

THE PERSONAL AND SOCIAL ADJUSTMENT OF A GROUP  
OF PREADOLESCENTS AS RELATED TO THEIR  
EXPRESSED FEELINGS OF PARENTAL  
EXPECTATIONS

By

ANNA PHOEBE KUNNEMAN MEYER

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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Thesis Approval:

*Josephine Hoffer*  
\_\_\_\_\_  
Thesis Adviser

*Elizabeth A. Starbuck*  
\_\_\_\_\_

*Russ Mankin*  
\_\_\_\_\_  
Dean of the Graduate School

504592

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

Preadolescence is a period when evidence of maladjustment begins to appear in some children. Redl (21) reports that most referrals to child guidance clinics occur around this age. This period in development is also a time when children begin to resist adult standards and conform to the pressures of their peer group. This is characteristic of their striving for independence. Blair and Burton (2) stated that parents and other adults may try to resist the preadolescent's efforts to become more independent and may as a result of this resistance develop an unconscious or even conscious rejection of the child.

Blair and Burton(2) also state:

Even if children at this age are not rejected, they may, as a result of their new relationship in the gang, have a changing attitude toward parents. This change in attitude may arouse enough feelings of guilt to cause them to feel rejected or unworthy. (p. 56)

Since this period of development is characterized by a tendency toward maladjustment, resistance to adult standards and an increase in adult expectations for children, it seems worthwhile to determine if a relationship exists between the personal and social adjustment of the preadolescent and the feelings he has concerning the expectations of his parents.



This investigation was designed to answer the following question: Do the preadolescents who score high on personal and social adjustment differ in regard to their reported feelings of fulfilling their parents' expectations from the preadolescents who score low on personal and social adjustment?

Other questions worthy of investigation and related to the foregoing one briefly stated are:

1. Do the preadolescents who score high on personal and social adjustment indicate that their parents have greater agreement on expectations than the preadolescents who score low on personal and social adjustment?

2. Do the preadolescents who score high on personal and social adjustment differ in regard to the number of reported expectations for mothers and fathers from the preadolescents who score low on personal and social adjustment?

3. Do the older preadolescents in this study differ in their reported feelings of fulfilling their parents' expectations from the younger preadolescents in this study?

4. Which parental expectations are reported most frequently by preadolescents as expectations they do not fulfill?

#### Need for Study

A review of the literature revealed a lack of scientific information concerning the preadolescent period of childhood. Blair and Burton (2) stated:

The growth and development of children during later childhood has not been adequately studied. Enough literature is not available and enough research has not been done on the period of childhood from nine to puberty, as compared with other periods. (p. 5)

Redl (21) supported Blair and Burton's point of view when he wrote "Preadolescence is a stretch of no-man's land in child study work." (p. 5) Redl indicated that the reason we know so little about this phase of development is because it is a phase which is especially disappointing for the adults.

Family roles are not as well defined today as they were at one time. Parents can no longer depend on tradition to tell them what expectations they should have for their children. Likewise, children may not be as sure what is expected of them. The lack of scientific information on which parents and educators may rely when guiding the preadolescent, helps to identify a need to know if parents' expectations are reasonable as the child sees them.

Johnston (17) found that the felt parental expectations for boys and girls of college age were related to the individual's feelings of adequacy. Johnston (17) recommended that further research be undertaken to determine the difference in felt parental expectations for boys and girls.

Cameron (6) expressed the following feelings regarding a child's feelings of acceptance and parental expectations which needed to be tested.

The degree of acceptance that a child enjoys and his general treatment during infancy and childhood will be affected, not alone by the quality and character of interparental adjustment, but also of the specific personal needs, hopes, and expectations of each parent individually. (p. 32)

Burchinal and others (3) indicated inadequate measurement as the reason that no relationship was found between parental acceptance and the adjustment of fifth grade children, and recommended that further research concerning personal adjustment and parental expectations be conducted.

Burchinal (3) and Monkman (19) used the parents as subjects to test parental acceptance rather than attempting to measure how the child felt about his parents' expectations and the relation these expectations have on the adjustment of the child. The larger portion of reported studies have been concerned with the parents' points of view; however, it seems important to study the child's perception of his parents' expectations. Jersild (16) supported this when he wrote:

Perceived parent behavior is in reality a more direct, relevant, and proximate determinant of personality development than the actual stimulus context to which it refers. (p. 144)

Any evidence that can be gained to increase our understanding of the influence of family relationships on the development and adjustment of the preadolescent will be of value to both parents and teachers. The contribution of even a limited study such as this investigator proposes could lead to extended research to understand the preadolescent period of development which is so difficult for both the preadolescent and those parents and teachers who may guide him.

#### Assumptions

This investigation is based on the following assumptions:

1. Parents do have expectations for their children and preadolescents are aware that their parents have certain expectations for them.

2. Preadolescents have feelings concerning their fulfillment of parental expectations and can accurately report these feelings.

### Hypotheses

The overall hypothesis tested in this investigation was: The preadolescents who score high in personal and social adjustment are not different in regard to their reported feelings of fulfilling their parents' expectations from preadolescents who score low on personal and social adjustment.

Specific hypotheses tested were:

1. The preadolescents who score high on personal and social adjustment are not different in regard to reported feelings of parental agreement on expectations from the preadolescents who score low on personal and social adjustment.

2. The preadolescents who score high on personal and social adjustment are not different in reported feelings of number of expectations for both mothers and fathers from the preadolescents who score low on personal and social adjustment.

3. The older preadolescents in this study are not different in regard to reported feelings of fulfilling parental expectations from the younger preadolescents in this study.

### Purposes of The Study

The major purpose of this study was to determine if the preadolescents who scored high on personal and social adjustment were different in regard to their reported feelings of fulfilling their parents' expectations from preadolescents who scored low on personal and social adjustment. Other purposes were:

1. To determine if the preadolescents who scored high on personal and social adjustment were different in regard to parental agreement on expectations from the preadolescents who scored low on personal and social adjustment.

2. To determine if the preadolescents who scored high on personal and social adjustment were different in regard to the number of reported expectations for mothers and fathers from the preadolescents who scored low on personal and social adjustment.

3. To determine if the older preadolescents were different in regard to the reported feelings of fulfilling parental expectations from the younger preadolescents.

4. To determine which parental expectations were reported most frequently by preadolescents as expectations they did not fulfill.

### Definition of Terms

The following terms are defined to clarify the reading of this study.

Preadolescence, as used in this study, is the period of childhood that falls approximately between the ages of nine and thirteen.

(21)(2)

Parental Expectation, as used in this study, is any characteristic or behavior that a parent desires a child to have acquired or to accomplish.

Personal and social adjustment, as used in this study, is based on the feelings of personal and social security. The components of personal and social adjustment as defined by the California Test of Personality Manual (26) are discussed in Appendix C. (p 75)

## CHAPTER II

### DEVELOPMENT OF THE QUESTIONNAIRE

There was no available instrument to measure parental expectations as expressed by the preadolescent. To design such an instrument was the first task of the investigator. A review of the literature was made to find what expectations parents and other adults have for the preadolescent. These expectations were the basis on which an instrument was developed to measure the preadolescent's feelings of fulfilling his parents' expectations.

#### Identification of Parental Expectations

Colonial Family Expectations. From the earliest writings of family life in America concerning parents' relationships with their children, Goodsell (12) wrote that the colonists brought with them to the new world the ideas of family discipline that prevailed in seventeenth century England. He further stated:

Everywhere children were trained to render respect and obedience to parents and their childish offenses were punished with severity as the best means of driving out the old Adam. (p. 397)

Calhoun (5) supported this concept of the status of the child in the colonial family when he stated that "children were to be seen not heard." (p. 105)

Colonial children at a very young age were expected to help with the many household and farm tasks. (12) This expectation is still characteristic of many rural parents today. Good manners were expected in the better class colonial families. (12)

Behavioral Characteristics as Expectations. In the late thirties Symonds (25) identified the following behavior characteristics of children who were accepted by their parents:

loyal to family; good-natured; sleeps soundly; works well with others; keeps clothing neat and clean; courteous; does not get angry easily; lives up to promises; does not use profanity; causes no trouble to teacher; loyal to school; thoughtful of the needs of those about; meets another person straightforwardly; attentive in classroom; gets work done promptly; cheerful; takes care of own property; keeps desk, books, and belongings neat; merry; is not easily led by others; good student in school; obedient; is not a sneak; perfects himself in some skills in music, art, athletics, etc.; spends money wisely. (p. 74)

Parents' Likes as Expectations. Cox (7) in a limited study of one hundred thirteen parents of fourth graders found that parents of preadolescents expressed the following likes in their children's behavior:

bubbling behavior, good personality, even-tempered, good natured, cheerful, pleasant, good-hearted, has sunny disposition, sweet, kind, agreeable, adaptable, sympathetic, understanding, compassionate, thoughtful, sensitive, willing to apologize, generous, unselfish, likes to give, democratic, friendly, not catty, plays instruments well, participates in sports, reads well, makes good grades, cooperates in play, shows imagination in crafts, studies well, attends church regularly, good worker, helps with small errands, determined, enthusiastic, has confidence in self, appreciative of praise and encouragement, appreciative of things given him, mature, developing sense of values. (pp. 45-61)

...truthful, honest, not noisy, unobstrusive, obeys well, cooperative, eager to please, offers to help, can entertain self, plays alone when needs to, saves money, neat, dependable, accepts punishment as just and deserving, affectionate, imaginative, has good health habits,



takes care of clothing, good manners, courteous, makes friends easily, isn't bashful, good sport, interested in nature, kind to pets and animals, sticks to responsibility accepted, works without being told, gets along with teacher, adaptable, gets along well with age mates, accepts parents' judgment. (pp. 45-61)

Responsibilities as Expectations. Stromberg (24) developed a self-reliance schedule to find the ages at which mothers felt children should be able to assume various responsibilities. Some of the tasks that the group of mothers, on which she reported, felt that children could be expected to assume responsibility were:

washes his hands without being told, polishes his shoes without adult supervision, bathes himself without adult reminder, keeps fingernails trimmed without adult reminder, changes undergarments without being reminded to do so, washes hair without adult supervision, hangs up coat and cap when he comes home from school without suggestion from an adult, hangs up his clothes when he takes them off, emptying the household wastebaskets when needed without being asked to do so, setting table for family meal without adult supervision, drying the dishes, choosing a reasonably well-balanced meal from the school cafeteria line, able to prepare own breakfast in case of necessity, sit through church service without disturbing others, staying alone in his home for a half-day occasionally. (pp. 30-33)

Expectations for Independence and Self-Mastery. Winterbottom (28) studied the relation of childhood training in independence to achievement motivation. She included in her questionnaire a list of twenty kinds of independence and mastery behaviors which may be goals of the mother's training. The list came originally from interview scales used by John Whiting and Robert Sears at Harvard University. The general list of behaviors used by Winterbottom that were drawn from the Harvard scales were:

playing with other children, being away from home alone, avoiding noisiness and boisterousness, trying new things alone, being active

and energetic, reactions toward success, interest in parent's activities, doing hard things alone, eating well alone, leading other children, making friends with other children, looking after possessions, school performance, going to bed alone, developing interest and hobbies, earning spending money, doing tasks around the house, making decisions, competing in games and sports, staying at home alone. (p. 33)

Developmental Tasks as Expectations. Educators also wrote concerning behavioral tasks they felt children of this age should be able to accomplish. Duvall (8) named the following developmental tasks for school-age boys and girls:

1. Learning the basic skills required of school children.
2. Mastering the physical skills appropriate to his development.
3. Developing meaningful understanding of the use of money.
4. Becoming an active cooperative member of his family.
5. Extending his abilities to relate effectively to others, both peers and adults.
6. Continuing the learnings involved in handling his feelings and impulses.
7. Coming to terms with his or her own sex role both now and as it will become.
8. Continuing to find himself as a worthy person.
9. Relating himself to loyalties beyond the movement and outside himself. (pp. 262-264)

Havighurst (13) also listed developmental tasks for middle childhood:

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing, and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions. (pp. 25-41)

Characteristic Values for Expectations. Kohn (18) used two hundred representative white working class families and another two

hundred representative white middle class families who had a child in the fifth grade to find the ways in which parents of different social classes differed in their values for children of fifth grade age. Each parent was given a card listing seventeen characteristics that had been suggested by other parents in pretest interviews. The parents were asked to select the three items on the card that they considered most important in a boy or girl of fifth grade age. The parents were also asked if there were any other items they would add to the list. Only three additional characteristics were mentioned by an appreciable number of parents. They were "self-reliance" and "friendliness", and "that the child act his age and sex role". "Self-reliance" and "friendliness" could be considered as included in the seventeen items. Even with these minor limitations, Kohn (18) felt that these seventeen characteristics were reasonably representative of what parents valued in fifth grade age children. The seventeen characteristic were:

(1) that he is honest, (2) that he is happy, (3) that he is considerate of others, (4) that he obeys his parents well, (5) that he is dependable, (6) that he has good manners, (7) that he has self control, (8) that he is popular with other children, (9) that he is a good student, (10) that he is neat and clean, (11) that he is curious about things, (12) that he is ambitious, (13) that he is able to defend himself, (14) that he is affectionate, (15) that he is liked by adults, (16) that he is able to play by himself, (17) that he acts in a serious way. (p. 339)

Parents' Expectations Expressed in Interviews. The review of the literature indicated that parents and educators do have certain expectations for the preadolescent. Although the investigator felt Kohn's (18) seventeen characteristics of parental values for fifth

grade children were representative of the expectations reported in other studies, to confirm these findings from literature three interviews with parents were conducted. One mother and father, and two mothers of preadolescents were interviewed. The following is a list of some of the expectations that were mentioned by those parents interviewed:

friendly, polite, affectionate, dependable, responsible, do the best work in school that they can, manage own health habits, help with some home chores, happiness, to know what is right and wrong, develop study habits.

The expectations named by the parents that were interviewed were also the expectations that were found in the literature. No expectations were named by the parents interviewed that had not been named in the literature.

Categorization of Expectations Found In The Literature. To facilitate the construction of the Parental Expectations Questionnaire and to enable the investigator to view the scope of the expectations, the expectations found in the literature were divided roughly into six categories. The categories which were selected from general areas of study in child development were: ethics and religion social, emotional, physical, intellectual, and miscellaneous. Examples of the expectations that were included in the various categories are as follows:

- |   |   |
|---|---|
| <p>1. <u>Ethics and Religion</u><br/>         honest<br/>         dependable<br/>         attends church regularly<br/>         spends money wisely</p> | <p>2. <u>Social</u><br/>         makes friends easily<br/>         obeys well<br/>         can stay or play alone<br/>         nice manners</p> |
|---|---|

- |   |   |
|---|---|
| 3. <u>Emotional</u><br>even tempered<br>cheerful<br>affectionate<br>sense of humor                              | 4. <u>Physical</u><br>eats well<br>has good health habits<br>participates in sports<br>gets enough exercise |
| 5. <u>Intellectual</u><br>makes good grades<br>curious about things<br>displays original thought<br>reads a lot | 6. <u>Miscellaneous</u><br>practices music<br>good worker<br>sings well<br>interested in nature             |

A numerical count of the expectations in the categories showed that sixty-three expectations were listed under social, twenty-seven under emotional, twenty-four under miscellaneous, twenty-one under intellectual, sixteen under ethical, and fifteen under physical. The investigator felt that the proposed questionnaire should include all these categories with more emphasis on social expectations than the other areas since more expectations had been identified in this area. To include all the expectations listed in the literature would have made the questionnaire too lengthy for preadolescents to complete without becoming fatigued.

Acceptance of Seventeen Characteristics. After several attempts to construct an instrument that would cover all of the expectations in the different areas the investigator arbitrarily decided to use the seventeen characteristics that Kohn (18) used in his study. The reasons for accepting these seventeen characteristics were:

1. They were a condensed comprehensive list of behaviors valued for fifth grade children (preadolescents) that had been obtained by interviewing parents and asking them, "What behavior do you value or

find desirable in your fifth grade child?" (18:339) These seventeen characteristics Kohn (18) identified were further substantiated by having four hundred families of fifth grade children select three items from the seventeen characteristics which they considered the most important for fifth grade children.

2. The seventeen characteristics listed by Kohn (18) were included in the expectations from each of the six categories, except miscellaneous mentioned earlier with the major emphasis on social expectations.

3. The expectations named by parents that were interviewed by this investigator were also included in Kohn's seventeen characteristics.

4. Seventeen characteristics would permit the construction of a simple, concise and short questionnaire that covered all parental expectations that had been cited in the literature.

#### The Parental Expectation Questionnaire

The questionnaire method was selected to measure the preadolescent's feelings of fulfilling his parent's expectations. This method of data collection is supported by Walters (27) who studied the relationship between reliability of responses in family life research and method of data collection. As a result of this study, Walters (27) stated:

In general, for an analysis of the type of question used with the kind of sample which was selected, the questionnaire might appropriately be chosen in preference to an interview since it is more economical and since it yields data as reliable as the interview method. (p. 237)

Selltiz (22) named the following advantages of the questionnaire:

1. Less expensive procedure than the interview.
2. Requires much less skill to administer than an interview.
3. Questionnaires can be administered to large numbers of people simultaneously.
4. The impersonal nature of a questionnaire---its standardized wording, its standardized order of questions, its standardized instructions for recording responses--ensures some uniformity from one measurement situation to another.
5. Respondents have greater confidence in their anonymity, and thus feel freer to express views they fear might be disapproved of or might get them into trouble. (pp. 238-241)

The investigator selected fixed alternative questions that could be answered either "yes" or "no" because of their simplicity and appropriateness for statistical manipulation. (20) Fixed alternative questions also are standardizable, are simple to administer, help to ensure that the answers are given in a form that is usable in the analysis and require the respondent to make a judgement about his attitude rather than leaving this up to the investigator (22).

Some limitations of the fixed alternative question are that it may force a statement of opinion on an issue about which the respondent does not have an opinion and also, different respondents may make different interpretations of the same question (22). Even with these limitations, the fixed alternative questionnaire seemed the most desirable for this study.

The investigator designed a two-part questionnaire with Kohn's (18) seventeen characteristics to measure preadolescents' feelings of fulfilling parental expectations.

The first part of the questionnaire, (Appendix A p59) "Questions About You" was designed to measure how the preadolescent felt about himself. (Table I)

TABLE I

## ILLUSTRATION OF QUESTIONS ABOUT YOU

---

MOST OF THE TIME I AM HONEST	YES	NO
Honest means that you tell the truth and do not cheat and do not steal.		

---

The second part of the questionnaire, (Appendix A p61) "Questions About Your Parents" was designed to determine how the preadolescent felt his parents felt about him. (Table II)

TABLE II

## ILLUSTRATION OF QUESTIONS ABOUT YOUR PARENTS

---

USUALLY MY PARENTS THINK THAT I SHOULD BE MORE HONEST	YES	NO
Honest means that you tell the truth, and do not cheat and do not steal.		

---

The explanation under each question was intended to help the child understand the question. The investigator formed the explanation by first forming a definition mentally and then consulting a dictionary.



The terms "usually" and "most of the time" in this study have the same connotation. Different terms were used in the two parts of the questionnaire to help the subject make the change from thinking about himself in the first part of the questionnaire to thinking about how his parents felt about him in the second part of the questionnaire.

Test of the Questionnaire. The two part questionnaire was then tested on a fourth grade boy to determine if it were suitable for this age group. The subject was asked the following questions by the investigator in the child's home.

1. Are these questions too hard or too easy for fourth grade students?
2. Are the questionnaires too long?
3. Are there any words you do not know their meaning?
4. Are there any questions you do not understand?
5. Do you feel that most fourth grade boys and girls know enough about how their parents feel to answer these questions?
6. Do "most of the time" and "usually" mean the same to you?
7. Does the definition under the question help you to understand the question better?
8. What changes do you think should be made in the questionnaire?

The fourth grade subject was then asked to interpret what he felt was meant by each question. The fourth grade subject said he felt that the questionnaire was an acceptable test for fourth grade

students. (In his words he said it was "OK".) The subject recommended that the questionnaire be read aloud when it was given to a group of subjects. (This boy stated this helped him and that his teacher always read a test aloud to the class.)

On the basis of this fourth grade boy's reaction to the two-part questionnaire, the investigator arranged to further test the questionnaire by giving it to a class of fourth graders. Fourth grade pupils were selected to test the questionnaire because the investigator felt that if fourth grade students could understand it, the questionnaire would also be satisfactory for fifth grade students, the academic level intended for the final subjects. Another reason for the selection of fourth graders was to prevent the potential fifth grade subjects from being exposed to the questionnaire.

The investigator contacted the Stillwater Assistant Superintendent of Schools to secure permission to administer the two-part questionnaire to a group of fourth grade students for further testing.

The two-part questionnaire was administered to a group of thirty-one fourth grade pupils to evaluate for: (1) length of time needed to administer the questionnaire; (2) the subject's ability to understand the questions; and (3) to determine whether the questions differentiated among the subjects' responses. The subjects were asked to evaluate verbally the two-part questionnaire after they had completed it.

The amount of time needed for the subjects to complete the questionnaire and the subjects' evidence of ability to understand

the questionnaire were satisfactory; however, the "Question About You" did not differentiate among the subjects. The majority of the thirty-one subjects marked all of the questions "Yes." The questionnaire, "Questions About Your Parents" did differentiate among the subjects. This differentiation indicated that preadolescents do express different feelings regarding their feeling of fulfillment of parental expectations.

Questionnaire Revision. Part one of the questionnaire on "Questions About You" was eliminated since it did not differentiate among the subjects. Part two of the questionnaire on "Questions About Your Parents" was retained because it did differentiate among the subjects. The "Questions About Your Parents" part of the questionnaire was rewritten in two parts; one to be used in answering questions about mothers and one part to be used in answering questions about fathers. The purpose of these two parts was to find if preadolescents have different feelings about fulfilling mothers' expectations from fathers' expectations.

The term "most of the time" was used on both parts of the questionnaire, since the fourth grade test group expressed verbally a preference for this term.

The two revised parts of the questionnaire (Appendix B, p 67) were then administered to another room of twenty-four fourth grade students to determine if the preadolescents answered the questions the same for the mother as they did for the father. The two-part questionnaire was read aloud to the subjects one part following the other.

The responses of the fourth grade subjects to the two-part revised questionnaire indicated that this group of preadolescents had different feelings toward their fathers than they had toward their mothers regarding parental expectations. The responses to the questions also differentiated among the subjects. Boys' expressed responses were different from the girls. This test group of fourth grade subjects also indicated that they were able to understand the questions. They felt that having the questions read aloud and having the explanations below the questions made the questionnaire easier for them to respond. (Appendix D, Table XIV, p. 88)

Face Validity. Selltiz (22) reported that before an instrument can be assumed to have face validity, the following two major questions must be considered. (1) whether the instrument is really measuring the kind of behavior that the investigator assumes it is, and (2) whether it provides an adequate sample of that kind of behavior with which it is concerned." (22:165) Jahoda (15) also stated, "If a measure of an attitude is valid, one may reasonably expect that it will differentiate among people who behave differently toward the object of the attitude." (15:115)

Face validity of the Parental Expectation Questionnaire was assumed on the following bases: (1) The fourth grade pupils' ability to understand the questions. (2) The assumption that the subjects accurately and truthfully answered the questions which is supported by Baker. (1) "It is generally known that children's problems are so close to their lives that they can scarcely refrain

from answering what applies to them." (p. 379) (3) The expectations in the questionnaire were representative of those expectations found in the literature. (4) Testing of the questionnaire on fourth graders indicated that the questionnaire differentiated among the subjects.

Following the previous testing the two-part questionnaire was considered ready to administer to the fifth grade subjects to determine their feelings of fulfilling their parents' expectations.

Face Sheet. Space was provided on the first page of the questionnaire for the subject to write his birth date, to indicate whether he was a boy or girl, and to indicate whether he was living with both parents, just his mother, or just his father. (Appendix B, p 67)

## CHAPTER III

### PROCEDURE AND METHOD

The four major steps of procedure in this study were: (1) to select the instrument to measure personal and social adjustment, (2) to design a questionnaire to elicit the child's feelings of fulfillment of parental expectations (discussed in detail in Chapter II, p. 15) (3) to select the subjects, and (4) to administer these tests to the subjects.

#### California Test of Personality

The California Test of Personality, Elementary form AA, (Appendix C, p 79) was chosen as the instrument to be used to measure the personal and social adjustment of the preadolescents. The bases for selection of the California Test of Personality were: (1) the elementary form of the test has standardized scores for grades four through eight, and differentiates statistically between levels of adjustment for children. (2) The test is mechanically satisfactory, and the test and the manual of directions are arranged in a manner which makes for ease and accuracy in administering and scoring. (3) The California Test of Personality appears to be among the better tests available. (4) The test is

most applicable for research purposes to obtain comparisons between groups. (23)(26)(4)

The norms given for the California Test of Personality are the result of test data secured from 4562 pupils in grades four to eight inclusive in schools in Nebraska, New York, Ohio, Massachusetts and California. No significant difference was found between the female and male responses. (26) The subtests, personal adjustment and social adjustment are similar in mean and standard deviation and are highly correlated with each other. (23)

One criticism of a test of this type may be on the truthfulness of the children's responses; however, the tendency of the children to tell the truth is supported by Baker. (1) "It is generally known that children's problems are so close to their lives that they can scarcely refrain from answering what applies to them." (p. 379)

The California Test of Personality (Appendix C, p 79) is composed of 144 questions to be answered "yes" or "no". The test is divided into two sections, personal adjustment and social adjustment. Six components are included in each of these two sections with twelve questions under each component.

The twelve components used in the California Test of Personality and their interpretations as listed in the manual are found in Appendix C, p 75.

## Parental Expectation Questionnaire

The steps in the development of the Parental Expectation Questionnaire were described in detail in Chapter II. The Parental Expectation Questionnaire as it was described was used to measure the child's feelings of fulfilling his parents' expectations. The reader will recall that justification for the use of a questionnaire was substantiated at that time.

### Selection of Subjects

White fifth grade pupils in the Stillwater, Oklahoma, public schools were chosen as subjects for this study. The data were collected in a midwestern university city of approximately 25,000 residents. There were five white elementary schools which consisted of ten fifth grade classrooms. The elementary schools were located in different sections of the city and the pupils attending reflected the economic conditions of the different areas.

Fifth grade pupils were used because they are in age approximately in the middle of the preadolescent period and have sufficient reading skills for the investigator to assure that the student understands the questionnaire.

The California Test of Personality and the Parental Expectations Questionnaire were administered to 227 white fifth grade pupils who were present on the testing dates. No attempt was made to administer the tests to the students who were absent on the testing



dates. Thirteen subjects of the 227 were eliminated because they either did not complete the tests or they were absent during the administration of one of the tests. Two hundred fourteen subjects completed both the California Test of Personality and the Parental Expectation Questionnaire. This included ninety-four boys and one hundred twenty girls.

The reader will recall that comparing the expressed parental expectations of older preadolescents with younger preadolescents was stated earlier as one of the purposes of this study. Before the number of boys and girls could be equated as the final subjects the investigator had to determine the significance of age as a factor.

TABLE III

THE MEAN NUMBER OF PARENTAL EXPECTATIONS  
REPORTED BY A GROUP OF OLDER  
AND YOUNGER PREADOLESCENTS

(N = 214; Girls = 120; Boys = 94)

	Girls		Boys	
	Older	Younger	Older	Younger
Mother	8.08	8.03	7.02	7.04
Father	7.95	7.80	6.68	6.70

A t-test was used to determine if an important difference in the number of parental expectations existed between older and

younger preadolescents in this study. The results of the t-test indicated there was no important difference between the older and younger preadolescents in this study in the number of reported parental expectation. This difference was true for boys and for girls separately, therefore, age was rejected as a factor in this study and no further treatment of the data with age as a factor will be used in the analysis of data to be found in Chapter IV.

When age was determined to have no importance in this study, the boys were then matched with the girls on basis of personal and social adjustment scores. (Appendix D, Table XV, p 89) This pairing of the subjects resulted in the following four groups each consisting of forty-two subjects: high-scoring boys, high-scoring girls, low-scoring boys, and low-scoring girls. The final subjects' scores on personal and social adjustment ranged from the second percentile to the ninety-fifth percentile.

The pairing of subjects on the basis of personality scores resulted in the two high scoring groups having similar means and the two low-scoring groups having similar means. (Table IV, p 28) The method of pairing subjects is supported by Selltitz (22) on the basis that successful matching of subjects can greatly increase the efficiency of an experiment by decreasing the size of differences that would occur between two groups by chance alone. Equivalent groups also insure as far as possible the validity of inference made on the basis of the experiment and increases the sensitivity of the experiment. (22)

Good (11) also reported:

Pairing of pupils or subjects in the parallel groups is a refined technique that is more reliable (accurate) than depending solely on a comparison of the averages and variabilities of the groups considered as a whole. (p 708)

The mean score of the high-scoring boys was 126.38 and the mean score for the high-scoring girls was 126.26. The mean score for the low-scoring boys was 100.28 and the mean score for the low-scoring girls was 100.47. (Table IV)

TABLE IV

MEAN SCORES OF BOYS AND GIRLS ON THE PERSONAL AND  
SOCIAL ADJUSTMENT TEST BY HIGH-SCORING  
AND LOW-SCORING GROUPS

	Boys		Girls	
	Number	Mean Score	Number	Mean Score
High-Scoring Group	42	126.38	42	126.26
Low-Scoring Group	42	100.28	42	100.47

Age of Subjects. The ages of the final subjects ranged from ten years to twelve years with the mean age of the subjects being 10.7 years. The mean age for the girls was 10.7 years and the mean age for the boys was 10.8 years. (Appendix D, Table XVI p 90 )

### Administration of The Tests

The investigator obtained permission from the Stillwater, Oklahoma, Assistant Superintendent of Schools to use all of the white fifth grade pupils in Stillwater as subjects. Arrangements were then made with the principals of each of the five white elementary schools to administer the tests during the week of January 22-26, 1962.

The California Test of Personality was administered first in five of the classrooms and the Parental Expectations Questionnaire was administered first in the remaining five classrooms. Likewise, in five of the classrooms, the Questions About Your Father part of the Parental Expectation Questionnaire was administered first and the Questions About Your Mother part of the Parental Expectation Questionnaire was administered first in the remaining five classrooms.

After the investigator was introduced to the class by the teacher, she explained the purpose of her visit to their room and secured the pupil's cooperation. The investigator stressed that there were no "right" or "wrong" answers and that the subjects did not need to put their names on the papers.

The subjects were asked to put their complete birth dates on both of the tests to give the investigator information on the ages of the subjects. Also, the birth dates were used to match the parental expectation scores with the personality scores during the analysis of the data.

Directions were read aloud to the subjects on both tests. (Appendix B, p 65 and Appendix C, p 74 ) The subjects were given an opportunity to ask necessary questions before they began answering the questions.

Each question and explanation was read aloud on the Parental Expectation Questionnaire as the pilot test subjects had expressed this as a procedure that would help clarify the statements. Reading the questions aloud also helped the subjects to concentrate on one question at a time and prevented the subjects from comparing their own responses for mothers and fathers.

The California Test of Personality was administered according to the manual directions (26).

Both tests were hand scored and the results were tabulated by the investigator. The test results are presented in Chapter IV.

## CHAPTER IV

### ANALYSIS OF DATA

The major purpose of this study was to determine if the pre-adolescents who scored high on personal and social adjustment were different in regard to their reported feelings of fulfilling their parents' expectations from the preadolescents who scored low on personal and social adjustment. The reader will recall that the factor of age was eliminated on the basis of the results of a t-test which indicated that age was not an important factor in this study. Other subsidiary purposes of this study were:

1. To determine if the preadolescents who scored high on personal and social adjustment were different in regard to parental agreement on expectations from the preadolescents who scored low on personal and social adjustment.

2. To determine if the preadolescents who scored high on personal and social adjustment were different in regard to the number of reported expectations for mothers and fathers from the preadolescents who scored low on personal and social adjustment.

3. To determine which parental expectations were reported most frequently by preadolescents as expectations they did not fulfill.

### Organization Guide For Interpreting Data

To facilitate the analysis and presentation of these data, the following steps were observed: 1. The purpose will be stated in question form. 2. The data will be presented in table form with statistical analysis by chi-square to identify important differences between certain factors. 3. The data will be interpreted and the hypotheses will be accepted or rejected. 4. Data that does not lend itself to chi-square analysis will be presented by frequency count; however, the same form of stating the question with evidence for the answer will be used.

The chi-square method of statistical analysis was chosen for treatment of data in this study since it lends itself well to the comparison of two or more frequency distributions or to cross tabulations to determine important differences between them. (29)(15)  
The following chi-square formula was used: (10:254)

$$\text{Chi-square} = \sum \left[ \frac{(f_o - f_e)^2}{f_e} \right]$$

Parental Expectation Score. The parental expectation score in this study is the total number of times the subjects reported their parents would like them to do better on a particular expectation.

#### Preadolescents' Feelings of Fulfilling Parental Expectations

##### Major Purpose.

Do the preadolescents who score high on personal and social adjustment differ in regard to their feelings of fulfilling their

parents' expectations from preadolescents who score low on personal and social adjustment?

TABLE V

SCORES FOR PARENTS' EXPECTATIONS  
AS REPORTED BY A GROUP  
OF PREADOLESCENTS

(N = 168; Boys = 84; Girls = 84)

Personal and Social Adjustment Group	Boys	Girls	Total
<u>High Scoring</u>	484	499	983
<u>Low Scoring</u>	620	775	1395
Total	1104	1274	

Table V shows that there was an important difference in reported feelings between the preadolescents who scored high on personal and social adjustment and the preadolescents who scored low on personal and social adjustment in regard to fulfilling parental expectations. (Chi-square = 5.567;  $p < .02$ ) The preadolescents in this study who scored high on personal and social adjustment felt they were doing a better job of fulfilling their parents' expectations than did preadolescents who scored low on personal and social adjustment. On the basis of these findings, the major null hypothesis (page 5) was rejected.

Further analysis by chi-square was used to determine the importance of the difference between high-scoring boys and low-scoring boys, between high-scoring girls, and low-scoring girls,



between high-scoring boys and high-scoring girls; and between low-scoring boys and low-scoring girls.

High-Scoring Boys and Low-Scoring Boys. There was an important difference in the reported feelings of high-scoring boys and low-scoring boys in this study in regard to fulfilling parental expectations. (Chi-square = 16.754;  $p \leq .01$ ) The high-scoring boys felt they were doing a better job of fulfilling their parents' expectations than did the low-scoring boys.

High-Scoring Girls and Low-Scoring Girls. There was an important difference between the reported feelings of the high-scoring girls and the low-scoring girls in regard to fulfilling parental expectations. (Chi-square = 59.792;  $p \leq .01$ ) The high-scoring girls felt they were doing a better job of fulfilling parental expectations than did the low-scoring girls.

High-Scoring Boys and High-Scoring Girls. There was no important difference between the reported feelings of the high-scoring boys and the high-scoring girls in regard to fulfilling parental expectations. (Chi-square = 0.119; not significant)

Low-Scoring Boys and Low-Scoring Girls. There was an important difference between the reported feelings of the low-scoring boys and the low-scoring girls in regard to fulfilling parental expectations. (Chi-square = 17.222;  $p = .01$ ) The low-scoring boys felt they were doing a better job of fulfilling their parents' expectations than did the low-scoring girls in this study.

Preadolescents and Mothers' Expectations. Table VI shows that there was no important difference in reported feelings between the high-scoring preadolescents and the low-scoring preadolescents

TABLE VI

SCORES FOR MOTHERS' EXPECTATIONS  
AS REPORTED BY A GROUP  
OF PREADOLESCENTS

(N = 168; Boys = 84; Girls = 84)

Personal and Social Adjustment Group	Boys	Girls	Total
<u>High Scoring</u> Group	246	253	499
<u>Low Scoring</u> Group	317	400	717
Total	563	653	

in regard to fulfilling their mothers' expectations; however, there was a tendency for the high-scoring preadolescents to feel they were doing a better job of fulfilling their mothers' expectations than the low-scoring preadolescents in this study. (Chi-square = 3.076;  $p < .10$ )

In view of this tendency toward a difference between the two groups, further analysis by chi-square was made to determine the importance of the difference between the high-scoring boys and the low-scoring boys, between the high-scoring girls and the low-scoring girls, and between the high-scoring boys and the high-scoring girls, and between the low-scoring boys and the low-scoring girls.

Preadolescent Boys and Mothers' Expectations. There was an important difference between the reported feelings of the high-scoring boys and the low-scoring boys in regard to fulfilling their mothers'

expectations. (Chi-square = 8.954;  $p < .01$ ) The high-scoring boys felt that they were doing a better job of fulfilling their mothers' expectations than did the low-scoring boys.

Preadolescent Girls and Mothers' Expectations. There was an important difference between the reported feelings of the high-scoring girls and the low-scoring girls in regard to fulfilling their mothers' expectations. (Chi-square = 33.092;  $p < .01$ ) The high-scoring girls felt they were doing a better job of fulfilling their mothers' expectations than did the low-scoring girls in this study.

High-Scoring Preadolescents and Mothers' Expectations. There was no important difference between the reported feelings of the high-scoring boys and the high-scoring girls in regard to fulfilling their mothers' expectations. (Chi-square = 0.098; not significant)

Low-Scoring Preadolescents and Mothers' Expectations. There was an important difference between the reported feelings of the low-scoring boys and the low-scoring girls in regard to fulfilling their mothers' expectations. (Chi-square = 9.608;  $p < .01$ ) The low-scoring boys in this study felt that they were doing a better job of fulfilling their mothers' expectations than did the low-scoring girls.

Preadolescents and Fathers' Expectations. Table VII (p 37) shows that there was no important difference in reported feelings between the high-scoring preadolescents and the low-scoring preadolescents in regard to fulfilling their fathers' expectations;

however, there was a tendency for the high-scoring preadolescents to feel they were doing a better job of fulfilling their fathers' expectations than the low-scoring preadolescents in this study. (Chi-square = 3.187;  $p < .10$ )

In view of this tendency toward a difference between the two groups, further analysis by chi-square was made to determine the importance of the difference between the high-scoring boys and the low-scoring boys, between the high-scoring girls and the low-scoring girls, between the high-scoring boys and the high-scoring girls, and between the low-scoring boys and the low-scoring girls.

TABLE VII

SCORES FOR FATHERS' EXPECTATIONS  
AS REPORTED BY A GROUP  
OF PREADOLESCENTS

(N = 168; Boys = 84; Girls = 84)

Personal and Social Adjustment Group	Boys	Girls	Total
<u>High Scoring</u>	238	246	484
<u>Low Scoring</u>	303	385	688
Total	541	631	

Preadolescent Boys and Fathers' Expectations. There was an important difference between the reported feelings of the high-scoring boys and the low-scoring boys in regard to fulfilling their fathers' expectations. (Chi-square = 7.810;  $p < .01$ ) The high-scoring boys felt they were doing a better job of fulfilling their fathers'

expectations than did the low-scoring boys.

Preadolescent Girls and Fathers' Expectations. There was an important difference between the feelings of the high-scoring girls and the low-scoring girls in regard to fulfilling their fathers' expectations. (Chi-square = 30.620;  $p < .01$ ) The high-scoring girls felt that they were doing a better job of fulfilling their fathers' expectations than did the low-scoring girls.

High-Scoring Preadolescents and Fathers' Expectations. There was no important difference between the reported feelings of the high-scoring boys and the high-scoring girls in regard to fulfilling their fathers' expectations. (Chi-square = 0.1322; not significant) The high-scoring boys and the high-scoring girls had similar feelings regarding the fulfillment of fathers' expectations.

Low-Scoring Preadolescents and Fathers' Expectations. There was an important difference between the reported feelings of the low-scoring boys and the low-scoring girls in regard to fulfilling fathers' expectations. (Chi-square = 9.774;  $p < .01$ ) The boys who scored low on personal and social adjustment felt they were doing a better job of fulfilling their fathers' expectations than did the girls who scored low on personal and social adjustment.

Agreement With Other Studies. These findings related to the major purpose of this study (p 32) agree with the findings of Monkman (19) who found that mothers and fathers of well adjusted children are more accepting in general than the parents of maladjusted children. Another finding by Monkman (19) was that maladjusted

children perceive their parents as being less accepting than do well adjusted children. Johnston (17) also found that the felt parental expectations of boys and girls of college age were related to the individual's feelings of adequacy.

The findings of Burchinal (3) indicated no relationship between the degree to which parents accept their children and the personality adjustment of the child; however he rejected his findings on the basis of inadequate measurement.

#### Parental Agreement on Expectations

##### Subsidiary Purpose I.

Do the preadolescents who score high on personal and social adjustment indicate that their parents have greater agreement on expectations than the preadolescents who score low on personal and social adjustment?

TABLE VIII

SCORES FOR PARENTAL AGREEMENT ON EXPECTATIONS AS REPORTED  
BY HIGH-SCORING AND LOW-SCORING  
PREADOLESCENT BOYS AND GIRLS

(N = 168; Boys = 84; Girls = 84)

Personal and Social Adjustment Group	Boys	Girls	Total
<u>High-Scoring</u>	624	597	1221
<u>Low-Scoring</u>	586	541	1127
Total	1210	1138	

Parental agreement on expectations means that the preadolescent made the same response to a specific item on both parts of the questionnaire. Example: If the subject indicated his father wanted him to be more honest, he also indicated his mother wanted him to be more honest.

The scores for parental agreement on expectations are presented in Table VIII (p. 39). There was no important difference between the reported feelings of the preadolescents who scored high on personal and social adjustment and the preadolescents who scored low on personal and social adjustment in regard to parental agreement on expectations. (Chi-square = .1710; Not significant) This data further revealed that there was no important difference between the reported feelings of the boys and girls in regard to parental agreement on expectations. On the basis of these findings, the subsidiary null hypothesis I (page 5) was accepted.

#### Number of Mothers' and Fathers' Expectations

##### Subsidiary Purpose II.

Do the preadolescents who score high on personal and social adjustment differ in regard to the number of reported expectations for mothers and fathers from the preadolescents who score low on personal and social adjustment?

Table IX (p. 41) shows that there was no important difference between the number of expectations of mothers and fathers as reported by the preadolescents in this study. This was true for the high-scoring and the low-scoring groups. On the basis of these findings

the subsidiary null hypothesis II (page 5) was accepted.

TABLE IX

SCORES FOR MOTHERS' AND FATHERS' EXPECTATIONS  
AS REPORTED BY A GROUP  
OF PREADOLESCENTS

(N = 168; Boys = 84; Girls = 84)

Personal and Social Adjustment Group	Boys	Girls	Total
<u>High-Scoring</u>	499	484	983
<u>Low-Scoring</u>	717	688	1405
Total	1216	1172	

TABLE X

SCORES FOR MOTHERS' AND FATHERS' EXPECTATIONS  
AS REPORTED BY A GROUP  
OF PREADOLESCENT BOYS

(N = 84; Mothers = 42; Fathers = 42)

Personal and Social Adjustment Group	Mother	Father	Total
<u>High-Scoring</u>	246	238	484
<u>Low-Scoring</u>	317	303	620
Total	563	541	



Preadolescent Boys and Mothers' and Fathers' Expectations.

Table X (p. 41) shows that there was no important difference between the number of expectations of mothers and fathers as reported by the boys in this study. (Chi-square = 0.14; Not significant) This was true for the high-scoring boys and the low-scoring boys.

TABLE XI

SCORES FOR MOTHERS' AND FATHERS' EXPECTATIONS  
AS REPORTED BY A GROUP  
OF PREADOLESCENT GIRLS

(N = 84; Mothers = 42; Fathers = 42)

Personal and Social Adjustment Group	Mother	Father	Total
<u>High-Scoring</u>	253	246	499
<u>Low-Scoring</u>	400	385	785
Total	653	631	

Preadolescent Girls and Mothers' and Fathers' Expectations.

Table XI (p. 42) shows that there was no important difference between the number of expectations of mothers and fathers as reported by the girls in this study. (Chi-square = 0.47; Not significant) This was true for the high-scoring girls and the low-scoring girls.

Frequency of Parental Expectations Not Fulfilled

Subsidiary Purpose III

Which parental expectations are reported most frequently by the preadolescents as expectations they do not fulfill?

Expectations Not Fulfilled by Preadolescents. The raw data were examined to find those expectations which half or more of the subjects felt they were not fulfilling. (Table XII, p.44)

The expectations which half or more of the boys felt they were not fulfilling were as follows: (1) to be a better student; (2) to have better manners; and (3) to be more obedient.

The expectations which half or more of the girls felt they were not fulfilling were as follows: (1) to be more obedient; (2) to be more ambitious; (3) to have better manners; (4) to be better able to play alone; (5) to be a better student; and (6) to be more considerate.

Expectations Not Fulfilled By Preadolescent Boys. The raw data were examined to find those expectations which half or more of the high-scoring and low-scoring boys felt they were not fulfilling. (Table XII, p.44)

There was only one expectation which half or more of the high-scoring boys felt they were not fulfilling. This was to have better manners.

The expectations which half or more of the low-scoring boys felt they were not fulfilling were as follows: (1) to be a better student; (2) to be more obedient; (3) to have better manners; and (4) to be more ambitious.

A comparison of these data for high-scoring and low-scoring boys gives supporting evidence for the earlier finding in this study that high-scoring boys felt they were doing a better job of

TABLE XII

RAW SCORES FOR ITEMS ON THE PARENTAL EXPECTATIONS QUESTIONNAIRE\*  
AS REPORTED BY HIGH-SCORING AND LOW-SCORING  
PREADOLESCENT BOYS AND GIRLS

Item	<u>High-Scoring Group</u>		<u>Low-Scoring Group</u>		<u>Total</u>	
	Boys	Girls	Boys	Girls	Boys	Girls
1. Honesty	15	21	29	34	44	55
2. Happiness	24	28	33	38	57	66
3. Considerate	35	38	40	46	75	84
4. Obedience	32	44	52	64	84	108
5. Dependable	21	30	36	45	57	75
6. Manners	46	35	44	58	90	93
7. Self-Control	36	33	34	43	70	76
8. Popularity	16	15	21	36	37	51
9. Better Student	40	34	59	57	99	91
10. Neatness and Cleanliness	22	28	35	38	57	66
11. Curiosity	35	29	32	40	67	69
12. Ambition	32	36	44	60	76	96
13. Defend Self	25	32	35	46	60	78
14. Affectionate	25	25	37	43	62	68
15. Liked By Adults	18	15	23	37	41	52
16. Play Alone	36	34	35	57	71	91
17. Act Serious	26	22	31	43	57	65

\* Mothers' Part and Fathers' Part of the Questionnaire Combined.

fulfilling their parents' expectations than did the low-scoring boys. (p. 34)

Expectations Not Fulfilled By Preadolescent Girls. The raw data were examined to find those expectations which half or more of the high-scoring and low-scoring girls felt they were not fulfilling. (Table XII, p. 44)

There was only one expectation which half or more of the high-scoring girls felt they were not fulfilling. This was to be more obedient.

The expectations which half or more of the low-scoring girls felt they were not fulfilling were as follows: (1) to be more obedient; (2) to be more ambitious; (3) to have better manners; (4) to be better able to play alone; (5) to be a better student; (6) to be more considerate; (7) to be better able to defend myself; (8) to be more dependable; (9) to show more self-control; (10) to be more affectionate; and (11) to act more serious.

A comparison of these data for high-scoring and low-scoring girls gives supporting evidence for the earlier finding in this study that high-scoring girls felt they were doing a better job of fulfilling their parents' expectations than did the low-scoring girls. (p.34)

Mothers' and Fathers' Expectations Not Fulfilled By Preadolescents. The raw data were examined to find the mothers' and fathers' expectations which half or more of the subjects felt they were not fulfilling . (Table XIII, p.46)

TABLE XIII

RAW SCORES FOR ITEMS ON THE PARENTAL EXPECTATIONS QUESTIONNAIRE  
AS REPORTED FOR MOTHERS AND FATHERS BY HIGH-SCORING  
AND LOW-SCORING PREADOLESCENTS

Item	<u>High-Scoring Group</u>		<u>Low-Scoring Group</u>		<u>Total</u>	
	Mothers	Fathers	Mothers	Fathers	Mothers	Fathers
1. Honesty	21	15	35	28	56	43
2. Happiness	24	28	40	31	64	59
3. Considerate	37	36	42	44	79	80
4. Obedience	37	39	55	61	92	100
5. Dependable	28	23	43	38	71	61
6. Manners	40	41	55	47	95	88
7. Self-Control	36	33	41	36	77	69
8. Popularity	15	16	29	28	44	44
9. Better Student	37	37	58	58	95	95
10. Neatness and Cleanliness	34	16	42	31	76	47
11. Curiosity	34	30	36	36	70	66
12. Ambition	31	37	49	55	80	92
13. Defend Self	29	28	39	42	68	70
14. Affectionate	23	27	40	40	63	67
15. Liked By Adults	16	17	32	28	48	45
16. Play Alone	37	33	44	48	81	81
17. Act Serious	20	28	37	37	57	65

The mothers' expectations which half or more of the subjects felt they were not fulfilling were as follows: (1) to be a better student; (2) to have better manners; and (3) to be more obedient.

The fathers' expectations which half or more of the subjects felt they were not fulfilling were as follows: (1) to be more obedient; (2) to be a better student; (3) to be more ambitious; and (4) to have better manners.

A comparison of these data indicated little difference between the mothers' and fathers' expectations which half or more of the subjects felt they were not fulfilling. This is in keeping with earlier findings in this study. (p.40)

A Comparison of Mothers' and Fathers' Expectations. The raw data were examined for differences between mothers' and fathers' expectations as reported by the subjects. (Table XIII, p. 46)

For the most part there appears to be little difference between the expectations of mothers and fathers. An item checked by few subjects as an expectation which they were not fulfilling for their mothers was also checked by few subjects as an expectation which they were not fulfilling for their fathers, e.g., to be more popular. Similarly, an item checked by a majority of the subjects as an expectation which they were not fulfilling for their mothers was also checked by a majority of the subjects as an expectation which they were not fulfilling for their fathers, e.g., to be a better student.

For one item, neatness and cleanliness, there was a marked

difference between the mothers' and fathers' expectations. Many more subjects felt that their mothers rather than their fathers would like them to be "more neat and clean". This was true for subjects in both the high-scoring and low-scoring groups.

## CHAPTER V

### SUMMARY

The major purpose of this study was to determine if the preadolescents who scored high on personal and social adjustment are different in regard to their feelings of fulfilling their parents' expectations from the preadolescents who scored low on personal and social adjustment.

A two-part Parental Expectations Questionnaire was developed by the investigator to measure the subject's feelings of fulfilling his parents' expectations. The California Test of Personality was used to measure the personal and social adjustment of the subjects. The final subjects were 168 white fifth grade pupils in the public schools of Stillwater, Oklahoma. On the basis of personality scores from the California Test of Personality these subjects were divided into the following four groups of forty-two subjects each: high-scoring boys, high-scoring girls, low-scoring boys, low-scoring girls.

The data were treated by chi-square analysis to determine the significance of the relationship between personal and social adjustment as measured by the California Test of Personality and the preadolescents' feelings of fulfilling their parents' expectations as measured by the Parental Expectations Questionnaire.



## Findings

The major findings of this study are summarized as follows:

### 1. Preadolescents' Feelings of Fulfilling Parental Expectations.

The preadolescents who scored high on personal and social adjustment felt they were doing a better job of fulfilling their parents' expectations than did the preadolescents who scored low on personal and social adjustment. (Chi-square = 5.567;  $p < .02$ ) This finding was true for both fathers' expectations and mothers' expectations as reported by both boys and girls.

a. There was no important difference between the reported feelings of the high-scoring boys and the high-scoring girls in regard to fulfilling parental expectations. (Chi-square = 0.119; Not significant) This finding was true for both fathers' and mothers' expectations as reported by the high-scoring preadolescents.

b. The low-scoring boys felt they were doing a better job of fulfilling their parents' expectations than did the low-scoring girls in this study. (Chi-square = 17.222;  $p < .01$ ) This finding was true for both fathers' and mothers' expectations as reported by the low-scoring preadolescents.

2. Parental Agreement on Expectations. There was no important difference between the reported feelings of the preadolescents who scored high on personal and social adjustment and the preadolescents who scored low on personal and social adjustment in regard

to parental agreement on expectations. (Chi-square = .1710; Not significant) There was, also, no important difference between the reported feelings of boys and girls in regard to parental agreement on expectations.

3. Number of Mothers' and Fathers' Expectations. There was no important difference between the number of expectations of mothers and fathers as reported by the preadolescents in this study. (Chi-square = 0.28; Not significant) This finding was true for the high-scoring and the low-scoring groups and for the boys and the girls.

4. Frequency of Parental Expectations Not Fulfilled. The expectations which half or more of the boys felt they were not fulfilling were as follows: (1) to be a better student; (2) to have better manners; and (3) to be more obedient. The expectations which half or more of the girls felt they were not fulfilling were as follows: (1) to be more obedient; (2) to be more ambitious; (3) to have better manners; (4) to be better able to play alone; (5) to be a better student; and (6) to be more considerate. More of these expectations were named by the low-scoring boys and low-scoring girls than by the high-scoring boys and high-scoring girls.

a. The mothers' expectations which half or more of the subjects felt they were not fulfilling were as follows: (1) to be a better student; (2) to have better manners; and (3) to be more obedient.

b. The fathers' expectations which half or more of the subjects felt they were not fulfilling were as follows: (1) to be more obedient; (2) to be a better student; (3) to be more ambitious; and (4) to have better manners.

c. There was little difference between the expectations of mothers and fathers as reported by the subjects; however, many more subjects felt that their mothers rather than their fathers wanted them to be "more neat and clean".

#### Implications for Educators and Parents

The results of this study indicate that preadolescents who score high on the California Test of Personality feel they are fulfilling their parents' expectations better than the low-scoring preadolescents. This would seem to indicate that parents and educators should evaluate the expectations they hold for preadolescents to determine whether their goals for this age group are realistic.

School counselors and teachers should gain understanding of the parent-child relationship when the preadolescent scores low on the California Test of Personality since evidence from this study points to the finding that the subject feels he is not living up to his parents' expectations.

#### Recommendations for Further Research

The investigator makes the following recommendations for further research related to this study:

- (1) A more representative sample be used; also include a wider age range of preadolescents. (Nine to thirteen years)
- (2) Include factors such as socio-economic status, ordinal position, and intelligence scores to gain further understanding about preadolescents' feelings of parental expectations.
- (3) A similar questionnaire with the same expectations as used in this study be designed to ascertain the feelings of parents in regard to preadolescents' fulfillment of parental expectations. There would be value in knowing if parents and preadolescents agree on expectations.
- (4) Parental agreement on expectations be further studied using a larger number of more specific expectations.

#### Limitations of the Study

An evaluation of the study by the investigator revealed the following limitations:

- (1) The subjects were not a representative sample; however, for the purpose of this study it was deemed practical to use the white fifth grade subjects; and on this basis the largest possible group of matched subjects was used.
- (2) The reliability and validity of the Parental Expectation Questionnaire had not been established prior to this study, however the Parental Expectation Questionnaire seemed to have face validity since it was based on expectations identified by other investigators.

This test was refined by the investigator until it did discriminate among the subjects in the pretest.

(3) A question may be raised as to whether the Parental Expectation Questionnaire included enough expectations to measure parental agreement or disagreement.

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APPENDIXES

APPENDIX A

QUESTIONS ABOUT YOUDIRECTIONS:

The following group of questions are about you. There are no right or wrong answers. Each of you will answer the questions differently because all of you are different, act differently, and come from different homes. Answer the questions the way it best describes you.

Follow each question carefully as it and the definition below the question are read aloud to you. Think what the question means to you. Answer the question by drawing a circle around either the YES or the NO. Answer every question.

Here is a sample question for you to work.

MOST OF THE TIME I AM POLITE.

YES NO

Polite means that you say please, thank you, and excuse me when you should.

Most of the time means that just about always you are polite. If you feel that most of the time or nearly always you are polite, circle the YES; however if you feel that most of the time you are not as polite as you could be, circle the NO.

Each question will be read aloud to you. Do not turn to the next page until you are told to do so.

QUESTIONS ABOUT YOUANSWER EACH QUESTION BY DRAWING A CIRCLE AROUND THE YES OR THE NO.

- |   |     |    |
|---|-----|----|
| 1. MOST OF THE TIME I AM HONEST.<br>Honest means that you tell the truth, and don't cheat and don't steal.  | YES | NO |
| 2. MOST OF THE TIME I AM HAPPY.<br>Happy means that you enjoy living and don't worry very much.   | YES | NO |
| 3. MOST OF THE TIME I AM CONSIDERATE OF OTHERS.<br>Considerate means that you are thoughtful toward others and respect their rights and belongings.   | YES | NO |
| 4. MOST OF THE TIME I OBEY MY PARENTS WELL.<br>Obey means that you do the things your parents want you to do.   | YES | NO |
| 5. MOST OF THE TIME I AM DEPENDABLE.<br>Dependable means that you do things that you say you will do.   | YES | NO |
| 6. MOST OF THE TIME I HAVE GOOD MANNERS.<br>This includes table manners, manners at home, school and other public places.   | YES | NO |
| 7. MOST OF THE TIME I SHOW SELF-CONTROL.<br>Self-control means that you don't cry or get angry easily.  | YES | NO |
| 8. MOST OF THE TIME I AM POPULAR WITH OTHER CHILDREN.<br>Popular means that most of the children like you and like to be with you.  | YES | NO |
| 9. MOST OF THE TIME I AM A GOOD STUDENT.<br>A good student means that you make good grades in school and do the school work that is expected of you.  | YES | NO |
| 10. MOST OF THE TIME I AM NEAT AND CLEAN.<br>This includes neatness and cleanliness in dress and work.  | YES | NO |
| 11. MOST OF THE TIME I AM CURIOUS ABOUT THINGS.<br>Curious means that you are interested in finding the answers to things you do not know about. You ask questions to find out about things.  | YES | NO |
| 12. MOST OF THE TIME I AM AMBITIOUS.<br>Ambitious means that you like to try to do better and to try hard things.   | YES | NO |
| 13. MOST OF THE TIME I AM ABLE TO DEFEND MYSELF.<br>Defend means that you are able to protect or take care of yourself when other children tease you or start a fight with you. When you give new ideas, you are able to tell why you think your ideas are right. | YES | NO |
| 14. MOST OF THE TIME I AM AFFECTIONATE.<br>Affectionate means that you show other people that you like them by the things you say to them or the way you act toward them.   | YES | NO |
| 15. MOST OF THE TIME I AM LIKED BY ADULTS.<br>This means that most adults you know, like you.   | YES | NO |
| 16. MOST OF THE TIME I AM ABLE TO PLAY BY MYSELF.<br>This means that you can have a good time playing alone when there is no one else to play with you.   | YES | NO |
| 17. MOST OF THE TIME I ACT IN A SERIOUS WAY.<br>This means that you do not joke about important matters,  | YES | NO |

QUESTIONS ABOUT YOUR PARENTSDIRECTIONS:

The following questions are about how you feel your parents feel about you. This means that you will be telling how you think your parents feel about you. This is sometimes hard but you can do it if you will think real hard. There are no right or wrong answers. Again, each of you will answer the questions differently because all of you are different, act differently, and have different parents.

Follow each question carefully as it and the definition below the question are read aloud. Think what the question means to you. Answer the question by drawing a circle around either the YES or the NO. Under each question, circle the person you were thinking about when you answered the question. Answer every question.

Here is a sample question for you to work.

USUALLY MY PARENTS THINK THAT I SHOULD BE MORE POLITE. YES NO  
 Polite means that you say please, thank you, and excuse me when you should.

When I answered this question, I was thinking about  
 both my parents      just my mother      just my father

In this question and in the questions that you will soon be answering, parents can mean both your father and your mother, or it can mean just your mother or just your father. If you aren't living with either of your real parents, it can mean the people you live with.

Usually means nearly all of the time or most of the time.

Answer the questions the way you feel that your parents feel about you. If you feel that usually or just about always your parents think that you should be more polite, circle the YES; however, if you feel that usually your parents think you are as polite as you should be, circle the NO. Circle the people you were thinking about when you answered this question.

Each question will be read aloud to you. Do not turn to the next page until you are told to do so.

CIRCLE ONE OF THE FOLLOWING:

I live with      both my parents      just my mother      just my father

Write on the above line who you live with if it is none of those mentioned.

QUESTIONS ABOUT YOUR PARENTS

ANSWER EACH QUESTION BY DRAWING A CIRCLE AROUND THE YES OR THE NO.

1. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE HONEST. YES NO  
 Honest means that you tell the truth and don't cheat and don't steal.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
2. USUALLY MY PARENTS THINK THAT I SHOULD BE HAPPIER. YES NO  
 Happy means that you enjoy living and don't worry very much.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
3. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE CONSIDERATE OF OTHERS. YES NO  
 Considerate means that you are thoughtful toward others and respect their rights and belongings.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
4. USUALLY MY PARENTS THINK THAT I SHOULD OBEY THEM BETTER. YES NO  
 Obey means that you do the things your parents want you to do.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
5. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE DEPENDABLE. YES NO  
 Dependable means that you do the things that you say you will do.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
6. USUALLY MY PARENTS THINK THAT I SHOULD HAVE BETTER MANNERS. YES NO  
 This includes table manners, manners at home, school, and other public places.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
7. USUALLY MY PARENTS THINK THAT I SHOULD SHOW MORE SELF-CONTROL. YES NO  
 Self-control means that you don't cry or get angry easily.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
8. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE POPULAR WITH OTHER CHILDREN. YES NO  
 Popular means that most of the other children like you and like to be with you.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father
9. USUALLY MY PARENTS THINK THAT I SHOULD BE A BETTER STUDENT. YES NO  
 A good student means that you make good grades in school and do the school work that is expected of you.  
 When I answered this question, I was thinking of  
 both my parents      just my mother      just my father

10. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE NEAT AND CLEAN. YES NO  
 This includes neatness and cleanliness in dress and work.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
11. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE CURIOUS ABOUT THINGS. YES NO  
 Curious means that you are interested in finding the answers to things you do not know. You ask questions to find out about things.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
12. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE AMBITIOUS. YES NO  
 Ambitious means that you like to try to do better and to try hard things.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
13. USUALLY MY PARENTS THINK THAT I SHOULD BE BETTER ABLE TO DEFEND MYSELF. YES NO  
 Defend means that you are able to protect or take care of yourself when other children tease you or start a fight. When you give new ideas, you are able to tell why you think your ideas are right.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
14. USUALLY MY PARENTS THINK THAT I SHOULD BE MORE AFFECTIONATE. YES NO  
 Affectionate means that you show other people that you like them by the things you say to them or the way you act toward them.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
15. USUALLY MY PARENTS THINK THAT I SHOULD BE BETTER LIKED BY ADULTS. YES NO  
 This means that most adults that you know, like you.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
16. USUALLY MY PARENTS THINK THAT I SHOULD BE BETTER ABLE TO PLAY BY MYSELF. YES NO  
 This means that you can have a good time playing alone when there is no one else to play with you.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father
17. USUALLY MY PARENTS THINK THAT I SHOULD ACT IN A MORE SERIOUS WAY. YES NO  
 This means that you do not joke about important matters.  
 When I answered this question, I was thinking of  
 both my parents just my mother just my father

APPENDIX B



## Introduction for Parental Expectation Questionnaire

PART I<sup>1</sup>

Hello, boys and girls. I am Mrs. Meyer, a student at OSU just as you are a student at \_\_\_\_\_ school. I am here today, because I need help--the kind of help that fifth grade students can give me. Will you help me with my problem? As a part of my classwork, I need to do some research. Research is finding the answers to questions. You have the answers to my question because my research problem is to find what fifth grade boys and girls feel their parents think about them. You will need pencils.

There are two sets of questions. One will be about your mother and one set will be about your father. Some of us do not live with both our father and our mother. We may live with only one of our parents. If you live with both your parents, you will answer both sets of questions. If you live only with your mother, answer only the set of questions about mother. If you live only with your father, answer only the set of questions about father. There are no right or wrong answers. You will not be graded on this paper and I will take these papers with me when I leave. You do not need to put your name on the paper. I am now going to pass out the questions and we will go over the directions together.

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<sup>1</sup>Used when the Parental Expectation Questionnaire was administered before the California Test of Personality to the classroom.

PART II<sup>2</sup>

You have helped me with some research by answering questions about boys and girls. This time I need some information about your parents. Will you please help me again? (Begin reading second paragraph in Part I, p. 65)

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<sup>2</sup>Used when the Parental Expectation Questionnaire was administered after the California Test of Personality.

CIRCLE ONE:	BOY	GIRL
BIRTH DATE	____	____
	MONTH	DAY
		YEAR

CIRCLE ONE OF THE FOLLOWING:

I live with            both my parents            just my mother            just my father

---

Write on the above line who you live with if it is none of those mentioned.

QUESTIONS ABOUT YOUR MOTHERDIRECTIONS:

The following questions are about how you feel your mother feels about you. This means that you will be telling how you feel your mother thinks about you. This is sometimes hard but you can do it if you will think real hard. There are no right or wrong answers. You do not need to put your name on this paper. Each of you will answer the questions differently because all of you are different, act differently, and have different parents.

Follow each question carefully as it and the definition below the question are read aloud. Think what the question means to you. Answer the question by drawing a circle around either the YES or the NO.

Here is a sample question for you to work.

MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE POLITE.            YES    NO  
 Polite means that you say please, thank you, and excuse me when you should.

Most of the time means the same as just about all of the time or usually.

Answer the question the way you feel that your mother thinks about you. If you feel that most of the time or just about all of the time your mother thinks that you should be more polite, circle the YES; however, if you feel that most of the time your mother thinks you are as polite as you should be circle the NO.

Each question will be read aloud to you. Answer each question after it first has been read aloud to you. Do not turn to the next page until you are told to do so.

QUESTIONS ABOUT YOUR MOTHER

ANSWER EACH QUESTION BY DRAWING A CIRCLE AROUND THE YES OR THE NO.

- |     |  |     |    |
|-----|--|-----|----|
| 1.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE HONEST.<br>Honest means that you tell the truth and don't cheat and don't steal.   | YES | NO |
| 2.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE HAPPIER.<br>Happy means that you enjoy living and don't worry very much.  | YES | NO |
| 3.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE CONSIDERATE.<br>Considerate means that you are thoughtful toward others and respect their rights and belongings.   | YES | NO |
| 4.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD OBEY MY PARENTS BETTER.<br>Obey means that you do the things your parents want you to do.  | YES | NO |
| 5.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE DEPENDABLE.<br>Dependable means that you do the things you say you will do.  | YES | NO |
| 6.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD HAVE BETTER MANNERS.<br>This includes table manners, manners at home, school, and other public places.   | YES | NO |
| 7.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD SHOW MORE SELF-CONTROL.<br>Self-control means that you don't cry or get angry easily.  | YES | NO |
| 8.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE POPULAR WITH THE OTHER CHILDREN.<br>Popular means that most of the other children like you and like to be with you.  | YES | NO |
| 9.  | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE A BETTER STUDENT.<br>A good student means that you make good grades in school and do the school work that is expected of you.   | YES | NO |
| 10. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE NEAT AND CLEAN.<br>This includes neatness and cleanliness in dress and work.   | YES | NO |
| 11. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE CURIOUS ABOUT THINGS.<br>Curious means that you are interested in finding the answers to things you do not know. You ask questions to find out about things.   | YES | NO |
| 12. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE AMBITIOUS.<br>Ambitious means that you like to try to do better and to try hard things.  | YES | NO |
| 13. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE BETTER ABLE TO DEFEND MYSELF.<br>Defend means that you are able to protect or take care of yourself when other children tease you or start a fight. When you give new ideas, you are able to tell why you think your ideas are right. | YES | NO |
| 14. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE MORE AFFECTIONATE.<br>Affectionate means that you show other people that you like them by the things you say to them or the way you act toward them.  | YES | NO |

- |     |   |     |    |
|-----|---|-----|----|
| 15. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE BETTER LIKED BY ADULTS.<br>This means that most adults that you know, like you.  | YES | NO |
| 16. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD BE BETTER ABLE TO PLAY BY MYSELF.<br>This means that you can have a good time playing alone when there is no one else to play with you. | YES | NO |
| 17. | MOST OF THE TIME MY MOTHER THINKS THAT I SHOULD ACT IN A MORE SERIOUS WAY.<br>This means that you do not joke about important matters.  | YES | NO |

CHECK TO MAKE SURE THAT YOU HAVE ANSWERED EVERY QUESTION

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

QUESTIONS ABOUT YOUR FATHERDIRECTIONS:

The following questions are about how you feel your father feels about you. Work these questions the same way that you worked the questions about your mother. Answer these questions the way you think your father feels about you.

Each question will again be read aloud to you. Answer each question after it first has been read aloud to you. Do not turn to the next page until you are told to do so.

QUESTIONS ABOUT YOUR FATHER

ANSWER EACH QUESTION BY DRAWING A CIRCLE AROUND THE YES OR THE NO.

- |  |     |    |
|--|-----|----|
| 1. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE HONEST.<br>Honest means that you tell the truth and don't cheat and don't steal.  | YES | NO |
| 2. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE HAPPIER.<br>Happy means that you enjoy living and don't worry very much.   | YES | NO |
| 3. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE CONSIDERATE.<br>Considerate means that you are thoughtful toward others and respect their rights and belongings.  | YES | NO |
| 4. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD OBEY MY PARENTS BETTER.<br>Obey means that you do the things your parents want you to do.   | YES | NO |
| 5. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE DEPENDABLE.<br>Dependable means that you do the things you say you will do.   | YES | NO |
| 6. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD HAVE BETTER MANNERS.<br>This includes table manners, manners at home, school, and other public places.  | YES | NO |
| 7. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD SHOW MORE SELF-CONTROL.<br>Self-control means that you don't cry or get angry easily.   | YES | NO |
| 8. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE POPULAR WITH OTHER CHILDREN.<br>Popular means that most of the other children like you and like to be with you.   | YES | NO |
| 9. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE A BETTER STUDENT.<br>A good student means that you make good grades in school and do the school work that is expected of you.  | YES | NO |
| 10. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE NEAT AND CLEAN.<br>This includes neatness and cleanliness in dress and work.   | YES | NO |
| 11. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE CURIOUS ABOUT THINGS.<br>Curious means that you are interested in finding the answers to things you do not know. You ask questions to find out about things.   | YES | NO |
| 12. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE AMBITIOUS.<br>Ambitious means that you like to try to do better and to try hard things.  | YES | NO |
| 13. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE BETTER ABLE TO DEFEND MYSELF.<br>Defend means that you are able to protect or take care of yourself when other children tease you or start a fight. When you give new ideas, you are able to tell why you think your ideas are right. | YES | NO |
| 14. MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE MORE AFFECTIONATE.<br>Affectionate means that you show other people that you like them by the things you say to them or the way you act toward them.  | YES | NO |

- |     |   |     |    |
|-----|---|-----|----|
| 15. | MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE BETTER LIKED BY ADULTS.<br>This means that most adults that you know, like you.  | YES | NO |
| 16. | MOST OF THE TIME MY FATHER THINKS THAT I SHOULD BE BETTER ABLE TO PLAY BY MYSELF.<br>This means that you can have a good time playing alone when there is no one else to play with you. | YES | NO |
| 17. | MOST OF THE TIME MY FATHER THINKS THAT I SHOULD ACT IN A MORE SERIOUS WAY.<br>This means that you do not joke about important matters.  | YES | NO |

CHECK TO MAKE SURE THAT YOU HAVE ANSWERED EVERY QUESTION.



## APPENDIX C

## Introduction for California Test of Personality

PART I<sup>1</sup>

Hello, boys and girls. I am Mrs. Meyer. I am a student at OSU just as you are a student at \_\_\_\_\_ school. I am here today because I need help with some research work. Research is collecting information to help you answer questions. I need some information about boys and girls. Will you help me with my research work? You do not need to put your names on these papers. There are no right or wrong answers. You will not be graded on these papers and I will take them with me when I leave. You will need pencils.

I am now going to give each of you a test booklet and an answer sheet. Do not write on the test booklet as other students will be using them. Do not fold or crease your answer sheet. (Read directions from test manual.)

PART II<sup>2</sup>

You have helped me with some research by answering questions about your parents. This time I need some information about boys and girls. Will you please help me again? You do not need to put your names on these papers. There are no right or wrong answers to these questions. You will need pencils. (Begin reading second paragraph of Part I.)

---

<sup>1</sup>Part I was used when the California Test of Personality was administered previous to the Parental Expectation Questionnaire.

<sup>2</sup>Part II was used when the California Test of Personality was administered after the Parental Expectation Questionnaire had been administered.

## CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:<sup>1</sup>

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance---An individual may be said to be self-reliant when his over actions indicated that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth---An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom---An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

---

<sup>1</sup>Louis P. Thorpe and Willis W. Clark, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4

- 1D. Feeling of Belonging---An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.
- 1E. Withdrawing Tendencies---The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms---The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep. People of this kind may be exhibiting physical expressions of emotional conflicts.

#### Social Adjustment

- 2A. Social Standards---The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills---An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies---An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

- 2D. Family Relations---The individual who exhibits desirable family relationships is the one who feels that he is loved and well treated at home, and who has a sense of security and self respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations---The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.
- 2F. Community Relations--- The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the the disposition to be respectful of laws and of regulations pertaining to the general welfare.

**CALIFORNIA TEST BUREAU**

*publishers of educational and psychological tests since 1926*

Del Monte Research Park, Monterey, California / Phone: FRontier 3-2932

AIRMAIL

April 24, 1962

Mrs. Anna Phoebe Meyer  
503 Bellis  
Stillwater, Oklahoma

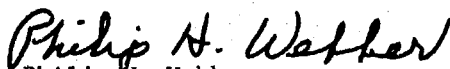
Dear Mrs. Meyer:

This constitutes permission to reproduce the California Test of Personality, Elementary, Form AA, for inclusion in the appendix of your Master's thesis.

This permission is restricted to the number of copies necessary to satisfy the thesis requirements. We request that the customary precautions be taken to prevent copies from falling into unauthorized hands.

We appreciate your use of this inventory in your study and would like to receive a copy of your abstract.

Sincerely,

  
Philip H. Webber  
Staff Associate

PHW:eh



Elementary • GRADES 4-5-6-7-8 • form AA

# California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

Do not write or mark on this booklet unless told to do so by the examiner.

Name..... (CIRCLE ONE)  
Last First Middle Grade..... Boy Girl

School..... City..... Date of Test.....  
Month Day Year

Examiner..... (.....) Pupil's Age..... Date of Birth.....  
Month Day Year



### INSTRUCTIONS TO PUPILS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

**DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.**

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 9 6 7 6 5 4 3 2 1

## INSTRUCTIONS TO PUPILS

**DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.**

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

### SAMPLES

- A. Do you have a dog at home? YES NO  
 B. Can you ride a bicycle? YES NO

## DIRECTIONS FOR MARKING ANSWERS

### ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO to show your answer. If you have a dog at home, you would mark under the YES for question A as shown below. If you cannot ride a bicycle, you would mark under the NO for question B as shown below.

	YES	NO
A		
B		

Remember, you mark under the word that shows your answer. Now find Samples A and B on your answer sheet and show your answer for each by marking YES or NO. Do it now. Find answer row number 1 on your answer sheet. Now wait until the examiner tells you to begin.

### ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can ride a bicycle, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3. Ready, begin.



## SECTION 1 A

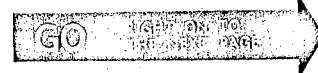
1. Do you usually keep at your work until it is done? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. Do you help other boys and girls have a good time at parties? YES NO
4. Do you usually believe what other boys or girls tell you? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. When you have some free time, do you usually ask your parents or teacher what to do? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Can you often get boys and girls to do what you want them to? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys? YES NO
12. Would you rather plan your own work than to have someone else plan it for you? YES NO



Section 1 A  
(number right) .....

## SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do people often do nice things for you? YES NO
15. Do you wish that your father (or mother) had a better job? YES NO
16. Are your friends and classmates usually interested in the things you do? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do most of your friends and classmates think you are bright? YES NO



Section 1 B  
(number right) .....

SECTION 1 C

- 25. Do you feel that your folks boss you too much? YES NO
- 26. Are you allowed enough time to play? YES NO
- 27. May you usually bring your friends home when you want to? YES NO
- 28. Do others usually decide to which parties you may go? YES NO
- 29. May you usually do what you want to during your spare time? YES NO
- 30. Are you prevented from doing most of the things you want to? YES NO
- 31. Do your folks often stop you from going around with your friends? YES NO
- 32. Do you have a chance to see many new things? YES NO
- 33. Are you given some spending money? YES NO
- 34. Do your folks stop you from taking short walks with your friends? YES NO
- 35. Are you punished for lots of little things? YES NO
- 36. Do some people try to rule you so much that you don't like it? YES NO

SECTION 1 D

- 37. Do pets and animals make friends with you easily? YES NO
- 38. Are you proud of your school? YES NO
- 39. Do your classmates think you cannot do well in school? YES NO
- 40. Are you as well and strong as most boys and girls? YES NO
- 41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
- 42. Are the members of your family usually good to you? YES NO
- 43. Do you often think that nobody likes you? YES NO
- 44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
- 45. Do you have just a few friends? YES NO
- 46. Do you often wish you had some other parents? YES NO
- 47. Is it hard to find friends who will keep your secrets? YES NO
- 48. Do the boys and girls usually invite you to their parties? YES NO



Section 1 C (number right) .....



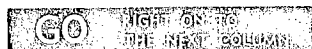
Section 1 D (number right) .....

## SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO
50. Would you rather stay away from most parties? YES NO
51. Does it make you shy to have everyone look at you when you enter a room? YES NO
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO
54. Is your work often so hard that you stop trying? YES NO
55. Are people often so unkind or unfair that it makes you feel bad? YES NO
56. Do your friends or classmates often say or do things that hurt your feelings? YES NO
57. Do people often try to cheat you or do mean things to you? YES NO
58. Are you often with people who have so little interest in you that you feel lonesome? YES NO
59. Are your studies or your life so dull that you often think about many other things? YES NO
60. Are people often mean or unfair to you? YES NO

## SECTION 1 F

61. Do you often have dizzy spells? YES NO
62. Do you often have bad dreams? YES NO
63. Do you often bite your fingernails? YES NO
64. Do you seem to have more headaches than most children? YES NO
65. Is it hard for you to keep from being restless much of the time? YES NO
66. Do you often find you are not hungry at meal time? YES NO
67. Do you catch cold easily? YES NO
68. Do you often feel tired before noon? YES NO
69. Do you believe that you have more bad dreams than most of the boys and girls? YES NO
70. Do you often feel sick to your stomach? YES NO
71. Do you often have sneezing spells? YES NO
72. Do your eyes hurt often? YES NO



Page 5  
CTP-E-AA

Section 1 E  
(number right) .....



Section 1 F  
(number right) .....

**SECTION 2 A**

- 73. Is it all right to cheat in a game when the umpire is not looking? YES NO
- 74. Is it all right to disobey teachers if you think they are not fair to you? YES NO
- 75. Should one return things to people who won't return things they borrow? YES NO
- 76. Is it all right to take things you need if you have no money? YES NO
- 77. Is it necessary to thank those who have helped you? YES NO
- 78. Do children need to obey their fathers or mothers even when their friends tell them not to? YES NO
- 79. If a person finds something, does he have a right to keep it or sell it? YES NO
- 80. Do boys and girls need to do what their teachers say is right? YES NO
- 81. Should boys and girls ask their parents for permission to do things? YES NO
- 82. Should children be nice to people they don't like? YES NO
- 83. Is it all right for children to cry or whine when their parents keep them home from a show? YES NO
- 84. When people get sick or are in trouble, is it usually their own fault? YES NO

**SECTION 2 B**

- 85. Do you let people know you are right no matter what they say? YES NO
- 86. Do you try games at parties even if you haven't played them before? YES NO
- 87. Do you help new pupils to talk to other children? YES NO
- 88. Does it make you feel angry when you lose in games at parties? YES NO
- 89. Do you usually help other boys and girls have a good time? YES NO
- 90. Is it hard for you to talk to people as soon as you meet them? YES NO
- 91. Do you usually act friendly to people you do not like? YES NO
- 92. Do you often change your plans in order to help people? YES NO
- 93. Do you usually forget the names of people you meet? YES NO
- 94. Do the boys and girls seem to think you are nice to them? YES NO
- 95. Do you usually keep from showing your temper when you are angry? YES NO
- 96. Do you talk to new children at school? YES NO

**GO** **WRITE ON TO THE NEXT COLUMN**

Section 2 A  
(number right) .....

**GO** **WRITE ON TO THE NEXT PAGE**

Section 2 B  
(number right) .....

## SECTION 2 C

97. Do you like to scare or push smaller boys and girls? YES NO
98. Have unfair people often said that you made trouble for them? YES NO
99. Do you often make friends or classmates do things they don't want to? YES NO
100. Is it hard to make people remember how well you can do things? YES NO
101. Do people often act so mean that you have to be nasty to them? YES NO
102. Do you often have to make a "fuss" or "act up" to get what you deserve? YES NO
103. Is anyone at school so mean that you tear, or cut, or break things? YES NO
104. Are people often so unfair that you lose your temper? YES NO
105. Is someone at home so mean that you often have to quarrel? YES NO
106. Do you sometimes need something so much that it is all right to take it? YES NO
107. Do classmates often quarrel with you? YES NO
108. Do people often ask you to do such hard or foolish things that you won't do them? YES NO

## SECTION 2 D

109. Do your folks seem to think that you are just as good as they are? YES NO
110. Do you have a hard time because it seems that your folks hardly ever have enough money? YES NO
111. Are you unhappy because your folks do not care about the things you like? YES NO
112. When your folks make you mind are they usually nice to you about it? YES NO
113. Do your folks often claim that you are not as nice to them as you should be? YES NO
114. Do you like both of your parents about the same? YES NO
115. Do you feel that your folks fuss at you instead of helping you? YES NO
116. Do you sometimes feel like running away from home? YES NO
117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? YES NO
118. Does it seem to you that your folks at home often treat you mean? YES NO
119. Do you feel that no one at home loves you? YES NO
120. Do you feel that too many people at home try to boss you? YES NO

Section 2 C  
(number right) .....Section 2 D  
(number right) .....

## SECTION 2 E

121. Do you think that the boys and girls at school like you as well as they should? YES NO
122. Do you think that the children would be happier if the teacher were not so strict? YES NO
123. Is it fun to do nice things for some of the other boys or girls? YES NO
124. Is school work so hard that you are afraid you will fail? YES NO
125. Do your schoolmates seem to think that you are nice to them? YES NO
126. Does it seem to you that some of the teachers "have it in for" pupils? YES NO
127. Do many of the children get along with the teacher much better than you do? YES NO
128. Would you like to stay home from school a lot if it were right to do so? YES NO
129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO
130. Have you found that some of the teachers do not like to be with the boys and girls? YES NO
131. Do many of the other boys or girls claim that they play games more fairly than you do? YES NO
132. Are the boys and girls at school usually nice to you? YES NO

## SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO
134. Do you think there are too few interesting places near your home? YES NO
135. Do you sometimes do things to make the place in which you live look nicer? YES NO
136. Do you ever help clean up things near your home? YES NO
137. Do you take good care of your own pets or help with other people's pets? YES NO
138. Do you sometimes help other people? YES NO
139. Do you try to get your friends to obey the laws? YES NO
140. Do you help children keep away from places where they might get sick? YES NO
141. Do you dislike many of the people who live near your home? YES NO
142. Is it all right to do what you please if the police are not around? YES NO
143. Does it make you glad to see the people living near you get along fine? YES NO
144. Would you like to have things look better around your home? YES NO

**GO** RIGHT ON TO THE NEXT COLUMN

Section 2 E  
(number right) .....

Page 8  
CTP-E-AA

**STOP** NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 F  
(number right) .....

## APPENDIX D

TABLE XIV

RAW SCORES FOR ITEMS ON THE REVISED PARENTAL EXPECTATIONS  
QUESTIONNAIRE AS REPORTED FOR MOTHERS AND FATHERS  
BY FOURTH GRADE BOYS AND GIRLS

(N = 24; Girls = 14; Boys = 10)

Item	Girls		Boys		Total
	Mother	Father	Mother	Father	
1. Honesty	10	5	8	7	30
2. Happiness	6	6	5	5	22
3. Considerate	7	6	6	5	24
4. Obedience	11	10	7	5	33
5. Dependable	5	3	5	6	19
6. Manners	8	7	5	6	26
7. Self-Control	6	7	3	3	19
8. Popularity	6	4	6	5	21
9. Better Student	6	5	7	7	25
10. Neatness and Cleanliness	6	4	3	3	16
11. Curiosity	7	5	5	5	22
12. Ambition	10	9	5	6	30
13. Defend Self	5	6	2	2	15
14. Affectionate	6	3	3	3	15
15. Liked By Adults	5	3	2	2	12
16. Play Alone	6	4	2	2	14
17. Act Serious	4	3	4	4	15
Total	114	90	78	76	358



TABLE XV

## PERSONAL AND SOCIAL ADJUSTMENT SCORES OF SUBJECTS

High-Scoring Group		Low-Scoring Group	
Boys	Girls	Boys	Girls
137	137	116	117
137	136	115	117
134	134	115-	116
134	134	115	116
134	134	115	116
134	133	115	115
134	133	114	114
133	132	114	114
132	131	114	114
131	131	114	114
130	131	114	113
130	131	113	113
130	129	111	111
129	129	110	110
129	129	110	110
129	129	109	109
129	128	108	109
128	128	108	109
126	126	108	108
126	126	107	105
125	126	106	104
125	126	104	104
125	125	102	103
125	124	101	101
125	124	100	100
124	124	98	98
124	124	97	96
124	124	96	96
123	123	96	95
123	123	93	94
122	122	92	93
121	121	87	88
121	121	86	87
120	121	86	87
120	121	85	86
120	120	84	85
120	120	82	81
120	120	80	80
119	119	79	80
119	118	77	78
119	118	77	78
118	118	59	56
Mean Score	126.38	100.28	100.47

TABLE XVI

## AGES OF SUBJECTS

(N = 168; Boys = 84; Girls = 84)

Age on 1-24-62	Boys			Girls			Total
	High Group	Low Group	Total Boys	High Group	Low Group	Total Girls	
12 years	0	0	0	1	0	1	1
11 years 11 mo.	1	0	1	1	0	1	2
10	0	1	1	0	0	0	1
9	0	1	1	0	0	0	1
8	0	0	0	0	0	0	0
7	1	0	1	0	0	0	1
6	0	1	1	0	0	0	1
5	0	0	0	0	0	0	0
4	0	2	2	0	1	1	3
3	0	2	2	0	0	0	2
2	2	3	5	1	1	2	7
1	4	3	7	1	4	5	12
0	1	1	2	7	2	9	11
10 years 11 mo.	0	5	5	1	1	2	7
10	2	2	4	6	4	10	14
9	8	1	9	1	2	3	12
8	0	3	3	6	3	9	12
7	5	1	6	4	5	9	15
6	4	5	9	4	4	8	17
5	6	3	9	1	2	3	12
4	2	5	7	1	4	5	12
3	4	3	7	5	5	10	17
2	0	0	0	2	2	4	4
1	2	0	2	0	1	1	3
0	0	0	0	0	1	1	1
Mean Age	10.6y.	10.9y.	10.8y.	10.7y.	10.6y.	10.7y.	10.7y.

TABLE XVII

RAW SCORES FOR ITEMS ON THE PARENTAL EXPECTATIONS QUESTIONNAIRE AS REPORTED FOR MOTHERS AND FATHERS  
BY HIGH-SCORING AND LOW-SCORING PREADOLESCENT BOYS AND GIRLS

Item	Boys				Girls			
	High-Scoring Group		Low-Scoring Group		High-Scoring Group		Low-Scoring Group	
	Mothers	Fathers	Mothers	Fathers	Mothers	Fathers	Mothers	Fathers
1. Honesty	8	7	16	13	13	8	19	15
2. Happiness	11	13	18	15	13	15	22	16
3. Considerate	19	16	19	21	18	20	23	23
4. Obedience	15	17	25	27	22	22	30	34
5. Dependable	12	9	19	17	16	14	24	21
6. Manners	24	22	25	19	16	19	30	28
7. Self-Control	19	17	18	16	17	16	23	20
8. Popularity	7	9	11	10	8	7	18	18
9. Better Student	19	21	31	28	18	16	27	30
10. Neatness and Cleanliness	15	7	20	15	19	9	22	16
11. Curiosity	20	15	17	15	14	15	19	21
12. Ambition	13	19	18	26	18	18	31	29
13. Defend Self	13	12	17	18	16	16	22	24
14. Affectionate	12	13	19	18	11	14	21	22
15. Liked By Adults	10	8	11	12	6	9	21	16
16. Play Alone	18	18	16	19	19	15	28	29
17. Act Serious	11	15	17	14	9	13	20	23

## VITA

Anna Phoebe Kunneman Meyer

Candidate for the Degree of

Master of Science

Thesis: THE PERSONAL AND SOCIAL ADJUSTMENT OF A GROUP OF PREADOLESCENTS AS RELATED TO THEIR EXPRESSED FEELINGS OF PARENTAL EXPECTATIONS

Major Field: Family Relations and Child Development

### Biographical:

Personal Data: Born near Kingfisher, Oklahoma, November 30, 1937, the daughter of John and Emma Kunneman; married, December 26, 1959, to Raymond E. Meyer.

Education: Attended grade school at Locust Grove School in Kingfisher County, Oklahoma, and at Omega, Oklahoma; graduated from Omega High School in 1955; received the Bachelor of Science degree in Home Economics from Oklahoma State University in 1959 with a major in Home Economics Education; completed the requirements for the degree of Master of Science in Family Relations and Child Development in May, 1962.

Professional Experience: Taught vocational home economics in the Ripley High School, Ripley, Oklahoma, 1959 to 1961; Graduate Assistant in the Department of Family Relations and Child Development at Oklahoma State University, 1961 to 1962.

Professional Organizations: Oklahoma Home Economics Association, American Home Economics Association, National Association for Nursery Education, Omicron Nu, Phi Upsilon Omicron.