

PERMISSIVENESS IN FATHER-SON INTERACTION AS
RELATED TO SELECTED ASPECTS OF PARENT-
CHILD RELATIONSHIPS AND THE
CHILD'S SELF CONCEPT

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CHAPTER I

INTRODUCTION

It is clear in studies of family behavior that parents play an important role in the development of their children. Of special interest is the manner in which attitudes concerning behavior are transmitted from one generation to the next. Not only do patterns of interaction and child rearing differ from family to family; they also differ within the family depending upon the sex of the parent and the sex of the child. Although the mother's influence has been recognized and investigated in considerable detail because of the leadership she assumes in the family in terms of child rearing, only recently has attention been focused on fathers (Benson, 1968), and investigators are just beginning to understand the particular significance which fathers have in guiding children.

The purpose of this study was to examine the way in which young adult males view father-son interaction. The study was based upon an interaction framework. The interaction approach in this study does not assume that each generation of sons reflects only the patterns of behavior of their fathers, because each generation is influenced by many forces. It is assumed, however, that the interaction which occurs between fathers and sons plays an important role in shaping the son's behavior. While peer groups can influence the attitudes and behavior of sons in later years, the basic qualities of personality and attitude

are predominantly created by the son's experiences with his parents (Mantell, 1974).

Since there is increasing evidence that the most "critical years" in terms of the father's impact on sons is during the preschool years (Benson, 1968), it is necessary to give greater attention to assessing the views of young men concerning children. The majority of men in the United States normally have their first child before they are 25; yet relatively little is known about the attitudes of young people concerning child guidance (Walters and Bridges, 1956). Wright (1972) suggests that research involving responses to specific situations, as in The Father-Son Interaction Film, will further our understanding of individual attitudes toward child guidance.

As Heath (1970) has observed, there is particular need for research concerning the attitudes of young adult males because of the fact that they will soon be fathers. Too, study of young adult males is needed because the literature suggests that such problems as homosexuality, delinquency, anxiety, immaturity, and dependency among sons is related to the kind of fathering to which they are exposed. Mantell (1974) reports that there is a strong and consistent correlation between family atmosphere and the development of attitudes in children. Additional research is needed to further our understanding of how children's attitudes and self concepts are formed.

Purpose of the Study

It was the purpose of this study to investigate the permissive-restrictive attitudes of male university students and to relate such attitudes to selected aspects of their interpersonal relationships with

their parents. A secondary purpose of this study was to examine the relationship between the degree of permissiveness with which the respondents were reared by their fathers and self concept of the respondents.

The Father-Son Interaction Test, a filmed instrument developed by Doyle (1968), and later revised by Heath (1970), was administered to determine those permissive-restrictive attitudes relating to father-son interaction which were held by the individuals tested. It was assumed by Heath (1970) that different items might be useful in differentiating men who hold restrictive views from those who hold permissive views. The men in the study by Doyle (1968) were fathers of adolescent sons and Heath was interested in studying the views of a group of men before they reached that stage of the family life cycle. These assumptions were warranted by the findings that a different group of items proved to discriminate high and low scoring (permissive-oriented and restrictive-oriented) university men than was true in the study of fathers of adolescents (Heath, 1970). The instrument as revised by Heath (1970) was used in this study.

The specific hypotheses examined were the following:

1. Men reared in homes where the discipline from the fathers was permissive will receive significantly higher scores on The Father-Son Interaction Test film than men reared in homes where the father was restrictive.
2. Men reared in homes where the discipline from the mother was permissive will receive significantly higher film scores than men reared in homes where the mother was restrictive.

3. Men who rate the degree of closeness with their fathers during their childhood "above average" will receive significantly higher film scores than men who rate the degree of closeness with their fathers "below average."
4. Men who rate the degree of closeness with their mothers during their childhood "above average" will receive significantly higher film scores than men who rate the degree of closeness with their mothers "below average."
5. Men who indicate that their relationship with their fathers has improved over the last five years will receive significantly higher film scores than men who indicated that their relationship is not as good as it was five years ago.
6. Men who received their discipline mainly from their mothers will receive higher film scores than men who received their discipline mainly from their fathers.
7. Men who believe that their fathers rather than their mothers, had greater influence in determining the kind of persons they are will receive significantly lower film scores.
8. There is no significant difference between men who report that their fathers' expectations of them were realistic and those who report that their fathers' expectations of them were unrealistic in terms of their film scores.
9. There is no significant difference between men who describe the type of discipline received from their fathers as permissive and those respondents who describe the discipline received from their fathers as strict concerning their self rating (i.e., "above average," "average," "below average") on

each of the following behavior characteristics: (l) physically active, vigorous, (b) enjoys life, (c) intelligent, (d) tense, (e) easily pleased, (f) slow to get things done, (g) friendly, (h) accepts responsibility, (i) moody, (j) independent, (k) well liked, (l) nervous, (m) careless rather than deliberate, (n) impatient with others, (o) cooperative, (p) pleasant, (q) enjoys children, (r) do what others want you to, (s) irritable, and (t) mature for age.

10. There is no significant difference between men who describe the type of discipline received from their mothers as permissive and those respondents who describe the discipline received from their mothers as strict concerning their self rating on any of the 20 selected behavior characteristics as listed in hypothesis nine.

CHAPTER II

REVIEW OF RELATED LITERATURE

The area of parental influence has been the focus of many scientific investigations and from these studies it is evident how complex the interrelating factors are that influence the quality of family relationships. Child rearing practices have undergone considerable change over the decades. Sunley (1955) analyzed child rearing practices from the years 1820-1860 and discovered that the most prevalent philosophy held was when the infant was born he was filled with sin and evil which was subdued by exacting complete submission and total obedience. The father was almost totally absent from the child rearing process. According to Miller and Swanson (1958) many of these ideas persisted without serious challenge until the middle of the 1930's, still with practically no reference made to the father's role in child rearing.

These child rearing philosophies have been slowly replaced over the years by a more permissive method of child guidance. Another apparent change is that American men are assuming an increasing amount of responsibility in the rearing of children.

As the father's role in child rearing becomes more significant it is necessary to investigate how paternal relationships influence the personality development of children. Walters and Stinnett (1971) point out that parental acceptance, warmth, and support are positively

related to the emotional, social, and intellectual development of children. A child's self concept, emotional and social development can be negatively affected by parents who are extremely restrictive, authoritarian, and punitive and who do not express acceptance, warmth, and love.

Effects of Social Class Attitudes on Children's Behavior

Social class is an often studied variable in research on child rearing practices, but again research has focused on the mothering role. However, an understanding of the effects of social class is essential to an understanding of the father role.

Little research has been conducted concerning upper-class families, consequently little is known concerning this group. In comparison, the lower- and middle-class parent has been well characterized.

Miller and Swanson and collaborators (1960) state that the middle-class parent values formal education, rationality, a reputation for controlled behavior, hard work, responsibility and saving. The middle-class parent has been characterized as being much more permissive than lower-class parents (Maccoby and Gibbs, 1964).

Rosen (1964) found that middle-class boys tended to evaluate their parents' ability, performance, and drive more positively than did boys in the lower class. Middle-class fathers were more likely to be perceived as successful, ambitious, and smart. The middle-class culture is achievement motivated and future oriented. Middle-class boys were more likely than lower-class boys to report fathers who were interested in their school performance and more responsive to bids for attention.

Lower-class social attitudes differ considerably from those of the middle class. For instance, the lower-class citizen is usually more oriented to the present than to the future. He values holding a job more than he does securing a formal education. He takes pride in his physical prowess. If his mother works, the son of the blue-collar worker may remain unsupervised by a responsible adult for much of the day (Miller and Swanson, 1958). These authors report that the lower-class mother is more likely to use physical punishment than psychological methods of discipline; therefore, it would be expected that her children would be more likely to give direct expression to aggression.

The Father-Son Relationship

Detailed reviews of the literature on fatherhood have pointed out that the most easily recognized function of the father is to provide a model of masculinity for his sons. The importance of this function is shown in a study by Nash (1965) which pointed out that the relative neglect of the father may have distorted our understanding of the dynamics of development and may have adversely affected the rearing of males. Lynn (1966) has pointed out the distinction between identification with the masculine role and the identification with one's father. But Benson (1968) has suggested that the identification with one's father inevitably conditions sex-role identification. There are evidences that the father is the strongest influence on the personality of his son even though there are other masculine models everywhere.

Masculine identification among men is important as shown by a study of Mussen (1961) which concluded that boys who are highly masculine, when compared to boys low in masculinity, are happier, more

contented, exuberant, and smoother in social functioning. Male children will identify with their fathers if their fathers assume a central role in the family and if they feel self-confident about their own sexual identity (Benson, 1968). In contrast, the findings of Gerard and Siegel (1950) showed that fathers of schizophrenic patients tend to be weak, retiring, immature, and passive. Sears (1953) found that five-year-old boys identified more strongly with the masculine sex-role if their father were warm and affectionate. Boys who strongly identified with their fathers were more likely to view these fathers as highly nurturant and rewarding (Payne and Mussen, 1956). However, other investigators have contended that children will identify with that parent whom they consider to be the more powerful and not just with the parent who is of the same sex (Hetherington and Brackbill, 1963).

The conclusion by Mussen and Rutherford (1963) from their study was that boys who were the most masculine viewed their fathers as powerful sources of both reward and punishment. Slater (1961) has suggested that it is a combination of both nurturance and firm discipline that is most conducive to identification.

It was found by Johnson (1963) that although boys first identify with their mother, it is the next identification, with the father, that is crucial for the appropriate sex role learning. Even when boys do identify with their mother, this cross-sex identification does not necessarily account for femininity in boys (Benson, 1968). He concluded that effeminacy is more likely to be caused by a poor father-son relationship than by a strong mother-son bond.

Male children reared in homes where the father is weak or ineffectual have sons who, to a greater extent than the average, have difficulty establishing masculine traits (Biller, 1968). The importance of the father's role in 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. Mussen and Distler (1960) suggest that the degree of the son's masculinity is related to the intensity and frequency of his contacts with his father and the father's participation in child rearing. A related study by Williams (1973) pointed out that the perceived closeness to father by adolescents significantly related to their attitudes toward their fathers.

Effects of Father Absence

The importance of an adequate male model in the identification process of a growing child has been well documented in the literature. Lynn and Sawrey (1959) compared male children reared in father-present homes to male children reared in homes where the father was away for prolonged periods of time and observed that the father-absent boys reflected poor personality adjustment with peers and were more immature and impulsive in their actions.

Stephens (1961) found that fatherless boys are more effeminate and more anxious about sex than are boys whose fathers are not absent from the home. It was reported by Winch (1950) that father absence is a factor in the delayed courtship behavior of males in late adolescence. Benson (1968) has pointed out that sex identification is particularly

difficult for the fatherless boy. Similarly, Nash (1965) indicated that boys reared without a father figure often fail to acquire masculine attitudes.

The impact of the absence of the father, however, appears to be a function of several factors including the nature of the separation (Hoffman, 1961), the age of the child (Langner and Michael, 1963), and sibling composition (Sutton-Smith, Rosenberg, and Landy, 1968). The specific reason for the father's absence is an important factor in the influence upon the child. 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.

Nash (1965) indicated that the preschool period is the most critical period for the son's identification with a masculine role and that permanent deficiencies may result if a father is absent at this time in a boy's life. If there are older siblings of the same sex in a father-absent home, a boy may have an adequate pattern for masculine identification. Sutton-Smith, Rosenberg, and Landy (1968) suggest that a prior father-son relationship with an older sibling may be an adequate model for the younger males in the father-absent home.

Effects of Parental Control on Child Behavior

The personality characteristics of the parents and the type of control used in the parent-child relationship has great influence in determining the behavior of the child. The child's personality is not the result of any one relationship, but it is influenced by the total complex of interpersonal relationships within the family. Becker et al. (1964) discovered that often children who had conduct problems come

from a family where both parents were maladjusted, gave vent to their emotions and tended to be arbitrary with the child.

Baumrind (1966) labeled three types of parental control as permissive, authoritative, and authoritarian. The effects of these types of parental control have been studied by several investigators. Children of permissive parents were found to be lacking in self-control and self-reliance as found in another study by Baumrind (1967). Children from democratic or more authoritarian homes had the characteristics of self-confidence and self-reliance. In a study by Williams (1973) it was found that attitudes of the respondents were more likely to be positive if they rated the discipline received from their father as average rather than "rough" or "mild". Benson (1968) points out that a warm relationship that is characterized by firm control increases the likelihood that a child will be secure and self-confident without depending on the father for constant guidance.

In an investigation by Baumrind (1967) parents who represent the restrictive attitudes in child rearing had children who were more hostile, had less interaction with their peers, and reacted poorly to stress. Parents who were very restrictive were found to be less involved with their children than were parents who followed the democratic way of child control (Read, 1945).

It was discovered in a study by Mantell (1974) that there exists a strong correlation between the degree to which children have been exposed to arbitrary authority, physical abuse, and intimidation and their later readiness to submit to these practices and make use of them. Few social institutions are permitted greater freedom in the use of violence than the family. When a parent is in the privacy of the

home there is more freedom to express aggression and cruelty to children. Mantell (1974) suggests that violence does not emerge in a vacuum but is planted by example and continually reinforced by experience.

Aggression and aggressive models were examined by Bandura, Ross, and Ross (1961), who discovered that children exposed to aggressive models reproduced a good deal of aggression resembling that of the models. Imitation was found to be differentially influenced by sex of the model, with boys showing more aggression than girls following exposure to the male model.

Block (1955) found that fathers favoring restrictive guidance tended to be constricted and submissive. The fathers who expressed more permissive attitudes toward child guidance appeared to be more self-reliant and ascendant. However, Penuel (1972) found that fathers were not consistently permissive or restrictive in their attitudes toward father-son relationships which indicates that attitudes vary depending on the circumstances of the situation.

CHAPTER III

PROCEDURE

Subjects

The subjects of the study consisted of 170 men who were enrolled in the course, Home Economics for Men, during the spring semester, 1970, at Oklahoma State University. These men were selected because they were in the stage of the family life cycle, young adulthood, with which the study was concerned. In order to make the sample fairly homogeneous, students who had children were excluded from the sample.

The sample consisted largely of middle-class and upper-lower class men who, because of their social mobility, had already attained many of the characteristics of the middle class. The sample consisted predominately of white males in their late teens or early twenties, all of whom were undergraduate students at Oklahoma State University.

Description of Instruments

Background Information Sheet

The background information sheet (Appendix A) which was utilized was designed to obtain the following information: (a) age, (b) major in school, (c) marital status, (d) nationality, (e) number and composition of siblings, (f) parent responsible for discipline, (g) type of discipline received, (h) closeness to parents, and (i) perceptions

concerning influence of parents.

In addition, the respondents were asked to rate their behavior and characteristics in terms of an "above average," "average," and "below average" continuum. The ratings will include the following: (a) physically active, vigorous, (b) enjoys life, (c) intelligent, (d) tense, (e) easily pleased, (f) slow to get things done, (g) accepts responsibility, (h) moody, (i) independent, (j) well liked, (l) nervous, (m) careless rather than deliberate, (n) impatient with others, (o) cooperative, (p) pleasant, (q) enjoys children, (r) do what others want you to, (s) irritable, and (t) mature for age.

The Father-Son Interaction Test

A filmed instrument entitled The Father-Son Interaction Test developed by Doyle (1968) and modified by Heath (1970) was used in this study. The respondents indicated their views to a series of statements following the viewing of a filmed episode involving the interaction of a father and his son. The film consists of eleven episodes depicting different kinds of interaction which might occur in an average, middle-class family throughout a given day.

The following is a brief description of each of the eleven scenes.

Scene I

The father is awakening his son.

Scene II

The son requests his allowance from his father as his father reads the newspaper.

Scene III

The father and his son are having lunch together with the son

talking to his father rather than eating his lunch.

Scene IV

Father comments on his son's participation in a baseball game which the son's team has just won.

Scene V

Father has forgotten his promise to take his son to play golf with him.

Scene VI

The son is reluctant to complete the lawn raking he has agreed to do.

Scene VII

Son turns over a glass of water on the dinner table.

Scene VIII

During a family dinner with guests, the father attempts to draw his son into the conversation.

Scene IX

Father finds that his son has been watching television and has not completed his homework.

Scene X

Son exceeds his time limits on a telephone call.

Scene XI

Father catches his son in the process of putting up a "pin-up" picture on his bedroom wall.

Following each scene, the motion picture projector was turned off and the respondents indicated their views on a questionnaire (Appendix B). The advantage of the motion picture technique, according to Doyle

(1968), as compared with the traditional questionnaire is that it provides the respondents with sufficient information to respond to a specific situation. A restrictive father, for example, may believe it appropriate to awaken a seven-year-old son who has difficulty arising in the morning but may believe that the kindness reflected by the father in the scene is "going too far". Respondents are better able to relate to situations involving parental guidance when the situations are clearly defined, according to Doyle (1968). Thus, according to this view, it is not merely the age and sex of a child which determine a parent's guidance, but a complex of factors which causes parents to respond in specified ways.

The scale items were originally developed by Doyle (1968) and were rated and judged for validity by a panel composed of specialists in child development, psychology, and home and family life. An original pool of 180 items was submitted to the judges, who rated each item in terms of the following criteria:

1. Does the item possess sufficient clarity?
2. Is the item sufficiently specific?
3. Is the item significantly related to the concept under investigation?

The final selection of the 134 items was based on the decision of the judges, and as a result of an item analysis. Heath (1970) found that 94 of the total 134 items discriminated among male college students. This study utilized Heath's (1970) modified instrument. The key utilized to score each questionnaire is presented in Appendix C.

The Father-Son Interaction Test was administered during the regular class session of Home Economics for Men at Oklahoma State

University during the spring of 1970. In order to obtain information concerning background variables, a questionnaire was administered prior to the presentation of The Father-Son Interaction Test. The self-analysis of the Behavior Characteristics Form was adapted from the Teacher Rating Scale developed by Borgatta and Fanchel (1963). The personal data and family history on the information sheet were adapted from Doyle (1968).

Analysis of Data

A percentage and frequency count was used to analyze the behavior characteristics of the subjects as well as their perceptions of family relationships.

The Mann-Whitney U Test was used to examine each of the following hypotheses:

1. Men reared in homes where the discipline from the fathers was permissive will receive significantly higher scores on The Father-Son Interaction Test film than men reared in homes where the father was restrictive.
2. Men reared in homes where the discipline from the mother was permissive will receive significantly higher film scores than men reared in homes where the mother was restrictive.
3. Men who rate the degree of closeness with their fathers during their childhood "above average" will receive significantly higher film scores than men who rate the degree of closeness with their fathers "below average."
4. Men who rate the degree of closeness with their mothers during their childhood "above average" will receive significantly

higher film scores than men who rate the degree of closeness with their mothers "below average."

5. Men who indicate that their relationship with their fathers has improved over the last five years will receive significantly higher film scores than men who indicated that their relationship is not as good as it was five years ago.
6. Men who received their discipline mainly from their mothers will receive higher film scores than men who received their discipline mainly from their fathers.
7. Men who believe that their fathers rather than their mothers, had greater influence in determining the kind of persons they are will receive significantly lower film scores.
8. There is no significant difference between men who report that their fathers' expectations of them were realistic and those who report that their fathers' expectations of them were unrealistic in terms of their film scores.

The chi-square test was used to examine the following hypotheses:

9. There is no significant difference between men who describe the type of discipline received from their fathers as permissive and those respondents who describe the discipline received from their fathers as strict concerning their self rating (i.e., "above average," "average," "below average") on each of the following behavior characteristics: (a) physically active, vigorous, (b) enjoys life, (c) intelligent, (d) tense, (e) easily pleased, (f) slow to get things done, (g) friendly, (h) accepts responsibility, (i) moody, (j) independent, (k) well liked, (l) nervous, (m) careless rather than

deliberate, (n) impatient with others, (o) cooperative, (p) pleasant, (q) enjoys children, (r) do what others want you to, (s) irritable, and (t) mature for age.

10. There is no significant difference between men who describe the type of discipline received from their mothers as permissive and those respondents who describe the discipline received from their mothers as strict concerning their self rating on the 20 selected behavior characteristics as listed in hypothesis nine.

CHAPTER IV

RESULTS

Description of the Subjects

Background Information

A detailed description of the 170 subjects who participated in this study is presented in Table I. The majority (45.88%) of the sample fell into the 20-22 age category. The greatest proportion of the students (49.40%) indicated Business Administration as their college major. The highest percentage (86.47%) of the sample were single men. Most of the subjects (55.29%) reported having had two brothers, and a large percentage (61.76%) had two sisters. The highest proportion of the subjects (40.72%) reported being the second child in family position. Of the 28 students who experienced father-absence, 15 (53.57%) experienced the absence after the age of six years. In most cases the respondents reported that their fathers were absent due to death.

Respondents' Perceptions of Family Relationships

The questionnaire contained items which elicited students' perceptions of family relationships as Table II illustrates. The greatest proportion (35.88%) of respondents indicated that the major source of discipline came from their father and mother equally.

TABLE I
BACKGROUND INFORMATION OF THE SUBJECTS

Description	N	Percent
<u>Age</u>		
17-19	76	44.71
20-22	78	45.88
23 and over	16	9.41
<u>College Major</u>		
Business	83	49.40
Engineering	4	2.38
Home Economics	3	1.79
Education	3	1.79
Arts and Sciences	34	20.24
Agriculture	12	7.14
Undecided	18	10.71
Technical School	11	6.55
No Response	2	
<u>Marital Status</u>		
Single	147	86.47
Married	23	13.53
<u>Nationality</u>		
American	163	95.88
Foreign	7	4.12
<u>Family Size</u>		
1 brother	61	35.88
2 brothers	94	55.29
3 brothers	14	8.24
4 brothers	1	.59
1 sister	53	31.18
2 sisters	105	61.76
3 sisters	12	7.06
<u>Family Position</u>		
Oldest child	62	37.13
Second child	68	40.72
Third child	20	11.98

TABLE I (Continued)

Description	N	Percent
<u>Family Position (Continued)</u>		
Fourth child	12	7.19
Fifth child	5	2.99
Only child	3	
<u>Age of Father Absence</u>		
Before age 6	9	32.14
After age 6	15	53.57
After age 9	4	14.29
Did not leave	141	
No Response	1	
<u>Reason for Father Absence</u>		
Divorce	5	17.24
War	5	17.24
Death	7	24.14
Prolonged hospitalization	4	13.79
Other	8	27.59
No Response	141	

TABLE II
RESPONDENTS' RATINGS OF THEIR FAMILY RELATIONSHIPS

Description	N	Percent
<u>Major Source of Discipline</u>		
Father	12	7.06
Primarily father	57	33.53
Father and mother equally	61	35.88
Primarily mother	31	18.24
Mother	9	5.29
<u>Type of Discipline from Father</u>		
Very permissive	3	1.79
Permissive	34	20.24
Average	88	52.38
Strict	43	25.60
No response	2	
<u>Type of Discipline from Mother</u>		
Very permissive	7	4.12
Permissive	47	27.65
Average	91	53.53
Strict	22	12.94
Very strict	3	1.76
<u>Type of Discipline Will Use as a Parent</u>		
More permissive than father	35	20.83
Same as father	120	71.43
Less permissive than father	13	7.74
No response	2	
<u>Type of Discipline Will Use as a Parent</u>		
More permissive than mother	25	14.71
Same as mother	117	68.82
Less permissive than mother	28	16.47
<u>Closeness With Father</u>		
Above average	63	37.50
Average	66	39.29
Below average	39	23.21
No response	2	

TABLE II (Continued)

Description	N	Percent
<u>Closeness with Mother</u>		
Above average	77	45.29
Average	88	51.76
Below average	5	2.94
<u>Most Influencing Parent</u>		
Mother and father equally	92	54.12
Mother	45	26.47
Father	33	19.41
<u>Relationship with Father in Last Five Years</u>		
Improved	116	69.88
Same	33	19.88
Not as good as five years	17	10.24
No response	4	
<u>Time with Father</u>		
More than average	48	28.57
Average	73	43.45
Less than average	47	27.98
No response	2	
<u>Expectations of Father</u>		
Realistic	163	97.02
Unrealistic	5	2.98
No response	2	

The majority of respondents (52.38%) indicated that the type of discipline received from their father was average while the smallest proportion (1.79%) indicated the discipline to be very permissive. Concerning the discipline received from their mother, most (52.38%)

of the students felt it to be average.

The largest (71.43%) group of respondents said that when they became a parent they would use the same type of discipline that their fathers had used while 69 percent indicated they would use the same type their mother had used.

Most (39.29%) students felt their closeness with their father was average or above average (37.50%).

A majority (54.12%) of the respondents indicated that their mother and father had equal influence on them.

With regard to the relationship of the students and their fathers in the last five years, the greatest proportion (69.88%) reported that it had improved while some (10.24%) reported it had not improved. Most (43.45%) students felt that the time spent with their fathers was average. A large proportion (97.02%) of the students perceived the expectations of their fathers to be realistic.

Examination of Hypotheses

Hypothesis 1. Men reared in homes where the discipline from the fathers was permissive will receive significantly higher scores on The Father-Son Interaction Test film than men reared in homes where the father was restrictive.

The Mann-Whitney U test was used to examine this hypothesis. As Table III illustrates, a Z score of -0.07 was obtained which indicated that men reared in homes where discipline from the father was permissive did not receive significantly higher scores on The Father-Son Interaction Test.

TABLE III

MANN-WHITNEY U SCORE REFLECTING DIFFERENCES
IN THE FATHER-SON INTERACTION TEST SCORES
BETWEEN MEN WHOSE FATHERS WERE PERMISSIVE
AND MEN WHOSE FATHERS WERE RESTRICTIVE

Variable	Number	Z	Level of Significance
Men With Permissive Father	37	-0.08	n.s.
Men With Restrictive Father	43		

Hypothesis 2. Men reared in homes where the discipline from the mother was permissive will receive significantly higher Father-Son Interaction Test scores than men reared in homes where the mother was restrictive.

In examining this hypothesis the Mann-Whitney U Test was used to determine if men reared in homes where the discipline from the mother was permissive received significantly higher Father-Son Interaction Test scores than men reared in homes where the mother was restrictive. As Table IV illustrates a Z score of -0.71 was obtained which indicates there was no significant difference.

TABLE IV

MANN-WHITNEY U SCORE REFLECTING DIFFERENCES
IN THE FATHER-SON INTERACTION TEST SCORES
BETWEEN MEN WHOSE MOTHERS WERE PERMISSIVE
AND MEN WHOSE MOTHERS WERE RESTRICTIVE

Variable	Number	Z	Level of Significance
Men With Permissive Mother	54	-0.71	n.s.
Men With Restrictive Mother	25		

Hypothesis 3. Men who rate the degree of closeness with their fathers during their childhood "above average" will receive significantly higher Father-Son Interaction Test scores than men who rate the degree of closeness with their fathers "below average."

A Mann-Whitney U Test was used to determine if men who rated the degree of closeness with their fathers during their childhood "above average" received significantly higher Father-Son Interaction Test scores than men who rated the degree of closeness with their fathers "below average." A Z score of -0.58, as shown in Table V, indicates there was no significant difference.

TABLE V

MANN-WHITNEY U TEST SCORE REFLECTING DIFFERENCES IN
THE FATHER-SON INTERACTION TEST SCORES BETWEEN
 MEN WHO RATE FATHER-CLOSENESS AS "ABOVE
 AVERAGE" AND MEN WHO RATE FATHER-
 CLOSENESS "BELOW AVERAGE"

Variable	Number	Z	Level of Significance
Above average	63	-0.58	n.s.
Below average	39		

Hypothesis 4. Men who rate the degree of closeness with their mothers during childhood as "above average" will receive significantly higher Father-Son Interaction Test scores than men who rate the degree of closeness with their mothers "below average."

The Mann-Whitney U Test found that no significant differences existed in Father-Son Interaction Test scores between men who rated the degree of closeness to their mothers as "above average" and men who rated their relationship "below average." A Z score of -0.44 was obtained. The results of the analysis can be seen in Table VI.

TABLE VI

MANN-WHITNEY U TEST SCORE REFLECTING DIFFERENCES IN
THE FATHER-SON INTERACTION FILM SCORES BETWEEN
MEN WHO RATE MOTHER-CLOSENESS AS "ABOVE
AVERAGE" AND MEN WHO RATE MOTHER-
CLOSENESS "BELOW AVERAGE"

Variable	Number	Z	Level of Significance
Above average	77	-0.44	n.s.
Below Average	5		

Hypothesis 5. Men who indicated that their relationship with their fathers had improved over the last five years will receive significantly higher Father-Son Interaction Test scores than men who indicated that their relationship is not as good as it was five years ago.

When this hypothesis was subjected to a Mann-Whitney U Test, no significant difference, in terms of their film scores, was found between men who indicated that their relationship with their fathers had improved over the last five years and men who indicated the relationship had not improved. A Z score of -0.47 was obtained as indicated in Table VII.

TABLE VII

MANN-WHITNEY U TEST SCORE REFLECTING DIFFERENCES IN
THE FATHER-SON INTERACTION TEST SCORES BETWEEN
 MEN WHO INDICATED IMPROVED CLOSENESS TO THEIR
 FATHERS OVER LAST FIVE YEARS AND MEN WHO
 INDICATED THE RELATIONSHIP
 HAD NOT IMPROVED

Variable	Number	Z	Level of Significance
Improved	116	-0.47	n.s.
Not Improved	17		

Hypothesis 6. Men who received their discipline mainly from their mothers will receive higher Father-Son Interaction Test scores than men who received their discipline mainly from their fathers.

In order to determine if there was a significant difference between men who were disciplined mainly by their mothers and men who were disciplined mainly by their fathers, a Mann-Whitney U Test was applied. As shown in Table VIII, a Z score of -0.20 was obtained, indicating that the difference was not significant.

TABLE VIII

MANN-WHITNEY U TEST SCORE REFLECTING DIFFERENCES IN
THE FATHER-SON INTERACTION TEST SCORES BETWEEN
 MEN DISCIPLINED MAINLY BY MOTHERS AND MEN
 DISCIPLINED MAINLY BY FATHERS

Variable	Number	Z	Level of Significance
Mother	40	-0.20	n.s.
Father	69		

Hypothesis 7. Men who believe that their fathers, rather than their mothers, had greater influence in determining the kind of persons they are will receive significantly lower Father-Son Interaction Test scores.

In examining this hypothesis, a Mann-Whitney U Test was used. As the Z score of -0.60 indicates in Table IX, men who believed that their fathers rather than their mothers had greater influence in determining the kind of persons they perceived themselves to be did not express significantly lower Father-Son Interaction Test scores.

TABLE IX

MANN-WHITNEY U TEST SCORE REFLECTING DIFFERENCES IN
THE FATHER-SON INTERACTION TEST SCORES ACCORDING
 TO WHICH PARENT THE RESPONDENTS REPORTED AS
 HAVING THE GREATEST INFLUENCE ON
 DETERMINING THE KIND OF PERSONS
 THEY ARE

Variable	Number	Z	Level of Significance
Father	33	-0.60	n.s.
Mother	45		

Hypothesis 8. There is no significant difference between men who report that their fathers' expectations of them were realistic and those who report that their fathers' expectations of them were unrealistic in terms of their Father-Son Interaction Test scores.

A Mann-Whitney U Test was used to examine this hypothesis. As shown in Table X, the results indicated that there was no significant difference between men who reported that their fathers' expectations of them were realistic and those who reported their fathers' expectations were unrealistic.

TABLE X
MANN-WHITNEY U TEST SCORE REFLECTING DIFFERENCES IN
THE FATHER-SON INTERACTION TEST SCORES BETWEEN
MEN WHO REPORTED THEIR FATHERS' EXPECTATIONS
AS REALISTIC AND THOSE WHO REPORTED THEIR
FATHERS' EXPECTATIONS AS UNREALISTIC

Variable	Number	Z	Level of Significance
Realistic	163		
Unrealistic	5	-1.17	n.s.

Hypothesis 9. There is no significant difference between men who describe the type of discipline received from their fathers as permissive and those men who describe the discipline received from their fathers as restrictive concerning their self rating (i.e., "above average," "average," "below average") on each of the 20 selected behavior characteristics.

The chi-square test was used to examine this hypothesis. The results, as shown in Table XI, indicated that there was no significant difference in the self rating on any of the 20 behavior characteristics of men who described their discipline from their father as strict and men who described the discipline received from the father as permissive.

Hypothesis 10. There is no significant difference between men who described the type of discipline received from their mothers as permissive and those men who described the discipline received from their mothers as restrictive concerning their self rating (i.e., "above average," "average," "below average") on each of the 20 selected behavior characteristics.

The chi-square test was used to examine this hypothesis. As Table XII indicates there was no significant difference in the self ratings on any of the 20 selected behavior characteristics of men who described their discipline from their mothers as strict and men who described the discipline received from mothers as permissive.

TABLE XI

CHI-SQUARE TEST REFLECTING DIFFERENCES BETWEEN MEN WHO
 REPORTED THEIR FATHERS' DISCIPLINE AS PERMISSIVE AND
 MEN WHO REPORTED THEIR FATHERS' DISCIPLINE AS
 RESTRICTIVE CONCERNING THEIR SELF RATING
 ON 20 SELECTED BEHAVIOR CHARACTERISTICS

Behavior Characteristics	χ^2	Level of Significance
1. Physically Active, Vigorous	0.33	n.s.
2. Enjoys Life	0.22	n.s.
3. Intelligent	0.13	n.s.
4. Tense	0.14	n.s.
5. Easily Pleased	0.21	n.s.
6. Slow To Get Things Done	0.83	n.s.
7. Friendly	1.34	n.s.
8. Accepts Responsibility	0.00	n.s.
9. Moody	1.63	n.s.
10. Independent	1.26	n.s.
11. Well Liked	0.58	n.s.
12. Nervous	0.22	n.s.
13. Careless Rather Than Deliberate	0.13	n.s.
14. Impatient With Others	3.64	n.s.
15. Cooperative	0.68	n.s.
16. Pleasant	0.02	n.s.
17. Enjoys Children	0.83	n.s.
18. Do What Others Want You To	0.08	n.s.
19. Irritable	0.07	n.s.
20. Mature For Age	0.55	n.s.

TABLE XII

CHI-SQUARE TEST REFLECTING DIFFERENCES BETWEEN MEN WHO
 REPORTED THEIR MOTHERS' DISCIPLINE AS PERMISSIVE AND
 MEN WHO REPORTED THEIR MOTHERS' DISCIPLINE AS
 RESTRICTIVE CONCERNING THEIR SELF RATING
 ON 20 SELECTED BEHAVIOR CHARACTERISTICS

Behavior Characteristics	χ^2	Level of Significance
1. Physically Active, Vigorous	0.88	n.s.
2. Enjoys Life	2.58	n.s.
3. Intelligent	0.03	n.s.
4. Tense	2.60	n.s.
5. Easily Pleased	0.31	n.s.
6. Slow To Get Things Done	0.00	n.s.
7. Friendly	0.61	n.s.
8. Accepts Responsibility	0.25	n.s.
9. Moody	2.42	n.s.
10. Independent	7.49	n.s.
11. Well Liked	0.06	n.s.
12. Nervous	2.72	n.s.
13. Careless Rather Than Deliberate	0.04	n.s.
14. Impatient With Others	0.55	n.s.
15. Cooperative	1.20	n.s.
16. Pleasant	0.00	n.s.
17. Enjoys Children	1.72	n.s.
18. Do What Others Want You To	0.00	n.s.
19. Irritable	2.76	n.s.
20. Mature For Age	0.03	n.s.

CHAPTER V

SUMMARY

The purpose of this study was to investigate permissive-restrictive attitudes of male university students and to relate such attitudes to selected aspects of their interpersonal relationships with their parents. A secondary purpose of this study was to examine the relationship between the degree of permissiveness with which respondents were reared by their fathers and the self concept of the respondents.

The sample consisted of 170 male college students attending Oklahoma State University. The questionnaire was administered during regular class session in the spring of 1970. The subjects were primarily between 20 and 22 years of age. The majority of respondents were single men and reported they were the second child in family position.

A filmed instrument, The Father-Son Interaction Test (Doyle, 1968), was used to assess permissiveness concerning father-son interaction. A questionnaire was also administered in order to obtain information concerning family background and personal behavior characteristics.

A Mann-Whitney U Test indicated that there was no significant difference between The Father-Son Interaction Test film scores of permissively reared men and restrictively reared men. It was also found that no significant differences existed in Father-Son Interaction Test scores according to the following:

- (a) Type of discipline received from father,
- (b) Type of discipline received from mother,
- (c) Closeness of relationship with father,
- (d) Closeness of relationship with mother,
- (e) Whether relationship with father has improved during the last five years,
- (f) Source of parental discipline,
- (g) Parental source of greatest influence in determining the kind of person the respondent perceived himself to be,
- (h) Whether father's expectations of respondent were realistic or unrealistic.

The chi-square test indicated there were no significant differences in self ratings on any of the selected 20 behavior characteristics between men who indicated the discipline received from their parents was permissive and those who said the discipline was restrictive.

Discussion

The results of this study suggested that there is no significant difference in Father-Son Interaction Test scores of permissively reared men and restrictively reared men. These results are related to Wright's (1972) findings that college students who had the most permissive attitudes did not necessarily come from homes where parents hold very permissive child rearing attitudes. The fact that various aspects of parent-child relationships were found to be unrelated to permissiveness also lends support to the study by Heath (1970). She found that perceptions of father-son relations may not necessarily be a direct reflection of the ~~kind of~~ environment to ~~which one~~ is exposed at home,

but is, apparently, the result of other factors which are, as yet, not clearly understood.

It is possible that young adults who disapprove of their own family life style will decide to create their own life style in a warmer and less restrictive way. This is pointed out in a study by Graves, Walters, and Stinnett (1973) in which their findings supported the belief that youth are not the victims of a past from which there is no escape and that one's own child rearing does not inevitably determine that individual's attitudes concerning children.

Research increasingly indicates that the peer group exerts an important influence on attitudes and values of young adults. Tate (1971) found that adolescents' attempt to establish themselves apart from their parents and, as a result, doing things with parents and complying with their parents' wishes are often of low priority for them. This suggests that responses reflecting perceptions and attitudes of youth are also made as a result of their experience beyond their own father-son relationships.

The findings of this study, which indicated that there was no significant relationship between permissiveness of discipline received from each parent and self concept as indicated by the respondent's self rating on each of the 20 selected behavior characteristics, are explained by various research studies summarized by Walters and Stinnett (1971). As these authors suggested, the results of studies in the decade of the 1960's converge in suggesting that extreme restrictiveness, authoritarianism, and punitiveness without acceptance, warmth, and love are often negatively related to a child's positive self concept. These results suggest that the child's self concept is not

influenced solely by whether the parents' discipline is restrictive or permissive, but that the presence or absence of parental love, acceptance, and warmth in combination with that type of discipline is more important in determining the child's self concept.

The results of this study suggest that the assumption that strict discipline is associated with negative self concept and that permissiveness is associated with positive self concept is a misleading and over-simplified generalization.

The findings of this study suggest that more research is needed for better understanding of the effects that parent-child relationship have on the self concept of young adult males. What methods of expressing affection by each parent are most positively associated with the male child's feeling of self confidence and masculinity? What impact does the presence or absence of parental commitment to the child have upon the child's sense of self worth? Such questions as these could profitably be examined in future research and could contribute additional insight into the relationship between parent-child interaction and self concept of the child.

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APPENDIX A

INFORMATION SHEET

- ____ 13. Check the one which most nearly describes the type of discipline you received from your father.
- | | |
|-------------------------|---------------------|
| ____ 1. Very permissive | ____ 4. Strict |
| ____ 2. Permissive | ____ 5. Very strict |
| ____ 3. Average | |
- ____ 14. Check the one which most nearly describes the type of discipline you received from your mother.
- | | |
|-------------------------|---------------------|
| ____ 1. Very permissive | ____ 4. Strict |
| ____ 2. Permissive | ____ 5. Very strict |
| ____ 3. Average | |
- ____ 15. In rearing children of your own, do you believe you will be
- | |
|---|
| ____ 1. More permissive than your <u>father</u> |
| ____ 2. About the same as your <u>father</u> |
| ____ 3. Less permissive than your <u>father</u> |
- ____ 16. In rearing children of your own, do you believe you will be
- | |
|---|
| ____ 1. More permissive than your <u>mother</u> |
| ____ 2. About the same as your <u>mother</u> |
| ____ 3. Less permissive than your <u>mother</u> |
- ____ 17. Which of the following describes the degree of closeness of your father during childhood?
- | |
|-----------------------|
| ____ 1. Above average |
| ____ 2. Average |
| ____ 3. Below average |
- ____ 18. Which of the following indicates the degree of closeness of your relationship with your mother during childhood?
- | |
|-----------------------|
| ____ 1. Above average |
| ____ 2. Average |
| ____ 3. Below average |
- ____ 19. Which parent had the greatest influence in determining the kind of person you are?
- | |
|-----------------------------------|
| ____ 1. Mother and father equally |
| ____ 2. Mother |
| ____ 3. Father |
- ____ 20. Within the last five years do you believe your relationship with your father has
- | |
|---|
| ____ 1. Improved |
| ____ 2. Remained about the same |
| ____ 3. Is not as good as it was five years ago |
- ____ 21. In terms of amount of time, do you believe your father spent
- | |
|--|
| ____ 1. More time with you than the average father |
| ____ 2. Average |
| ____ 3. Less time with you than the average father |

- _____ 22. Generally have the expectations which your father has had for your been
- _____ 1. Realistic
- _____ 2. Unrealistic

Answer each item with a check in the "Above Average", "Average", or "Below Average" column.

Your behavior and characteristics	Above Average	Average	Below Average
_____ 1. Physically active, vigorous	_____	_____	_____
_____ 2. Enjoys life	_____	_____	_____
_____ 3. Intelligent	_____	_____	_____
_____ 4. Tense	_____	_____	_____
_____ 5. Easily pleased	_____	_____	_____
_____ 6. Slow to get things done	_____	_____	_____
_____ 7. Friendly	_____	_____	_____
_____ 8. Accepts responsibility	_____	_____	_____
_____ 9. Moody	_____	_____	_____
_____ 10. Independent	_____	_____	_____
_____ 11. Well liked	_____	_____	_____
_____ 12. Nervous	_____	_____	_____
_____ 13. Careless rather than deliberate	_____	_____	_____
_____ 14. Impatient with others	_____	_____	_____
_____ 15. Cooperative	_____	_____	_____
_____ 16. Pleasant	_____	_____	_____
_____ 17. Enjoys children	_____	_____	_____
_____ 18. Do what others want you to	_____	_____	_____
_____ 19. Irritable	_____	_____	_____
_____ 20. Mature for age	_____	_____	_____

APPENDIX B

THE FATHER-SON INTERACTION TEST

THE FATHER SON INTERACTION TEST

(University Students' Form)

Lee Doyle and Becky Heath

The statements in this booklet are statements about the behavior which you will see in each scene. After viewing the scene, you are to answer each statement which pertains to that scene. You are to answer each statement in terms of one of four categories:

SA	MA	MD	SD
Strongly	Mildly	Mildly	Strongly
Agree	Agree	Disagree	Disagree

Your answer to each statement depends on what you see in the film plus what you know generally about father and son behavior. There is no "right" and "wrong" answer. This is a test of your feelings and attitudes about what you see in the film.

Please answer each statement by circling your choice to each statement. Circle only one answer for each statement. Please answer every statement.

SCENE EXAMPLE

Suppose the scene showed a son who is 14 years old. His father will not allow him to use his shop tools.

- | | | | | | |
|----------|--|----|----|----|----|
| _____ 1. | The son should not be allowed to use his father's tools. | SA | MA | MD | SD |
| _____ 2. | The father was wrong in not allowing his son to use his tools. | SA | MA | MD | SD |

SCENE I

The father enters the son's bedroom to awaken him. The son moans and turns over; the father calls him several times. The son finally sits up on the side of the bed.

- | | | | | | |
|----------|--|----|----|----|----|
| _____ 1. | The father should have understood the son's difficulty in arising. | SA | MA | MD | SD |
| _____ 2. | The father should have realized that his son's reaction was a normal reaction, and he should not have been threatened. | SA | MA | MD | SD |
| _____ 3. | The father should have been irritated by the boy's actions. | SA | MA | MD | SD |

- | | | | | | |
|----------|---|----|----|----|----|
| _____ 4. | The father should have been more forceful in getting his son out of bed. | SA | MA | MD | SD |
| _____ 5. | The father should not have allowed his son to turn over when he called him. | SA | MA | MD | SD |
| _____ 6. | The father should be complimented for having given his son this type of help. | SA | MA | MD | SD |
| _____ 7. | The father should have shown more concern for his son getting enough rest. | SA | MA | MD | SD |

SCENE II

Scene II opens with the father reading the morning newspaper. The son enters the room and asks for his allowance.

- | | | | | | |
|-----------|--|----|----|----|----|
| _____ 8. | The father should have given his son the money at the first request. | SA | MA | MD | SD |
| _____ 9. | The son should not have interrupted his father's activities. | SA | MA | MD | SD |
| _____ 10. | The father should have shown more attention to his son. | SA | MA | MD | SD |
| _____ 11. | The father should not have reacted as this father did. | SA | MA | MD | SD |
| _____ 12. | The father should have given the money to his son the previous night. | SA | MA | MD | SD |
| _____ 13. | The father handled the matter satisfactorily. | SA | MA | MD | SD |
| _____ 14. | The father should not have ignored his son. | SA | MA | MD | SD |
| _____ 15. | The son should not have had to beg for money. | SA | MA | MD | SD |
| _____ 16. | The father should have been more concerned with his son's feelings. | SA | MA | MD | SD |
| _____ 17. | The father should have responded immediately when his son asked for his allowance. | SA | MA | MD | SD |

SCENE III

Father and son are having lunch together and have to leave home at the same time. The son is eager to share his week-end trip to the beach with his dad. While relating the details of the trip, the son does not eat his meal. The father has been very quiet during the meal, and when it is time for both of them to leave, he realizes that the son has not even begun to eat.

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|----------|--|----|----|----|----|
| _____18. | The father should have been more attentive to the son's conversation. | SA | MA | MD | SD |
| _____19. | A father should not have had to listen to his son this much during mealtime. | SA | MA | MD | SD |
| _____20. | The son's actions should not have irritated his father. | SA | MA | MD | SD |
| _____21. | The father and son should have had a closer relationship. | SA | MA | MD | SD |
| _____22. | The son should have been able to feel more comfortable with his father. | SA | MA | MD | SD |
| _____23. | The father was right in objecting to his son's slowness in eating. | SA | MA | MD | SD |
| _____24. | The father should not have been so hasty in scolding his son. | SA | MA | MD | SD |
| _____25. | The father should have participated in his son's conversation. | SA | MA | MD | SD |
| _____26. | The son should not have talked so much. | SA | MA | MD | SD |
| _____27. | The son should not have bothered his father about such unimportant matters. | SA | MA | MD | SD |
| _____28. | The father should have shown more affection for his son. | SA | MA | MD | SD |
| _____29. | The father should have shown more interest in his son's activities. | SA | MA | MD | SD |

SCENE IV

The afternoon baseball game is over! The son rushes up to the father, pleased that their team had won and that he had made the winning run. The father asks, "What about that 'pop-up fly' you missed?"

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|----------|---|----|----|----|----|
| _____30. | The son should be able to expect more encouragement from his father. | SA | MA | MD | SD |
| _____31. | The father should have first mentioned his son's winning run. | SA | MA | MD | SD |
| _____32. | It is a wise father who gives this kind of help in directing his son's play activities. | SA | MA | MD | SD |
| _____33. | The father should have encouraged his son more. | SA | MA | MD | SD |
| _____34. | The father should have arrived at a better method of guiding his son. | SA | MA | MD | SD |
| _____35. | The father should have shown more appreciation for his son's achievements. | SA | MA | MD | SD |
| _____36. | The father was too concerned with his son's mistakes. | SA | MA | MD | SD |
| _____37. | The father should have shown more concern for his son's feelings than for his achievements. | SA | MA | MD | SD |

SCENE V

Previously, the father has promised that he would give the son a golf lesson. The father forgot his promise and made a date with a friend to play golf. He is reminded by his son of the promise. The scene ends when the father says, "Well, I guess I could call Fred."

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|----------|--|----|----|----|----|
| _____38. | The son should not have reminded the father of his promise. | SA | MA | MD | SD |
| _____39. | The father should have cancelled his appointment with his son. | SA | MA | MD | SD |
| _____40. | The father should not have forgotten his promise. | SA | MA | MD | SD |
| _____41. | The father should have offered to take his son with him. | SA | MA | MD | SD |

_____42.	The father should not have offered to call off his business date.	SA	MA	MD	SD
_____43.	The father should have told his son that a business deal was more important.	SA	MA	MD	SD
_____44.	The father should have felt happy that his son wanted to play golf with him.	SA	MA	MD	SD
_____45.	The son should not have expected his father to want to play golf with him.	SA	MA	MD	SD
_____46.	The son should have made his own arrangements for playing golf.	SA	MA	MD	SD
_____47.	The father should have shown more affection for his son.	SA	MA	MD	SD
_____48.	The father should have felt obligated to play golf with his son.	SA	MA	MD	SD

SCENE VI

The son has been told that he is to rake the leaves to help prepare the lawn for spring cleaning. He has agreed but he is tired. The father insists that the lawn should be raked today. The son is very reluctant, but the father persists.

_____49.	If a son has feelings of resentment, he should express his feelings.	SA	MA	MD	SD
_____50.	The father should have "paddled" his son.	SA	MA	MD	SD
_____51.	The father should have allowed his son to rake the leaves at his convenience.	SA	MA	MD	SD
_____52.	Since the father was so persistent, the son's reaction was appropriate.	SA	MA	MD	SD
_____53.	A son needs a lot of help in learning to assume responsibility for the yard.	SA	MA	MD	SD
_____54.	The father was right in being so persistent.	SA	MA	MD	SD
_____55.	A father should not threaten his son.	SA	MA	MD	SD

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|----------|---|----|----|----|----|
| _____56. | A father should be able to reason with his son without threatening him. | SA | MA | MD | SD |
| _____57. | The father should have been more forceful in the beginning. | SA | MA | MD | SD |
| _____58. | The father should not have become so excited when his son did not obey him. | SA | MA | MD | SD |

SCENE VII

Father and son are dressed for dinner and are in the dining room. The son reaches for a mint on the table and turns over a glass of water.

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|----------|---|----|----|----|----|
| _____59. | The father should have insisted that his son clean up the table by himself. | SA | MA | MD | SD |
| _____60. | The father was too lenient with his son. | SA | MA | MD | SD |
| _____61. | The father should have punished his son for spilling the water. | SA | MA | MD | SD |
| _____62. | The father handled the situation satisfactorily. | SA | MA | MD | SD |
| _____63. | The father should be complimented for having helped his son clean up the table. | SA | MA | MD | SD |
| _____64. | The father should have objected to his son's carelessness. | SA | MA | MD | SD |
| _____65. | The son should not have been so concerned with spilling a glass of water. | SA | MA | MD | SD |
| _____66. | The father should not have been so calm. | SA | MA | MD | SD |

SCENE VIII

Dinner is served and guests and family are discussing some of the problems which pertain to school and education. The son has remained very quiet during most of the dinner. Sometime during the discussion, the father turns to the son and asks him what is his opinion of the situation.

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|----------|--|----|----|----|----|
| _____67. | The father should have been considerate of his son's opinions. | SA | MA | MD | SD |
|----------|--|----|----|----|----|

_____68.	A father should never embarrass his son when guests are present.	SA	MA	MD	SD
_____69.	The father should not have been persistent.	SA	MA	MD	SD
_____70.	The father should have tried to understand why his son was not talking.	SA	MA	MD	SD
_____71.	The father should have been more persistent.	SA	MA	MD	SD
_____72.	The father should have recognized that the son might not want to participate.	SA	MA	MD	SD
_____73.	The father should have shown more warmth and affection for his son.	SA	MA	MD	SD
_____74.	The son should have been asked to leave the table when he refused to answer his father.	SA	MA	MD	SD
_____75.	The father handled the situation well.	SA	MA	MD	SD

SCENE IX

The father enters the son's bedroom and finds him with opened books but watching television instead of doing his homework. When confronted with the question as to "Why?", the son complains that he does not know what the teacher wants. The father takes the notebook and begins to work out the problems for the son.

_____76.	The father should help his son with his homework whenever asked.	SA	MA	MD	SD
_____77.	The father should have been angry at the son's lack of motivation in doing his homework.	SA	MA	MD	SD
_____78.	The son should have felt free to ask his father for assistance.	SA	MA	MD	SD
_____79.	The father should not have turned off the television.	SA	MA	MD	SD
_____80.	The father should have insisted that his son study at a desk.	SA	MA	MD	SD
_____81.	The father should have helped his son without worrying.	SA	MA	MD	SD

- ____ 82. The father should not have been so critical of his son's attempts. SA MA MD SD
- ____ 83. The father should have shown more warmth and affection for his son. SA MA MD SD

SCENE X

The father is waiting for a business telephone call. The phone rings and the call is for the son. The father gives his son a two minute time limit. The son talks longer than his time limit.

- ____ 84. The father should have been more considerate of his son. SA MA MD SD
- ____ 85. The father should have shown more force. SA MA MD SD
- ____ 86. The son should have been punished. SA MA MD SD
- ____ 87. The son should not have accepted his call knowing that his father was expecting a business call. SA MA MD SD
- ____ 88. The father should not have allowed his son to accept the call. SA MA MD SD
- ____ 89. The father should not have treated his son like a "baby." SA MA MD SD
- ____ 90. The father should not have been so impatient. SA MA MD SD

SCENE XI

The father enters the son's bedroom as the son is hanging a "pin-up" picture of a woman on his wall. The son is surprised at the entrance of his father. The father says to the son, "What's going on in here?"

- ____ 91. A father should have no right to disapprove the type of pictures which his son views. SA MA MD SD
- ____ 92. A father should check all magazines his son reads. SA MA MD SD
- ____ 93. The father should have talked with his son before disapproving. SA MA MD SD
- ____ 94. The father should have been more understanding. SA MA MD SD

APPENDIX C

KEY FOR THE FATHER-SON INTERACTION TEST

KEY FOR THE FATHER-SON INTERACTION TEST

(University Students' Form)

	SA	MA	MD	SD		SA	MA	MD	SD
1.	2	1	0	0	25.	2	1	0	0
2.	0	0	1	2	26.	0	0	1	2
3.	0	0	1	2	27.	0	0	1	2
4.	0	0	1	2	28.	2	1	0	0
5.	0	0	1	2	29.	2	1	0	0
6.	0	0	1	2	30.	2	1	0	0
7.	2	1	0	0	31.	2	1	0	0
8.	2	1	0	0	32.	0	0	1	2
9.	0	0	1	2	33.	2	1	0	0
10.	2	1	0	0	34.	2	1	0	0
11.	2	1	0	0	35.	2	1	0	0
12.	2	1	0	0	36.	2	1	0	0
13.	0	0	1	2	37.	2	1	0	0
14.	2	1	0	0	38.	0	0	1	2
15.	2	1	0	0	39.	0	0	1	2
16.	2	1	0	0	40.	2	1	0	0
17.	2	1	0	0	41.	2	1	0	0
18.	2	1	0	0	42.	0	0	1	2
19.	0	0	1	2	43.	0	0	1	2
20.	2	1	0	0	44.	2	1	0	0
21.	2	1	0	0	45.	0	0	1	2
22.	2	1	0	0	46.	0	0	1	2
23.	0	0	1	2	47.	2	1	0	0
24.	2	1	0	0	48.	2	1	0	0

	SA	MA	MD	SD
49.	2	1	0	0
50.	0	0	1	2
51.	2	1	0	0
52.	2	1	0	0
53.	2	1	0	0
54.	0	0	1	2
55.	2	1	0	0
56.	2	1	0	0
57.	0	0	1	2
58.	2	1	0	0
59.	0	0	1	2
60.	0	0	1	2
61.	0	0	1	2
62.	2	1	0	0
63.	2	1	0	0
64.	0	0	1	2
65.	2	1	0	0
66.	0	0	1	2
67.	2	1	0	0
68.	2	1	0	0
69.	2	1	0	0
70.	2	1	0	0
71.	0	0	1	2
72.	2	1	0	0
73.	2	1	0	0

	SA	MA	MD	SD
74.	0	0	1	2
75.	0	0	1	2
76.	2	1	0	0
77.	0	0	1	2
78.	2	1	0	0
79.	2	1	0	0
80.	0	0	1	2
81.	2	1	0	0
82.	2	1	0	0
83.	2	1	0	0
84.	2	1	0	0
85.	0	0	1	2
86.	0	0	1	2
87.	0	0	1	2
88.	0	0	1	2
89.	2	1	0	0
90.	2	1	0	0
91.	0	0	1	2
92.	0	0	1	2
93.	2	1	0	0
94.	2	1	0	0

VITA 8

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Candidate for the Degree of

Master of Science

Thesis: PERMISSIVENESS IN FATHER-SON INTERACTION AS RELATED TO
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