rate the degree of closeness that I have with my father as:
- | | |
|---|---|
| <input type="checkbox"/> a. very close | <input type="checkbox"/> d. below average |
| <input type="checkbox"/> b. above average | <input type="checkbox"/> e. very distant |
| <input type="checkbox"/> c. average | |
16. In regard to my father's acceptance of me, I find that my father (select the one answer which best describes your relationship):
- | | |
|--|---|
| <input type="checkbox"/> a. is too busy to pay much attention to me | <input type="checkbox"/> d. is interested in almost all that I do |
| <input type="checkbox"/> b. shows that he is interested only in how I am doing in school | <input type="checkbox"/> e. is not interested in what I say |
| <input type="checkbox"/> c. acts as though I were in the way | |

17. In my own family, my father is:
_____ a. very domineering
_____ b. not very domineering
_____ c. somewhat submissive
18. Check the answer which most nearly describes the type of discipline you received from your mother:
_____ a. very permissive
_____ b. permissive
_____ c. average
_____ d. strict
_____ e. very strict
19. Check the answer which most nearly describes the type of discipline you received from your father:
_____ a. very permissive
_____ b. permissive
_____ c. average
_____ d. strict
_____ e. very strict
20. In rearing children of your own, do you believe you will be:
_____ a. more permissive than your mother
_____ b. about the same as your mother
_____ c. less permissive than your mother
21. In rearing children of your own, do you believe you will be:
_____ a. more permissive than your father
_____ b. about the same as your father
_____ c. less permissive than your father
22. Which of the following describes the degree of closeness of your relationship with your mother during childhood?
_____ a. above average
_____ b. average
_____ c. below average
23. Which of the following describes the degree of closeness of your relationship with your father during childhood?
_____ a. above average
_____ b. average
_____ c. below average
24. Which parent had the greatest influence in determining the kind of person you are?
_____ a. mother and father equally
_____ b. mother
_____ c. father

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

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

Almost Always	Sometimes	Seldom	<u>Behavior and Characteristics</u>
(a)	(b)	(c)	27. I am careless rather than deliberate.
(a)	(b)	(c)	28. I am hostilely aggressive.
(a)	(b)	(c)	29. I am physically active.
(a)	(b)	(c)	30. I am nervous and tense.
(a)	(b)	(c)	31. I am well-liked.
(a)	(b)	(c)	32. I can be counted on to do what I say I will do.
(a)	(b)	(c)	33. Things I undertake turn out well.
(a)	(b)	(c)	34. I need to be pushed to do things.
(a)	(b)	(c)	35. I am generous.
(a)	(b)	(c)	36. I am self-reliant.
(a)	(b)	(c)	37. I am moody and emotional.
(a)	(b)	(c)	38. I do what I am told.
(a)	(b)	(c)	39. I make decisions and stick to them.

- | | | | |
|-----|-----|-----|--|
| (a) | (b) | (c) | 40. I am honest. |
| (a) | (b) | (c) | 41. I am unpredictable. |
| (a) | (b) | (c) | 42. I am kind and affectionate. |
| (a) | (b) | (c) | 43. I am outgoing. |
| (a) | (b) | (c) | 44. I like the way that I am. |
| (a) | (b) | (c) | 45. I am shy and sensitive. |
| (a) | (b) | (c) | 46. I am cooperative. |
| (a) | (b) | (c) | 47. I like being the sex that
I am. |
| (a) | (b) | (c) | 48. I like to take charge of
a situation. |
| (a) | (b) | (c) | 49. I desire to achieve. |

APPENDIX B

QUESTIONNAIRE

Following is a list of statements which might be answered as true, false, or uncertain. If you believe the statement true of your father or your feelings toward your father, encircle the "TRUE" in front of the statement; if false, encircle the "FALSE" and if your answer might be "YES" and "NO" or "NOT CERTAIN," encircle "?".

- ___ 1. True ? False I consider myself very close to my father.
- ___ 2. True ? False My father generally has good reasons for any requests he might make.
- ___ 3. True ? False I would like to be the same kind of a parent that my father has been.
- ___ 4. True ? False I believe that my father underestimates my ability.
- ___ 5. True ? False I believe that my father finds fault with me more often than I deserve and seems never to be satisfied with anything I do.
- ___ 6. True ? False I believe that my father has insufficient respect for my opinions.
- ___ 7. True ? False In my estimation, my father is insufficiently interested in whether or not I have friends.
- ___ 8. True ? False In my judgment, my father did not treat me fairly when I was young.
- ___ 9. True ? False I believe that my father is one of the most admirable persons I know.
- ___ 10. True ? False My father has been one of the best friends I have ever had.
- ___ 11. True ? False My father considers the rearing of his children the most important job in life.

In each of the following you are given a preliminary statement which can be completed in any one of five ways or a question which can be answered in any one of five ways. Check whichever one of the alternative choices most closely approximates your own opinion or feeling.

___12. My father . . .

- ___(a) takes a very great interest in everything that concerns his children.
- ___(b) takes a moderate amount of interest in things which concern his children.
- ___(c) does not take very much interest in things which concern his children.
- ___(d) takes little interest in things which concern his children.
- ___(e) takes no interest in things which concern his children.

___13. I get along with my father . . .

- ___(a) very well.
- ___(b) well.
- ___(c) fairly well.
- ___(d) not very well.
- ___(e) poorly.

___14. In regard to taking my father into my confidence, I . . .

- ___(a) feel free to ask him intimate questions.
- ___(b) often ask him intimate questions.
- ___(c) sometimes ask him intimate questions.
- ___(d) rarely if ever ask him intimate questions.
- ___(e) wouldn't think of asking him any intimate questions.

___15. Check whichever of the following terms best describes your feelings toward your father:

- ___(a) I idealize my father.
- ___(b) I admire my father.
- ___(c) I respect my father.

___(d) I do not particularly respect my father.

___(e) I do not respect my father at all.

___16. Check whichever of the following descriptions most nearly fits your father.

___(a) Is always critical of his children, and nothing his children do ever seems to please him.

___(b) Is rather critical of his children, and is not often pleased by what his children do.

___(c) Is not very critical of his children, but on the other hand, does not show particular pleasure of what his children do.

___(d) Often shows pleasure at what his children do, and often praises them for their accomplishments.

___(e) Very seldom complains about his children, and is liberal in his praise of them.

___17. I consider my father . . .

___(a) always willing to think only the best of his children.

___(b) generally inclined to think well of his children.

___(c) neither inclined to think only well or only poorly of his children.

___(d) sometimes inclined to be critical of his children.

___(e) always ready to think only the worst of his children.

___18. My father . . .

___(a) never does little things for his children to show affection or consideration.

___(b) seldom does little things for his children to show affection or consideration.

___(c) sometimes does little things for his children to show affection or consideration.

___(d) often does little things for his children to show affection or consideration.

___(e) is always doing little things for his children to show affection or consideration.

- ___19. In my opinion, my father . . .
- ___(a) is so attached to his children that he wants to have them around all of the time.
 - ___(b) enjoys spending some of his time with his children.
 - ___(c) likes to spend a little of his time with his children.
 - ___(d) does not like to spend time with his children.
 - ___(e) dislikes very much spending any of his time with his children.

Following is a list of traits of personality. If in your opinion your father possesses a trait in a very great degree, encircle the "A" in front of the trait. If he possesses the trait to a greater than average degree, encircle the "B"; if he possesses the trait to about an average degree, encircle the "C"; if he possesses the trait to a less than average extent, encircle the "D"; and if he possesses the trait only to a very slight degree or not at all, encircle the "E" in front of the trait.

- | | | |
|--------|-----------|---------------|
| ___20. | A B C D E | Fair |
| ___21. | A B C D E | Selfish |
| ___22. | A B C D E | Helpful |
| ___23. | A B C D E | Sarcastic |
| ___24. | A B C D E | Considerate |
| ___25. | A B C D E | Bossy |
| ___26. | A B C D E | Agreeable |
| ___27. | A B C D E | Kind |
| ___28. | A B C D E | Envious |
| ___29. | A B C D E | Affectionate |
| ___30. | A B C D E | Understanding |
| ___31. | A B C D E | Cold |
| ___32. | A B C D E | Suspicious |
| ___33. | A B C D E | Sympathetic |
| ___34. | A B C D E | Courteous |
| ___35. | A B C D E | Trustful |

APPENDIX C

SCORING KEY FOR ITKIN'S ATTITUDES TOWARDPARENTS SCALE (FORM F)

	T	?	F		A	B	C	D	E		
1.	4	3	2		20.	5	4	3	2	1	
2.	4	3	2		21.	1	2	3	4	5	
3.	4	3	2		22.	5	4	3	2	1	
4.	2	3	4		23.	1	2	3	4	5	
5.	2	3	4		24.	5	4	3	2	1	
6.	2	3	4		25.	1	2	3	4	5	
7.	2	3	4		26.	5	4	3	2	1	
8.	2	3	4		27.	5	4	3	2	1	
9.	4	3	2		28.	1	2	3	4	5	
10.	4	3	2		29.	5	4	3	2	1	
11.	4	3	2		30.	5	4	3	2	1	
	a	b	c	d	e	31.	1	2	3	4	5
12.	5	4	3	2	1	32.	1	2	3	4	5
13.	5	4	3	2	1	33.	5	4	3	2	1
14.	5	4	3	2	1	34.	5	4	3	2	1
15.	5	4	3	2	1	35.	5	4	3	2	1
16.	1	2	3	4	5						
17.	5	4	3	2	1						
18.	1	2	3	4	5						
19.	5	4	3	2	1						

VITA

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