

THE RELATIONSHIP BETWEEN MATERNAL
ATTITUDES AND THE INDEPENDENT
BEHAVIOR OF PRESCHOOL
CHILDREN

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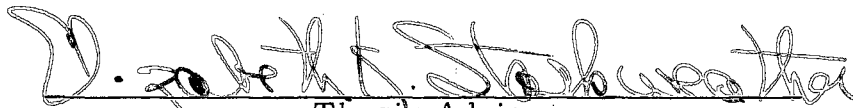
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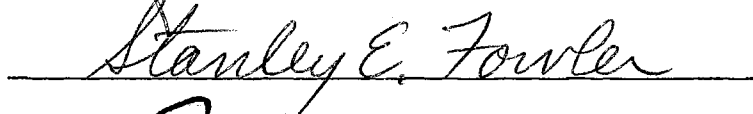
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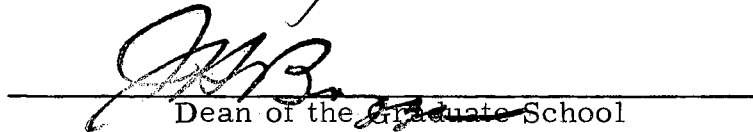
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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study was to explore the possible relationship between independent behavior of preschool boys and maternal attitudes toward achievement and independence training. The measurement of maternal attitudes toward granting independence and expecting achievement were studied in terms of the ages at which the mothers believe specific behaviors to be appropriate for their own sons.

Problem

Independence training is a major area of socialization in early childhood. Sears, Maccoby, and Levin (1957) have stated that as soon as a child learns to seek help in fulfilling his physical needs, he is actually ready to strive for independence. At first, the child is completely dependent; he has to depend on adults to meet his every need, in essence for his survival. He then learns to co-operate and tries to do things for himself, until finally he is able to get along without help. This sequence implies a relationship between independence and achievement insofar as the child's behavior is concerned.

Parental attitudes are known to be of major importance in early child training. Specific attitudes toward independence and achievement are assumed to influence the child's desire to work independently, to do things by himself. Logically this independence should be closely related to creative expression; and therefore, an increased understanding of the relation between children's independent behavior and maternal attitudes toward achievement and independence may help to increase our understanding of the development of creativity.

Procedure

The following steps were involved in this study:

1. A survey of the existing literature to gain an understanding of the research methods employed for measuring independent behavior and related behavior in young children, and the methods which have been used to study maternal attitudes toward achievement and independence training.
2. Development of an instrument for measurement of preschool children's independent behavior.
3. Administration of the instrument and the questionnaire to preschool children and their mothers.
4. Analysis of the data.
5. Interpretation of the results and recommendation for further study.

CHAPTER II

REVIEW OF LITERATURE

The focus of the present study was on the relationship between the independent behavior of preschool boys and maternal attitudes toward achievement and independence training. This chapter includes a review of (1) the research methods that have been employed for measuring independent behavior and related behavior in young children, and (2) a discussion of the specific method of studying maternal attitudes chosen for this research.

Measurement of Independent Behavior

A variety of methods have been used for measuring the independent behavior of children. In some studies an understanding of the child's behavior has been obtained through the use of parental questionnaires. The use of questionnaires in interview situations is economical because it is less time consuming than direct observations, and it allows the researcher to gather data on past and present attitudes and behavior.

Sears, Maccoby, and Levin (1957) used questionnaires in a study which covered all areas of socialization including dependency.

A major problem which they encountered was in the interpretation and understanding of the various questions. For example, the mothers interpreted dependence in a personal way. Each mother had her own frame of reference for determining her child's degree of dependency. Some mothers welcomed affectionate, physical contact and, therefore, tended to judge their children as dependent when the child actually was showing a great deal of independent behavior.

Another method of measuring independent behavior is through direct observation. Such observations may be conducted in structured or unstructured situations. A home may provide an unstructured situation for the observation of a child's behavior or of the interaction between child and mother.

Baldwin (1948) used the Fels Parent Behavior Rating Scale in a study of parent-child relations. Unstructured observations were conducted in the homes of the subjects. During a series of visits, spaced six months apart, the investigator rated the impact of the home environment upon the child.

An adaptation of the Fels Scale was used by Highberger (1955). For her study only two visits were made in the home. The first visit was one hour long; and the second visit, which was made two weeks later, was two hours long. During these visits the mother was encouraged to talk about herself and her child as well as to answer direct questions.

Structured situations can provide an opportunity for the

observation of behavior which may occur under specific conditions. This may involve a setting that has been designed specifically for the research, as in an observation laboratory. The work of Smith (1958) illustrates this type of study.

Smith (1958) used observations in a structured situation to study dependent behavior. The interaction between a mother and her child was observed. During a thirty minute interval the mother and child were alone in an observation room. The mother was told that the experimenter was studying the effects of the mother's presence on the child's play and that there was no specific behavior she was to display. After this observation period, the mother was given a demographic questionnaire to complete. As she did so, she was observed for her behavior toward her child's "dependency solicitation" while she was busy.

Structured observation, common to experimental research, frequently involve the use of a specific instrument to measure the desired variable. Work by Tether (1956) and by Watson (1957) illustrate this type of research.

Tether (1956) studied the relationship between maternal attitudes pertaining to the demands and restrictions placed on children and conscientious effort as shown in children's behavior. She devised a test, using three groups of puzzles with varying levels of difficulty, with which she could measure independent behavior. In this test the child was given two puzzles to work and was offered help several

times as he worked. If he accepted, one piece was put into the puzzle and the child was encouraged to continue. The number of times the child accepted help or asked for help indicated his degree of independence. The child who requested or accepted help least frequently was considered to be the most independent.

Watson (1957) observed children playing with a variety of toys, e. g. games, puzzles, and craft materials. Each child was rated on the amount of independence shown in finding something to do without asking the experimenter to help.

Other studies which are structured, but which do not deal directly with independent behavior, do suggest methods which could be adapted for use in studying independent behavior. Work by Gewirtz (1954) and by Keister (1937) give examples of other methods.

Gewirtz (1954) studied attention seeking in young children. The study was conducted in a prescribed situation in which the child was allowed to paint at an easel in a room with an adult. Under "High Availability" conditions, the adult sat near the child; and under "Low Availability" conditions, the adult worked at a desk in another part of the room. The responses of the adult under both conditions were friendly and receptive. The frequency of the child's attention seeking behavior under both conditions was studied.

Keister (1937) designed a puzzle box test for use in studying children's responses to failure. The puzzle box was shallow and contained 10 flat wooden figures, cut-outs of familiar objects. Only when

the pieces were placed flat in the box could the lid be closed. In spite of the fact that there were several ways to put the figures in the box, the task was very difficult for young children and did pose a frustrating situation. Among the many responses Keister observed were the children's requests for help which indicated at least a willingness to be dependent.

Measurement of Maternal Attitudes

The present study was initiated at a time when several other studies of mother-child interactions were being conducted. An adaptation of the Torgoff Parental Developmental Timetable (1958) and the Winterbottom questionnaire (1958) was selected for use in all of these studies in order to eliminate duplications of contact with the mothers.

Both the Torgoff and the Winterbottom questionnaires deal specifically with parental attitudes toward independence and achievement. The Parental Developmental Timetable developed by Torgoff is a questionnaire which measured two areas of parental training, the demanding of achievement and the granting of independence. Research by Torgoff with this questionnaire indicated that achievement inducing beliefs and independence granting beliefs are independent of one another. The Winterbottom questionnaire also focuses on maternal attitudes toward achievement and independence. This questionnaire also contains a section in which the mothers compare their children's accomplishments to those of other children. Winterbottom found a

relationship between maternal attitudes and children's achievement motivation.

An adaptation of the Torgoff (1958) and the Winterbottom (1958) questionnaires was necessary when Pendergraft found in exploratory work "that several of the statements which dealt specifically with adolescents should be deleted and statements more appropriate for young children inserted." (Pendergraft, 1965, p. 16.) The adaptation consisted of rewording seven of the statements and replacing three other statements with ones more appropriate for young children.

The final questionnaire consisted of 48 statements, 24 dealing with independence training and 24 dealing with achievement demands. Each statement was followed by two blanks. In the first blank the mother indicated the age at which the statement would be appropriate for most children; in the second blank she indicated the appropriate age for her own child. (Pendergraft, 1965, p. 18. See Appendix A.)

In the research by Pendergraft (1965) the mothers' expressed attitudes toward children in general, rather than toward their own children, provided the basis for the scoring of the questionnaires. The use of the mothers' attitudes toward their own children is another possible basis for scoring.

CHAPTER III

METHOD AND PROCEDURE

The purpose of this study was to explore the possible relationship between independent behavior of preschool boys and maternal attitudes toward achievement and independence training.

This chapter includes the following: (1) a description of the subjects who participated in the study, (2) a discussion of the pilot work involved in the development of the instrument for the children, (3) a description of the research instruments, their administration and scoring, and (4) recommendations for the analysis of the data.

Subjects

The subjects who participated in this study were 15 preschool boys and their mothers. The boys ranged in age from three years eleven months through five years eleven months. No children who participated in the pilot work were included in the final study.

Pilot Study

Pilot work was necessary in order to find an objective way of measuring preschool children's independent behavior. The desire to

accomplish a task without help was accepted by the experimenter as one indication of independence. Several structured situations were explored in the development of the instruments. Approximately 30 children were used in the pilot work.

Initial steps were attempts to measure independent behavior by giving the children an opportunity to invent a game, repair a toy, or solve a problem. For example, the experimenter showed the child a button spinning on a string and then offered to let him try to spin it. None of these pilot tasks discriminated among the children.

Two inlay puzzles were then used in an attempt to measure requests for help and the refusal of help. The first puzzle was given to the child, and as he worked, the experimenter offered help. This method provided an opportunity to observe the child's resistance to or acceptance of help, and it did discriminate among the children. With the second puzzle, the experimenter demonstrated how to put it together. The purpose of this approach was to observe whether the child insisted upon doing the task by himself. This method did not discriminate among the children. They merely accepted the demonstration as necessary.

The success of the one method used with inlay puzzles, in which the acceptance or refusal of help indicated the child's degree of independence, suggested that the Keister puzzle box might be adapted for similar use. Independent behavior could be measured by the extent to which the child tried to complete the task by himself. Two puzzle

boxes were constructed; however, when the two boxes were used with preschool children, the task proved to be tiring and somewhat upsetting. The use of only one puzzle box actually provided a sufficient range of scores to discriminate among the children; therefore, one of the boxes was eliminated.

The Measurement of Independent Behavior

The instrument used in this study to measure the independence of preschool children consisted of three inlay puzzles and one puzzle box.

Inlay Puzzles

Three puzzles selected for use with the children included (1) an 8-piece picture of a turtle which was used for establishing rapport with the children, (2) a 12-piece picture of a boy washing the family car, and (3) a 17-piece picture of a dog.

The first puzzle was presented in such a way that the child and the experimenter completed it together. This was done in order to let the child know of the experimenter's willingness to help.

The second puzzle was presented to the child with the suggestion that he put it together by himself. When he had placed four pieces correctly, the experimenter asked, "Do you want me to help you?" If the child consented, the experimenter put one piece in the puzzle. After the child had placed four more pieces correctly, the experimenter

again offered help.

In addition to offering help, the experimenter gave help each time the child requested it while completing the puzzle. The third puzzle was administered in the same way, with the child being offered help twice.

The scoring of the inlay puzzles task included a record of the total number of times the child was given help and the number of times he refused help as he worked the two puzzles.

Puzzle Box

The puzzle box constructed for use in the measurement of children's independent behavior was modeled after Keister's puzzle box and is pictured in Figures 1 and 2. The box was approximately one-fourth inch in depth and was 9" x 12" in length and width. It contained 13 wooden figures, cut-outs of familiar objects. Only when the pieces were placed flat in the box could the lid be closed. In spite of the fact that there were several ways to put the figures into the box, the task was difficult for young children and provided a situation in which they needed help to complete the task.

The puzzle box was presented to the child as a different kind of puzzle. The child was allowed to open the box and take the pieces out. The experimenter then told him to put all the pieces back into the box so that the lid would close and fasten; and she added, "If you want me to help, I will." When the child asked for help, the experimenter

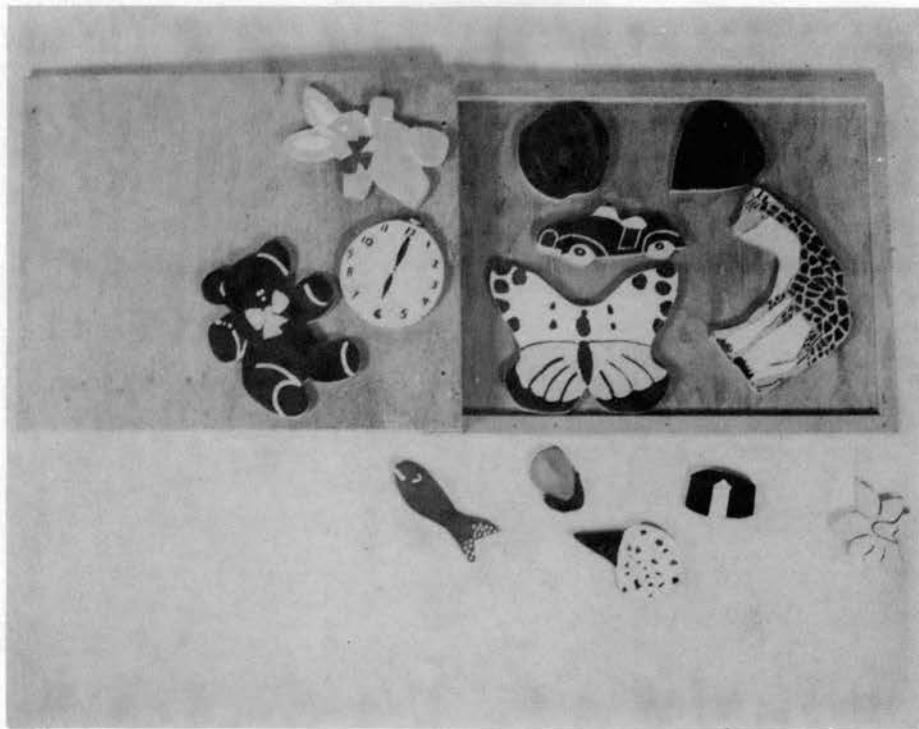


Figure 1. Puzzle Box as it might appear when partially completed.

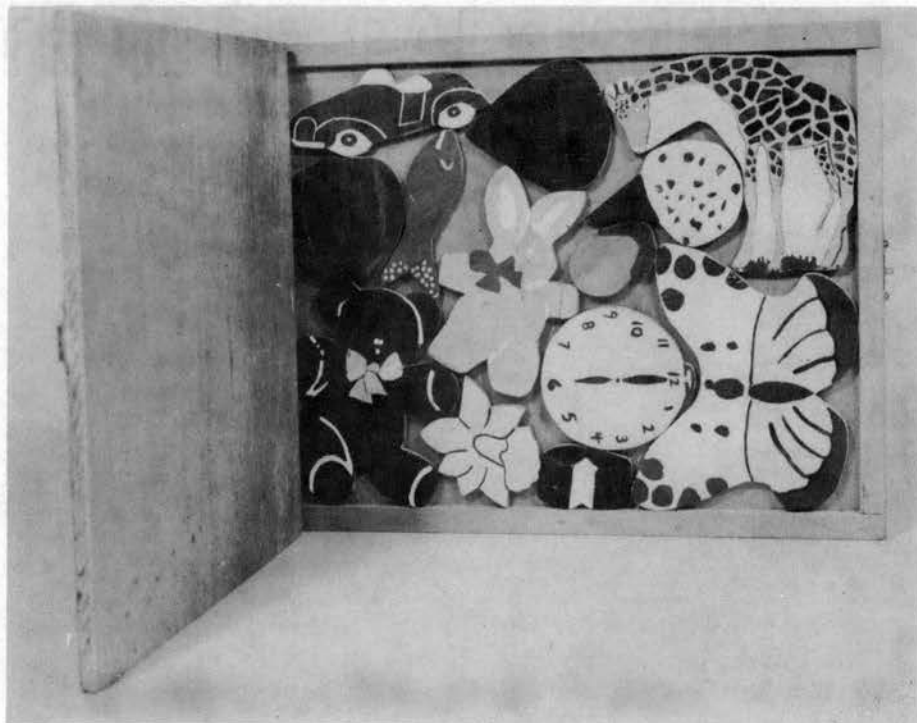


Figure 2. Puzzle Box designed to measure the independent behavior of preschool children.

placed one piece correctly and encouraged the child to continue.

This task was scored by counting the number of pieces the child put into the box whether they were correctly placed or not. The count was continued until the child had asked for help five times. The independent child was able to earn a high score inasmuch as he could try all the pieces in a variety of ways before asking for help. The actual range of scores obtained in the study was from three to 88.

Scoring of the Questionnaire

The questionnaire, adapted from the Torgoff (1958) and the Winterbottom (1958) questionnaires, provided the following raw data: (1) the ages at which each mother believed the statements to be appropriate for most children and (2) the ages at which she believed the statements to be appropriate for her own child. Using these data, an A/I Score was obtained which indicated a relationship between attitudes toward achievement demands and independence granting as they related to the mother's own child, rather than to children in general.

The steps involved in calculating the A/I Scores were as follows: (1) For each item the ages indicated as appropriate for the mothers' own children were ranked. Each mother's responses were then transposed to rank scores. (2) The rank scores for achievement statements were totaled separately. (3) The sum of the achievement ranks was then divided by the sum of the independence ranks, yielding the A/I Score.

The A/I Scores indicated the relationship between attitudes toward achievement demands and independence granting. A mother with a high A/I Score would tend to have a "freeing" attitude toward her own child by granting independence relatively early and expecting achievement relatively late. A mother with a low A/I Score would tend to have a "controlling" attitude toward her own child by granting independence relatively late and expecting achievement relatively early.

Procedure

Instruments used to measure independent behavior of children were administered in the children's homes. During the testing each child was alone with the experimenter. The order of presentation of the instruments was first the inlay puzzles and then the puzzle box.

The questionnaire had been administered to the mothers at an earlier date at part of a previous study.

Recommended Analysis

1. The relationship between the mothers' A/I scores and the children's independence scores will be analyzed by means of rank order correlations.

2. The children's independence scores obtained on the two instruments, the puzzle box and the inlay puzzles, will be compared by means of rank order correlations.

3. The raw data will be examined for possible relationships which may not be revealed in the stated analyses but which may give direction to future research.

CHAPTER IV

RESULTS

The data gathered in the present research includes the following:

(1) mothers' A/I scores which range from low scores, interpreted as indicating a "controlling" attitude toward achievement and independence, to high scores, interpreted as indicating a "freeing" attitude toward achievement and independence; (2) children's scores on the puzzle box, which indicated the number of pieces each child placed independently as he worked the task; and (3) children's scores on the inlay puzzles which indicate independence in terms of the number of times help was refused and the number of times help was accepted. The median score and the range of scores for each instrument are presented in Table I.

The data analysis included rank order correlation among the several scores obtained by the mothers and children. These are presented in Table II.

The scores for individual children and their mothers are presented in Table III, Appendix B.

TABLE I
 MEDIAN SCORES AND RANGE OF SCORES IN A STUDY OF
 THE INDEPENDENT BEHAVIOR OF PRESCHOOL BOYS
 (N = 15)

	Median	Range
<u>Mothers' Scores</u>		
A/I Questionnaire	1.002	0.059 - 1.971
<u>Children's Scores</u>		
Puzzle Box	17	3 - 88
Inlay Puzzles		
Accept Help	3	0 - 11
Refuse Help	2	0 - 4

TABLE II
 SPEARMAN RANK CORRELATION COEFFICIENTS AMONG SCORES
 OBTAINED IN A STUDY OF INDEPENDENT
 BEHAVIOR OF PRESCHOOL BOYS
 (N = 15)

	Puzzle Box	Inlay Puzzles	
		Accept Help	Refuse Help
A/I Questionnaire	+0.233	+0.259	-0.185
Puzzle Box		+0.041	-0.054
Inlay Puzzles (Accept Help)			-0.704*

*Significant to the .01 level.

The Children's Independent Behavior

Three scores were obtained in the measurement of the children's independent behavior, two scores on the inlay puzzles and one score on the puzzle box.

Spearman rank correlation coefficients indicate no significant relationship between the scores obtained on the puzzle box and the inlay puzzles ($\rho = +0.041$; and $\rho = -0.054$). This lack of relationship between the two tasks is obvious from the children's scores. For example, three children who accepted no help on the inlay puzzles, were extremely dependent when working the puzzle box, asking for help almost immediately.

A significant negative correlation was found between the two sets of scores obtained on the inlay puzzles alone ($\rho = -0.074$; $p < .01$). This is logical relationship indicating that the children who had high scores for rejecting help were the children who had low scores for accepting help.

Relationship Between A/I Scores and Independence Scores

Spearman rank correlation coefficients between the mother's A/I scores on the questionnaire and the children's scores on the independence tasks were not statistically significant. The range of correlations was from -0.185 to $+0.259$. (See Table II).

The range of scores on the questionnaire (0.059 to 1.971) and

the range of scores on the puzzle box (3 to 88) suggested that these instruments did discriminate among the subjects, and that a relationship might exist between these scores without being apparent in a correlation. In view of this possibility, the high and low A/I scores were examined separately. The relationship between the A/I scores and the puzzle box independence scores is presented graphically in Figure 3.

High A/I scores, indicating a "freeing" attitude toward independence and achievement, correlated positively with the children's independence scores ($\rho = +0.690$; $p < .05$). Low A/I scores, indicating a "controlling" attitude toward independence and achievement, tended to correlate negatively with the children's independence scores ($\rho = -0.610$; not significant). These data suggest a curvilinear relationship: The more "freeing" the mother, the more independent the child; and the more "controlling" the mother, the more independent the child.

Summary

The two instruments used for measuring the children's independent behavior did not yield similar results. The puzzle box discriminated between the independent and dependent children and gave a wide range of scores. The inlay puzzles had a small range of possible scores and little power of discrimination. However, one significant relationship was that the children who accepted help when it was offered were the children who asked for additional help as they worked the

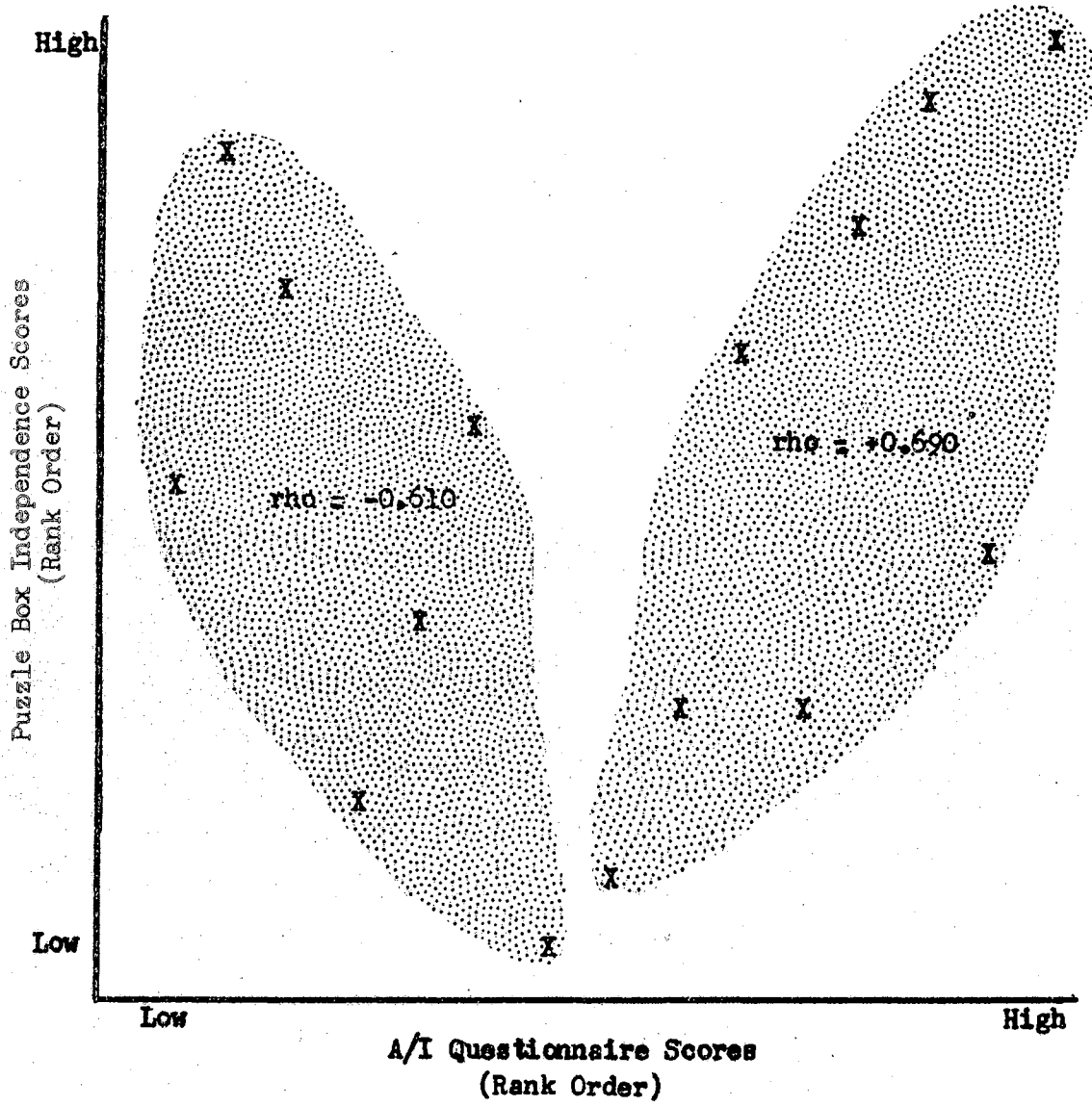


Figure 3. Relationship between A/I Questionnaire scores and Puzzle Box independence scores.

inlay puzzles. No significant relationship was found between children's independent behavior and mothers' attitudes toward independence and achievement, as measured in this study; however, a curvilinear relationship may exist. The children seemed to show independent behavior both when the mothers' attitudes were "controlling" and when their attitudes were "freeing".

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to explore the possible relationship between the independent behavior of preschool boys and maternal attitudes toward achievement and independence training. The subjects for the study were 15 preschool boys and their mothers. The boys ranged in age from three years eleven months to five years eleven months. Maternal attitudes were measured by means of a questionnaire adapted from the Torgoff Parental Developmental Timetable and the Winterbottom questionnaire. Scores on the questionnaire represented the relationship between the mothers' attitudes toward achievement and independence for their own children. On these tasks the scoring of independence was in terms of requests for help and acceptance or rejection of offered help.

The two instruments used for measuring the children's independence behavior did not yield similar results. The puzzle box discriminated between the independent and dependent children and gave a wide range of scores. The inlay puzzles had a small range of possible scores and little power of discrimination. However, one significant relationship was that the children who accepted help when it was

offered were the children who asked for additional help as they worked the inlay puzzles. No significant relationship was found between children's independent behavior and mothers' attitudes toward achievement and independence, as measured in this study; however, a curvilinear relationship may exist. The children seemed to show independent behavior both when the mothers' attitudes were "controlling" and when their attitudes were "freeing".

Conclusions

The inlay puzzles, as used in the present research, were inadequate for the study of independent behavior. The possible range of scores is narrow and this type of puzzle is one with which children are extremely familiar.

The puzzle box has good power of discrimination and its use in the study of independent behavior should be explored further. This task might prove useful in a comparative study of the effects of different methods of early childhood education.

The indication of a possible curvilinear relationship between children's independent behavior and maternal attitudes toward independence and achievement, as found in the present research, suggests that this relationship should be studied more extensively.

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APPENDIX A

OKLAHOMA STATE UNIVERSITY
COLLEGE OF HOME ECONOMICS

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT

QUESTIONNAIRE FOR MOTHERS

In this questionnaire you are asked what you think is the most important age at which boys and girls may be expected to manage different situations. People have different opinions, and there are no "correct" ages. Your opinions are just as important and just as correct as anyone else's. Tell us what you think without asking anyone else what their ideas are. The best answer you can give is what you really believe.

There are two columns to check. In filling in the first column, try not to think of your own child or some child you know. Your answers should indicate only what you believe is the appropriate age for most children (boys if your son is involved in this research, girls if it is your daughter that is involved).

In the second column you are asked to think of your own child. (If you have several children, think only of the one involved in this research.) Indicate what you feel is the most appropriate age for him (or her). In many cases you may feel that the same age applies for your child as for most other children, but there may be some statements which, for one reason or another, you feel apply to your child at a different age than they apply to most other children.

Here is an example of the statements:

	Appropriate age for Most (boys or girls)	My Child
AT WHAT AGE DO YOU BELIEVE PARENTS SHOULD. . . .		
Begin to train their child to tie his shoes	<u>5</u>	<u>4</u>

BE SURE TO FILL IN EVERY BLANK.

MOTHER'S NAME _____

CHILD'S NAME _____ AGE _____ SEX _____ NUMBER _____

DATE _____

AT WHAT AGE DO YOU BELIEVE PARENTS SHOULD:

Appropriate Age For

	<u>Most</u>	<u>My</u>
		<u>Child</u>
*1. Begin to train their child to wash his hands and face with <u>no</u> adult assistance	_____	_____
*2. Begin to teach their child not to fight but to first try to reason with other children	_____	_____
3. Begin to allow their child to take full responsibility as a baby sitter, caring for a younger brother or sister for an afternoon	_____	_____
4. Begin to allow their child to decide for himself when he should go to bed	_____	_____
*5. Begin to correct their child when he messes with his food.	_____	_____
*6. Begin to teach their child that crying is not the way to get what he wants	_____	_____
7. Begin to allow their child to play away from home for long periods of time during the day <u>without</u> first telling his parents where he will be	_____	_____
*8. Begin to teach their child to feel that it is wrong to lie	_____	_____
9. Begin to allow their child to ride a two-wheel bicycle in streets where there is only light traffic.	_____	_____
10. Begin to allow their child to spend money the child earns in any way the child wants, even if it seems wasteful to the parents	_____	_____
*11. Begin to teach their child not to use his fingers when eating	_____	_____
*12. Begin to teach their child that it is wrong to break a promise	_____	_____
13. Begin to expect that their child may not show an interest in a "good-night" kiss.	_____	_____

AT WHAT AGE DO YOU BELIEVE PARENTS SHOULD:

Appropriate Age For

Most

My

Child

- | | | | |
|------|--|-------|-------|
| 14. | Begin to allow their child to go out on a "date" with a member of the opposite sex, if a crowd of friends will be along. | _____ | _____ |
| *15. | Begin to make their child aware of the cost of objects that the child damages. | _____ | _____ |
| 16. | Begin to allow their child to sleep overnight at the home of a neighborhood friend whose parents they know. | _____ | _____ |
| *17. | Begin to train their child to accept a postponement of what he wants without making a fuss. | _____ | _____ |
| 18. | Begin to allow their child to take a bath with <u>no</u> adult supervision. | _____ | _____ |
| *19. | Begin to train their child not to get "make-believe" and "pretend" mixed up with real life. | _____ | _____ |
| 20. | Begin to allow their child to remain at home alone for short periods during the day if he wants to | _____ | _____ |
| *21. | Begin to teach their child not to "blow-up" when the child is "boiling" inside. | _____ | _____ |
| 22. | Begin to allow their child to travel on a city bus alone if he is familiar with the route. | _____ | _____ |
| *23. | Begin to teach their child that taking something from others without their permission is wrong. | _____ | _____ |
| 24. | Begin to expect their child to have interests and hobbies of his own to entertain himself. | _____ | _____ |
| 25. | Begin to allow their child to cross busy streets where there is no traffic light or traffic officer | _____ | _____ |
| *26. | Begin to train their child to keep his room tidy. | _____ | _____ |

AT WHAT AGE DO YOU BELIEVE PARENTS SHOULD:	Appropriate Age For	
	<u>Most</u>	<u>My</u> <u>Child</u>
*27. Begin to teach their child to share his toys.	_____	_____
28. Begin to allow their child to have friends of his own choosing even if the parents do not approve of the choice.	_____	_____
*29. Begin to discourage their child from crying over minor disappointments.	_____	_____
30. Begin to allow their child to play in the house or yard <u>without</u> the parent checking every once in a while to make sure everything is alright.	_____	_____
*31. Begin to expect their child to do some regular tasks around the house.	_____	_____
*32. Begin to teach their child not to cry every time the child gets hurt.	_____	_____
33. Begin to allow their child freedom of choice in deciding what movie to go to among those showing in neighborhood theaters.	_____	_____
34. Begin to allow their child to use sharp scissors with <u>no</u> adult supervision.	_____	_____
*35. Begin to teach their child not to enter a toilet when it is being used by a child of the opposite sex.	_____	_____
36. Begin to allow their child to light a burner on the stove without adult supervision.	_____	_____
37. Begin to allow their child to go on an overnight camping trip with a group of friends of the same sex with <u>no</u> adult supervision.	_____	_____
*38. Begin to teach their child how to use a sharp knife at the dinner table.	_____	_____
39. Begin to let their child settle by himself the fights he has with children of the same age and size.	_____	_____

AT WHAT AGE DO YOU BELIEVE PARENTS SHOULD:		Appropriate Age For	
		Most	My Child
*40.	Begin to teach their child that it is wrong to cheat.	_____	_____
41.	Begin to allow their child to choose for himself what clothing he will wear to school during the day.	_____	_____
*42.	Begin to train their child to hang up clothes right after they are taken off.	_____	_____
43.	Begin to allow their child to go swimming (in a pool with a lifeguard) with a friend his own age.	_____	_____
*44.	Begin to encourage their child to dress himself without help.	_____	_____
*45.	Begin to teach their child not to appear naked in front of strangers.	_____	_____
46.	Begin to expect their child to try hard things on his own without asking his parents for help.	_____	_____
*47.	Begin to teach their child that he will have to work hard if he is to reach his goals in life.	_____	_____
48.	Begin to ask their child's permission before reading mail addressed to the child.	_____	_____

*Achievement Items.

APPENDIX B

TABLE III

DATA OF INDIVIDUAL BOYS PARTICIPATING IN STUDY OF THE
 RELATIONSHIP OF INDEPENDENT BEHAVIOR TO MATERNAL
 ATTITUDES TOWARD ACHIEVEMENT AND INDEPENDENCE
 TRAINING: AGES, PUZZLE BOX SCORES,
 INLAY PUZZLES SCORES, AND MOTHERS' A/I SCORES
 (N = 15)

Child	Age*	Puzzle Box	Inlay Puzzles		Mothers' A/I Scores
			Accept Help	Refuse Help	
M - 553	5:0	88	1	3	.059
M - 295	4:4	52	3	2	.092
M - 673	5:9	41	2	2	1.232
M - 683	3:11	29	5	1	.097
M - 663	5:11	24	3	1	1.224
M - 707	4:11	22	3	2	.636
M - 714	4:3	19	3	4	1.071
M - 15	5:7	17	2	4	1.971
M - 658	4:2	16	11	0	.091
M - 548	4:0	12	7	0	1.093
M - 196	5:11	11	5	1	.827
M - 779	4:11	11	0	4	.602
M - 691	5:5	8	0	4	1.149
M - 778	4:7	7	8	1	1.002
M - 775	4:7	3	0	4	1.039

*Ages are given in years and months

VITA

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