

THE RELATIONSHIP BETWEEN PARENTAL ATTITUDES
AND CONSCIENTIOUS EFFORT IN FIRST
GRADE CHILDREN

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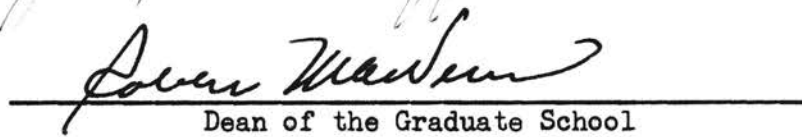
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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to explore the possible relationships between parental attitudes pertaining to the demands and restrictions placed on children and conscientious effort as shown in the behavior of children. Demands and restrictions are assumed to have an effect on children's work habits and therefore to be related to the behavior characteristic, conscientious effort. As an exploratory study of this relationship, the present research will serve as a pilot study by identifying factors which should be controlled and factors on which attention should be focused in more intensive research in this area.

Scope of the Study

The present study is limited to one classroom of first grade children and their mothers. The attitudes of the mothers are measured by two existing questionnaires, the Parental Attitude Research Instrument and the Winterbottom questionnaire, which focus on the demands and restrictions parents place on their children. Conscientious effort is measured by tasks developed for this purpose. The relationship between parental attitudes and conscientious effort is determined by statistical analysis.

Definition of Conscientious Effort

Webster's Collegiate Dictionary defines conscientious as "influenced by, governed by, or conformed to, a strict regard to the dictates of conscience." In line with this definition, it can be said that a child shows conscientious effort when he has the compulsion to do or puts effort into doing what he believes he should do.

Casual observations show that children differ markedly in the extent to which they try to do what is expected of them. In the writer's first grade classroom, these differences were apparent in the children's response to distractions, in the extent to which they were willing to accept help with their work, and in their choice of difficult or easy work when they had a choice.

The children's distractibility was frequently observed. When the lawn was being mowed or there were visitors in the room, most of the children were distracted from their work. They would stop to watch the lawn mower or to watch the visitors; on the other hand, some few children would ignore these distractions and go right on with their work.

These same few children displayed another characteristic which seemed to be a part of conscientious effort. They seldom asked for help with their seatwork and usually refused help when it was offered to them. Other children requested and accepted help with their work.

Still another characteristic which seemed related to conscientious effort was the tendency to choose difficult rather than easy work when a choice was provided. This tendency was most conspicuous in the first grade reading classes. Frequently, as a reading drill, the children were given a group of sentences varying in difficulty; then each child

was allowed to choose the sentence he wanted to read. Usually the same few children would choose difficult rather than easy sentences.

On the basis of these observations, the writer assumed that conscientious effort consists of at least three outstanding characteristics: (1) persistence, the need to complete a task once it is begun; (2) independence, the need to do a task without help from another person; and (3) a high level of aspiration, the need to choose a difficult goal rather than an easy goal when given the choice.

For the purposes of this research these three characteristics were assumed to be three separate aspects of conscientious effort and tasks were developed to measure them.

CHAPTER II

REVIEW OF LITERATURE

Comparatively little research has been done concerning the concept of conscientious effort itself, but considerable research has been done in the area of the measurement of parental attitudes, the measurement of children's behavior, and the relationship between parental attitudes and child behavior.

Measurement of Parental Attitudes

In the literature there are three specific methods of measuring parental attitudes which seem relevant to the present study. The first of these is the Fels Parent-Behavior Rating Scale (2) which requires direct observation of the parent-child relationship. The other two methods, both questionnaires, are an open-end questionnaire devised by Winterbottom (11) and the Parental Attitude Research Instrument, commonly referred to as PARI, which was devised by Schaefer and Bell (9).

The Fels Parent-Behavior Rating Scale was developed in order to test the hypothesis that a given parent behaves toward a given child in certain ways which distinguish this parent from other parents. On the basis of direct observation, trained persons rated the parent behavior. The ratings were necessarily somewhat subjective, but the scales were reliable.

The questionnaire developed by Winterbottom is focused on parental

attitudes toward independence training. This questionnaire was designed for studying the demands and restrictions which a mother places on her child. The measures obtained are the number of demands for independent accomplishments and the number of restrictions upon independent activity, the age at which these demands and restrictions are learned, the ways in which success is rewarded and failure punished during the learning of these demands and restrictions, and the mother's opinion of her child's progress. The Winterbottom questionnaire was designed without prolonged research with the measure itself; however, it does differentiate among parents and is positively related to certain aspects of child behavior. This was accepted by Winterbottom as indicative of its reliability and validity.

Another questionnaire designed to measure parental attitudes is the Parental Attitude Research Instrument (PARI), developed by Earl Schaefer and Richard Bell at the National Institute of Mental Health. It is a poll type questionnaire designed for use in various situations where the relationship between parental attitudes and personality development is to be studied. PARI consists of 32 separate scales, each representing a concept of parental attitudes toward child rearing and family relationships. In a factor analysis of these 32 scales, five relatively independent factors concerning parental attitudes were isolated. One of these, Excessive Demand for Striving, measures the demand for conformity and achievement by the child to meet the parent's needs. This factor is of particular importance in the present study.

The PARI and Winterbottom questionnaires were selected for use in the present study. Both measure parental attitudes with which the present study is concerned, attitudes toward conformity and achievement,

and attitudes toward independent behavior. Also both questionnaires could be administered in one interview, whereas the Fels Scale would require a series of interviews. The PARI and Winterbottom questionnaires, as used in the present study, are presented in Appendix C.

Measurement of Child Behavior

In studies of the relationship between child behavior and child rearing practices or attitudes, child behavior has been measured in numerous ways, varying from observations in natural situations to experimental tasks.

Baldwin (1) used direct observation in studying the democratic home as contrasted to the non-democratic home. He collected his data while observing children in free play situations.

An experimental task in the measurement of goal-setting behavior was developed by Starkweather (10). The task was a game in which it was possible to measure the difficulty of goals chosen by the children. It was possible to determine whether a child increased or decreased the difficulty of his goal in response to success or failure. In this manner each child's level of aspiration was measured. This type of task is pertinent to the present study as it could measure one aspect of conscientious effort, a high level of aspiration.

In a study of the relationship of childhood training in independence to achievement motivation, Winterbottom (11) devised a task in which achievement motivation was measured. This task was similar to the Thematic Apperception Test devised by Murray (7). The children told stories about a set of pictures, and an analysis of the story content indicated the degree to which the child was motivated to achieve.

Achievement motive, like level of aspiration, is closely related to conscientious effort.

These studies offer examples of methods used in the measurement of behavior characteristics, methods which might be adapted for the measurement of conscientious effort.

The Relationship Between Parental Attitudes And Child Behavior

The majority of the studies of parental attitudes have been concerned with the relationship of these attitudes to child behavior or personality development. Some studies have implied a casual relationship, others have not. In general it has been the attitude of the parents and the atmosphere of the home, rather than specific training techniques, which have appeared to influence the child's behavior.

In a study of the effect of the home environment on the behavior of school children, Baldwin (1) differentiated between the democratic home and control atmosphere in the home. The democratic home is characterized by a high level of verbal contact between parent and child. The control atmosphere is one in which definite restrictions are set up for the child, restrictions which he can understand and to which he is expected to conform, thereby discouraging verbal contact to some extent. In most democratic homes there is a certain degree of permissiveness, but they are not without control. For this reason, the distinction between democracy and control is difficult to make. These two types of home environment seem to have opposite effects on child behavior. Democracy increases such variables as cruelty, aggressiveness, leadership, and planfulness; while control decreases such variables as disobedience,

non-suggestibility, resistance, aggressiveness, tenacity, and fearlessness. When control and lack of democracy occur together, the child is quiet, well-behaved, and nonresistant.

In another study of the relationship between child behavior and home atmosphere, Hattwick (4, 5) found that children who were babied by their parents and children who were pushed by their parents, had much the same difficulty adjusting socially within their peer groups. These children tended to show infantile withdrawing types of behavior, but in some cases they were aggressive.

Grant (3) studied overprotected and rejected children, and his findings showed great similarity to those of Hattwick (4, 5). Grant found that overprotected children tended to be submissive and lacking in self-reliance, and that rejected children tended to be aggressive and somewhat sadistic. On the other hand, children coming from calm happy homes tended to be secure in their peer groups and therefore able to play cooperatively with others.

In another study, Sanford (8) found a strong positive relationship between the affection parents gave their children during training and the workmanship and productivity of those children. Children who were favorites in their families tended to be the most expressive and productive in their peer groups. On the other hand, children who were under parental pressure to achieve difficult goals lacked self-confidence and therefore showed poor workmanship and poor productivity.

In a study of the relationship of childhood training in independence to achievement motivation, Winterbottom (11) found that the more demands a mother placed on her child and the earlier she made these demands, the stronger the child's achievement motive. Similarly, the more

rewarding a mother was toward her child's accomplishments, the stronger his achievement motive. In other words, if independent behavior was expected and was rewarded, the child tended to be strongly motivated to achieve.

Starkweather (10) studied a relationship similar to that studied by Winterbottom. Using a PARI questionnaire for the parents and a level of aspiration task for the children, she found a significant negative relationship between children's achievement motive as measured by goal-setting behavior and parental demands for achievement and conformity.

Macfarlane (6) studied the parent-child relationship in a different way. She studied certain personality characteristics by observing the mother's reactions to other people. She found that the mother who was painfully self-conscious and felt inferior was likely to have children who were over-dependent, excessively reserved, destructive, and irritable. On the other hand, the mother who was talkative and cheerful had children who tended to be more independent, less reserved, and better natured.

Throughout these studies there appears to be a rather consistent relationship between children's behavior and the type of home atmospheres to which they have been exposed. Children who are good natured, independent, self-confident, and who have a high level of aspiration seem to come from democratic homes and calm happy homes. On the other hand, children who are lacking in self-confidence seem to come from homes in which the children are rejected, over-protected, or pushed.

Summary

This review of literature describes ways in which parental attitudes are measured, ways in which child behavior is measured, and the

relationship between parental attitudes and child behavior.

In the present study it was necessary to measure parental attitudes that could be related to the development of conscientious effort in children. The demands and restrictions parents place on their children were assumed to have an effect on work habits and therefore to be closely related to conscientious effort. For this reason, the Winterbottom and PARI questionnaires, both of which are concerned with parental demands and restrictions, were selected for use in this study.

In the present study, it was necessary to measure conscientious effort as shown in the behavior of children. Of the many ways in which child behavior has been measured, varying from observations in natural situations to experimental tasks, experimental tasks were most easily adapted for use by the teacher in the classroom; therefore, tasks for the measurement of conscientious effort were developed for use in the present research.

CHAPTER III

METHOD AND PROCEDURE

The purposes of this research is to study the relationship between parental attitudes and conscientious effort as it is displayed in child behavior. The parental attitudes concerning demands and restrictions are measured by the use of two questionnaires, the Winterbottom questionnaire and the Parental Attitude Research Instrument. Conscientious effort, defined as having at least three separate aspects, is measured by three tasks devised especially for this study. The relationship between parental attitudes and conscientious effort is analyzed statistically.

The procedure for this study includes the following steps: the development of tasks for measuring conscientious effort in children's behavior; the measurement of conscientious effort; the use of two questionnaires, PARI and Winterbottom, for the measurement of the demands and restrictions which parents place on their children; the determination of ability group differences, and their relationship to parental attitudes and conscientious effort; and finally, an analysis of the relationship between parental attitudes and conscientious effort.

Subjects

The subjects were 24 first grade children and their mothers. These children were all in the classroom in which the writer was the teacher;

and as school had been in session for seven months before this study was initiated, the children were familiar with school and with the teacher. All the children in the classroom, a total of 35, were included in the initial stage of the study; however, only those for whom all the necessary information was available were retained for the final analysis. Eleven children were eliminated. These included two slow learners and nine other children whose mothers did not cooperate in filling out the questionnaires. The questionnaires were given to the mothers when they came to school for the regular school visitation program and were completed at that time. Nine mothers did not participate in the school visitation program.

The Measurement of Conscientious Effort

Conscientious effort has been defined as having at least three outstanding aspects: (1) persistence, the need to complete a task once it is begun; (2) independence, the need to do a task without help from another person; and (3) high level of aspiration, the need to choose a difficult goal rather than an easy goal when given the choice. A task was developed for the measurement of each aspect, independent of the other aspects. One requirement common to all three tasks was that it be possible to administer them to the children during the course of the regular school day. This was necessary as the teacher was to administer the tasks.

A child's ability might well influence his performance on the tasks, so an attempt was made to control this factor. The children in the classroom were divided into three separate reading groups according to reading ability early in the school year. For the purpose of this

research, these three reading groups (I - high; II - average; and III - low) were accepted as three separate ability groups. The tasks for the measurement of conscientious effort were then planned so that, when possible, they were graded in difficulty and suited to the ability of each group; that is, the less capable children were not expected to work at too difficult a level, and the more capable children were not expected to work at too easy a level.

Persistence

Persistence was defined as the need to complete a task once it has been started. To measure persistence, it was necessary to have a task which met certain requirements. First, it should have no end value, as a material goal could be an additional motivating factor. Secondly, it should be simple to perform, as preference for difficult tasks and the refusal of help were two other aspects of the total behavior characteristic being measured and should not be confused with persistence.

A coloring task was selected to meet these requirements for the measurement of persistence. This consisted of a 9" x 11" sheet of paper marked off in one-inch squares which the child was to color alternately red and blue. This was a simple but long and tedious task for a first grade child, and it was assumed to involve no goal other than the completion of the coloring.

For the administration of the task, the children were called to tables in the back of the room, one ability group at a time, and each child was given a task paper and two crayolas, one red and one blue. The children then were told how to color their papers. The children remained in a group, each doing his own coloring. While one ability group was

being given the persistence task, the other children in the room were busy with independent reading. The task was always administered in the morning and only one ability group was presented with the task on any given day.

As each child completed the coloring of eight rows of squares on the persistence task, he was told, "You may quit now and take your seat." If he remained, he was told, "You need to take your seat now." If he still insisted on remaining, nothing further was said and he was allowed to finish the page. If a child who took his seat when told to, wished to return and finish the coloring, he was allowed to do so. A record was kept of the behavior of each child when he was told he could stop coloring and return to his seat.

The design of this task allowed for three possible ratings. A score of three was given to each child who insisted on remaining to finish the coloring before taking his seat; a score of two was given to each child who took his seat and then returned to finish the coloring; a score of one was given to each child who took his seat and did not return to finish the coloring. The possible range of scores was from one to three, and the largest score was interpreted as indicating the greatest need to complete, or degree of persistence.

The writer accepts this task as having face validity in that it satisfies the requirements described in connection with the definition of persistence.

Independence

Independence was defined as the need to do a task by oneself without help from any other person. To measure independence, it was necessary

to have a task which met certain requirements. First, it should be simple enough so that the child could do the task alone, but difficult enough to warrant the offering of help by the teacher; and secondly, it should offer occasions for the acceptance or refusal of help.

Four inlay picture puzzles, graduated in difficulty, were selected for use in the measurement of independence. The level of difficulty of each puzzle was accepted as that stated by the manufacturer. See Appendix A for details. Having four puzzles graduated in difficulty made it possible to make a slight adjustment in the task for the children in the three different ability groups. The children in Ability Group III were given the two easiest puzzles; the children in Ability Group II were given the two middle puzzles; and the children in Ability Group I were given the two most difficult puzzles. In each case one puzzle was more difficult than the other.

For the administration of the task, each child was called individually to a table at the back of the room where he was offered the easier of the two puzzles assigned to his ability group. After he had put four pieces in the puzzle, he was asked, "Do you want me to help you?" If the child accepted help, one piece was placed for him and he was told, "Now you work the puzzle." After four more pieces were put in the puzzle, the child was again asked, "Do you want me to help you?" The same procedure was followed as before. If the child asked for help at any time, one piece was placed for him and he was told, "Now you work the puzzle." After the first puzzle was completed, the second puzzle, which was the more difficult, was given to the child and the same procedure was followed.

For scoring purposes, a record was kept of the number of times each

child accepted help. This number was used as an indication of the child's dependence. The possible range of scores was from zero to any larger number. The larger score was interpreted as indicating the greater degree of dependence.

The writer accepts this task as having face validity in that it satisfies the requirements described in connection with the definition of independence.

Level of Aspiration

Level of aspiration was defined as the preference for difficult work or the level of difficulty at which one challenges himself to achieve a goal. To measure level of aspiration, it was necessary to have a task which met certain requirements. First, it should include more than one level of difficulty easily recognized by the children; and secondly, it should offer an opportunity for a choice between these levels of difficulty. For this research it seemed natural to use a reading task for measuring level of aspiration inasmuch as the children were regularly offered a choice of sentences to read during their reading periods and such sentences could easily be geared to the reading ability of each child.

A reading task was developed from the children's current reading materials, that is, sentences were taken from the books being used by each reading group at the time the task was administered. The task consisted of pairs of sentences, one more difficult than the other; and from each pair the child chose the sentence he wanted to read aloud to his group. The structure of the sentences was based on two assumptions: (1) short sentences are easier than long sentences, and (2) familiar

words are easier than newer and therefore less familiar words. These assumptions led to the selection of the following four types of sentences:

- (A) Short sentences comprised of familiar words.
- (B) Short sentences which included one newer word.
- (C) Long sentences comprised of familiar words.
- (D) Long sentences which included one newer word.

These same assumptions were followed in the pairing of sentences in order that one sentence be obviously more difficult than the other. The pairs were as follows: A with B, A with C, B with D, and C with D. The reader will note that B and C were not paired as one cannot state positively which would be the more difficult. Also A and D were not paired because two factors, length and a newer word, make D the more difficult. In all the other pairs there was only one factor which made one sentence more difficult than the other. The following is an example of one set of sentences from which the pairs were chosen:

- (A) See Spot run.
- (B) Let Dick go.
- (C) Dick and Jane looked and looked.
- (D) The family came at last.

In sentences B and D, the one newer word is underlined. See Appendix B for all of the sentences used in this task.

The order in which the four possible pairs of sentences were presented to each child was determined by using a table of random numbers, and the order assigned to any one child was maintained throughout the task. For half of the children the first pair had the difficult sentence first and for half the easy sentence was first. This was done in order to prevent the children from being influenced by the position of the

difficult sentence. For example, Child Number One was presented the pairs in this order: AB, CA, CD, DB; and Child Number Two was presented the pairs in this order: DB, AC, DC, AB. In these examples the letter indicating the more difficult sentence is underlined showing that Child Number One began with an easy sentence and Child Number Two began with a difficult sentence.

The task was administered during the regular reading classes. One ability group at a time was called to the reading circle. During each of ten different sessions, each child was given four pairs of sentences, one pair at a time, from which to choose the sentence he wanted to read (a total of 40 sentences). The children in any one ability group did hear each other read; however, there were ten different sessions for the task and no child had the advantage of being the last to read in each session. The children were called on in a prescribed order and the child who was first to read in one session was the last to read in the next session.

For scoring purposes, the number of difficult sentences chosen by each child was used as an indication of his level of aspiration. The range of possible scores was from zero to 40, the larger score indicating the higher level of aspiration.

The writer accepts this task as having face validity in that it satisfied the requirements described in connection with the definition of level of aspiration; however, inasmuch as different groups of sentences were used during each reading period and different types of sentences made up each group, a statistical t-test of internal consistency was administered.

The coefficient of reliability, obtained by using the Spearman-Brown formula, was $r = .83$ ($p < .01$), indicating reliability significant at the .01 level. This analysis affirms the reliability of this task.

Measurement of Parental Attitudes

Parental attitudes having to do with demands and restrictions parents place on their children were assumed to be related to conscientious effort as it is defined in this study. Two known questionnaires were chosen to measure these attitudes. One, the Winterbottom questionnaire, measures demands and restrictions related to independence training. The other, a part of the Parental Attitude Research Instrument, focuses on demands for conformity and achievement.

The Winterbottom questionnaire (Appendix C) is divided into three parts. Part I consists of 20 items which describe independent behavior. These items are presented in the questionnaire in two ways, once as demands and once as restrictions. Each mother checked those items that she considered goals in independence training and marked the age at which she expected her child to have learned the behavior. Part II consists of items describing the mother's reactions to her child when he conforms to the restrictions and demands and when he does not. Six possible reactions to the "good" child are presented, three rewarding reactions and three neutral reactions; and six possible reactions to the "bad" child are presented, three punishing reactions and three neutral reactions. Each mother indicated her first three choices of rewards and of punishments. Part III of this questionnaire consists of a list of the 20 items of independent behavior used in Part I. Each mother gave

her opinion of her own child by rating him as having achieved each behavior more, less or to the same degree as other children his age.

The Winterbottom questionnaire was designed, for the study in which it was first used, without prolonged research with the questionnaire itself. Winterbottom's own comment was that if the questionnaire lacked reliability, then the significant results obtained in her original research were even more impressive. The questionnaire did discriminate among mothers and was related to certain types of child behavior as indicated by the results of the original research. Partly for these reasons, but primarily because of its defined focus on demands and restrictions related to independence training, the Winterbottom questionnaire was chosen for use in the present study.

The Parental Attitude Research Instrument (PARI) is a questionnaire which can be varied to meet the needs of a particular research project. The factor in PARI described as Excessive Demand for Striving was used for the measurement of parental demands for conformity and achievement in the present research. This same factor was used in a previous study (10) and in order that a comparison of the results of the two studies be possible, the same PARI questionnaire was adopted for the present study. (Appendix C). The scales included in the questionnaire were Strictness, items showing a demand for strict conformity to rules; Acceleration of Development, items stating that the child should reach developmental goals at an accelerated pace; and Approval of Activity, items reflecting a belief that children should be kept busy and should do as much as possible. Two other scales, Excluding Outside Influences and Deification of the Parent, included in this questionnaire, are related to methods of enforcing these demands for conformity and

achievement. Still another scale, Equalitarianism, was included for rapport purposes. This last scale, which has little discriminative value, offered the mother an opportunity to agree with questionnaire items, and was not included in the final scoring. Items from each of these six scales made up the PARI questionnaire used in this study. The mothers checked each item to indicate strong agreement, mild agreement, mild disagreement or strong disagreement. Extensive research has been done at the National Institute of Mental Health in the development of PARI. See Schaefer and Bell (9) for a detailed discussion of the reliability and validity of PARI.

Method of Analysis

In this research the t-test was used for most of the statistical analysis of the relationships among the variables. The type of scoring and range of possible scores for the tasks and questionnaires made the data suitable for this type of analysis. Also, the t-test is flexible enough for comparing groups of unequal numbers, which was frequently necessary in the present study. For example, this was required in the study of sex differences as there were more girls than boys in the group of subjects studied.

For one treatment in which it was possible to match subjects, an analysis of variance was used.

CHAPTER IV

RESULTS

The purpose of this study was to explore the possible relationships between parental attitudes pertaining to the demands and restrictions placed on children and conscientious effort as shown in the behavior of children. Three tasks were developed for use in measuring the three aspects of conscientious effort, (persistence, independence, and level of aspiration). The questionnaires (PARI and Winterbottom) were chosen and used for the measurement of parental attitudes. The factors of sex and ability were included in the analysis because of their possible influence on child behavior and parental attitudes.

Descriptive Analysis

Before the relationship between parental attitudes and conscientious effort could be analyzed it was necessary to answer certain questions about the tasks, the questionnaires, sex differences, and ability differences among subjects.

Do the tasks that were developed discriminate among the subjects?

A task which does not discriminate is of no value for research purposes as our assumption is that children differ in the characteristics the task is supposed to measure. See Appendix D, Table XIII for the children's scores on the three research tasks.

The possible range of scores for the level of aspiration task was zero to 40: the actual range was six to 30, with a mean of 17.12. These scores indicate that the task does discriminate among the subjects.

The possible range of scores for the persistence task was one to three. The range was so narrow that an analysis of the relationship between this task and the other tasks was necessary to determine whether it discriminated adequately enough for the purposes of the present research.

The independence task had possible range of scores from zero to an indefinite number; the actual range was zero to seven, with a mean of 2.70. These scores indicate that the task does discriminate among the subjects.

Are the tasks related to each other?

It was assumed that the tasks measured separate characteristics of conscientious effort. (Table I). Of the three tasks describing conscientious effort, level of aspiration and independence showed a positive and significant relationship to each other ($t = 2.135$; $p < .05$).

The persistence task showed no significant relationship to the other tasks. This could have been due to the narrow range of scores. More work is needed to develop a task that can measure this aspect of conscientious effort. Since no significant relationship was found between this task and the other tasks, the persistence task was eliminated from further analysis.

TABLE I
RELATIONSHIP BETWEEN THE THREE TASKS MEASURING
CONSCIENTIOUS EFFORT

Tasks	t-test results
Persistence and Level of Aspiration	N. S.
Persistence and Independence	N. S.
Level of Aspiration and Independence	$t = 2.135$ ($p < .05$)

Do the questionnaires measure the same parental attitudes?

Both questionnaires are concerned with demands and restrictions that parents place on their children; however, they do not measure the same attitudes. This was determined in a study of the relationship between PARI scores and the three separate Winterbottom scores considered in this study. The three separate scores were as follows: the number of demands for independent behavior; the number of restrictions on independent behavior; and the parent's opinion of her own child's progress in independence training as compared to other children. One composite score was found for PARI which included both attitudes and methods of training. See Appendix D, Table XIV, for the mothers' scores on the two questionnaires.

No significant relationship was found between PARI and the three Winterbottom scores. (Table II). A tendency toward a relationship was found between PARI and Winterbottom demands ($t = 1.847$; $p < .10$).

TABLE II
MEAN WINTERBOTTOM QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS
HAVING HIGH PARI SCORES AND THE MOTHERS HAVING LOW
PARI SCORES

	PARI Scores		t-test results
	20-25	30-41	
Number of Children	13	11	
Winterbottom			
Demands	16.00	13.82	t = 1.847 (p < .10)
Restrictions	12.46	14.00	N. S.
Opinion	106.38	113.27	N. S.

The mothers who had high PARI scores tended to have high demand scores on the Winterbottom questionnaire. In other words, mothers who made excessive demands for conformity and achievement, tended to make high demands in independence training. Both questionnaires discriminated among the subjects, that is, they both had a broad range of scores.

Do the boys and girls respond differently to the tasks and are the parental attitudes toward demands and restrictions different for boys and girls?

If there were no sex differences in these respects, then the boys and girls could be considered together in the final analysis. If there

were sex differences, then the boys and girls would be treated as separate subject groups.

As far as the questionnaires were concerned, there were no significant differences between parental attitudes toward boys and toward girls. This was true for the PARI scores and the three separate Winterbottom scores. (Table III).

As far as the tasks were concerned, the boys showed a tendency toward a higher level of aspiration than the girls ($t = 1.927$; $p < .10$). The boys also showed significantly more independence than the girls ($t = 4.043$; $p < .001$). The range of scores on the independence task was from zero to three for the boys, while the range for the girls, with one exception, was from two to seven.

The significant sex differences in the responses to the tasks indicated the need to analyze the performances of the boys and girls separately. This was done for the level of aspiration task. For the independence task, inasmuch as the range of scores for the boys was limited, only the girls were considered in the final analysis.

Do the three ability groups respond differently to the tasks and are parental attitudes toward demands and restrictions different for the three ability groups?

If there were no group differences in these respects, then the groups could be considered together in the final analysis. If there were group differences, then the groups would be treated separately.

As far as the tasks were concerned, there were no significant differences among the three ability groups. As far as the questionnaires

TABLE III

SEX DIFFERENCES: MEAN SCORES OF BOYS AND OF GIRLS ON THE
 CHILDREN'S TASKS AND MEAN QUESTIONNAIRE SCORES
 OBTAINED BY MOTHERS OF BOYS AND BY
 MOTHERS OF GIRLS

	Boys	Girls	t-test results
Number of children	10	14	
Children's Tasks			
Independence (number of times help accepted)	1.10	3.93	$t = 4.043$ ($p < .001$)
Level of aspiration (number of difficult items chosen)	19.90	15.14	$t = 1.927$ ($p < .10$)
Parent Questionnaires			
PARI	29.50	28.72	N. S.
Winterbottom			
Demands	15.20	14.57	N. S.
Restrictions	13.10	13.21	N. S.
Opinion	105.70	112.86	N. S.

were concerned, the mothers of children in Ability Group I made more demands (Winterbottom) on their children, than did the mothers of children in Ability Group II ($t = 3.44$; $p < .05$) or Ability Group III ($t = 3.09$; $p < .05$). No other significant differences were obtained. (Table IV).

In view of the above findings, the children were considered in two ability groups, rather than three, for the final analysis. Ability Group I was considered separately, and Ability Groups II and III were combined.

Summary

The analysis of the children's tasks showed that the tasks measuring independence and level of aspiration had discriminative value and were related to each other. Therefore these two tasks were retained for the final analysis, and the tasks measuring persistence, which did not have discriminative value, was eliminated.

The analysis of the children's tasks also showed that boys and girls responded in a different manner to both tasks. Therefore in the final analysis boys and girls were considered separately.

The analysis of the questionnaires showed no significant relationship between the two. They apparently measured different parental attitudes, even though focused on the same general area. Both questionnaires were retained for the final analysis.

The analysis of the questionnaires also showed that parental attitudes were different for Ability Group I than for Ability Groups II and III. Therefore, in the final analysis Ability Group I was considered

TABLE IV
MEAN SCORES OBTAINED BY THE THREE ABILITY GROUPS ON
CHILDREN'S TASKS AND PARENTAL QUESTIONNAIRES

	Ability Groups		
	I	II	III
Children's tasks			
Independence (number of times help accepted)	2.54	3.83	2.14
Level of aspiration (number of difficult items chosen)	19.18	13.16	16.28
Parent Questionnaires			
PARI	27.55	30.66	30.00
Winterbottom			
Demands	17.10*	12.83	13.57
Restrictions	13.64	13.83	11.86
Opinion	109.82	118.33	101.57

*The difference between this score and the scores for each of the other ability groups is significant. (Groups I and II: $t = 3.44$; $p < .05$.) (Groups I and III; $t = 3.09$; $p < .05$.)

separately and Ability Groups II and III were combined and referred to as Group II-III.

Analysis of the Relationship Between Parental
Attitudes and Conscientious Effort

The way in which the relationship between parental attitudes and conscientious effort should be analyzed was determined to a large extent by the results of the descriptive analysis of the tasks and questionnaires. Sex differences and ability group differences indicated the need to control these factors.

The ability groups were considered separately. The relationship of parental attitudes to level of aspiration scores were studied for each of two ability groups. Boys and girls were considered separately. The relationship of parental attitudes to girls of different ability and the relationship of parental attitudes to the scores of the girls on the level of aspiration and independence tasks were studied; and the relationship of parental attitudes to the scores of boys on the level of aspiration task were studied.

Parental attitudes and the level of aspiration
scores of children in Ability Group I

An analysis of the relationship of parental attitudes to the behavior of the children in Ability Group I was made by comparing the children's scores on the level of aspiration task with the mothers' scores on the questionnaires. (Table V). The mothers' attitudes toward children showing a high level of aspiration (20-30 difficult items chosen) did not differ significantly from the mothers' attitudes

TABLE V

MEAN QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS OF CHILDREN
IN ABILITY GROUP I WHO CHOSE DIFFICULT ITEMS MORE
OFTEN AND BY THE MOTHERS OF CHILDREN IN
ABILITY GROUP I WHO CHOSE DIFFICULT
ITEMS LESS OFTEN

	Number of difficult items chosen		t-test results
	7-19	20-30	
Number of Children	6	5	
PARI	24.33	31.40	$t = 1.924$ ($p < .20$)
Winterbottom			
Demands	18.33	15.60	$t = 1.820$ ($p < .20$)
Restrictions	15.33	11.60	N. S.
Opinion	116.00	101.40	$t = 1.814$ ($p < .20$)

toward children showing a low level of aspiration (7-19 difficult items chosen); however, certain tendencies were apparent.

The PARI scores indicated that mothers of children showing a high level of aspiration tended to make greater demands than did the mothers of children showing a low level of aspiration ($t = 1.924$; $p < .20$). The Winterbottom scores indicated that mothers of children showing a high level of aspiration tended to make fewer demands than did the mothers of children showing a low level of aspiration ($t = 1.820$; $p < .20$).

These two tendencies seem to be contradictory, however the Winterbottom questionnaire is assumed to measure parental demands for independent behavior, and PARI is assumed to measure demands for conformity and achievement. These two types of demands do not necessarily represent the same attitudes.

The Winterbottom scores also indicated that mothers of children showing a high level of aspiration tended to judge their children as being less independent than did the mothers of children showing a low level of aspiration ($t = 1.814$; $p < .20$).

Parental attitudes and the level of aspiration
scores of children in Ability Group II-III

An analysis of the relationship of parental attitudes to the behavior of the children in Ability Group II-III was made by comparing the children's scores on the level of aspiration task with the mother's scores on the questionnaires. (Table VI). No significant relationships and no tendencies were apparent for this ability group.

Parental attitudes toward girls in Ability
Group I and girls in Ability Group II-III

An analysis of the relationship of parental attitudes toward girls in Ability Group I to parental attitudes toward girls in Ability Group II-III was made by comparing the questionnaire scores of the two groups of mothers. (Table VII). The mothers of the girls in Ability Group I made significantly greater demands for independent behavior (Winterbottom) than did the mothers of the girls in Ability Group II-III

TABLE VI

MEAN QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS OF THE
CHILDREN IN ABILITY GROUP II-III WHO CHOSE DIFFICULT
ITEMS MORE OFTEN AND BY THE MOTHERS OF CHILDREN
IN ABILITY GROUP II-III WHO CHOSE
DIFFICULT ITEMS LESS OFTEN

	<u>Number of difficult items chosen</u>		t-test results
	6-13	16-27	
Number of children	6	6	
PARI	30.83	29.50	N. S.
Winterbottom			
Demands	12.00	14.83	N. S.
Restrictions	13.16	12.16	N. S.
Opinion	113.33	105.16	N. S.

($t = 4.730$; $p < .01$). In other words, the mothers of girls of high ability expected them to show independent behavior.

Parental attitudes and the level of aspiration
scores of girls

Another analysis of parental attitudes toward girls was made by comparing the girls' scores on the level of aspiration task with the mothers' scores on the questionnaires. (Table VIII). The Winterbottom

TABLE VII

MEAN QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS OF GIRLS
IN ABILITY GROUP I AND BY THE MOTHERS OF GIRLS IN
ABILITY GROUP II-III

	Ability group		t-test results
	I	II and III	
Number of girls	8	6	
PARI	27.50	30.30	N. S.
Winterbottom			
Demands	17.25	11.66	$t = 4.730$ ($p < .01$)
Restrictions	13.50	12.83	N. S.
Opinion	110.25	115.00	N. S.

scores indicate that the mothers of girls showing a high level of aspiration used significantly more restrictions ($t = 2.770$; $p < .05$) and tended to make more demands ($t = 1.505$; $p < .20$) than did the mothers of girls showing a low level of aspiration. There were no other significant differences or tendencies.

Parental attitudes and independence scores of girls

Another analysis of parental attitudes toward girls was made by comparing the girl's scores on the independence task with the mothers'

TABLE VIII

MEAN QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS OF GIRLS
WHO CHOSE DIFFICULT ITEMS MORE OFTEN AND BY THE
MOTHERS OF GIRLS WHO CHOSE DIFFICULT
ITEMS LESS OFTEN

	Number of difficult items chosen		t-test results
	6-13	14-26	
Number of girls	7	7	
PARI	28.43	29.00	N. S.
Winterbottom			
Demands	13.43	16.29	t = 1.505 (p < .20)
Restrictions	10.86	15.56	t = 2.770 (p < .05)
Opinion	108.86	115.63	N. S.

scores on the questionnaires. (Table IX). There were no significant differences; however, the mothers of girls who accept help more frequently tended to judge their girls as being more independent than did the mothers of girls who accept help less frequently ($t = 2.066$; $p < .10$).

TABLE IX
MEAN QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS OF GIRLS WHO
ACCEPTED HELP MORE OFTEN AND BY THE MOTHERS OF GIRLS
WHO ACCEPTED HELP LESS OFTEN

	Number of times help was accepted		t-test results
	0-3	4-7	
Number of girls	7	7	
PARI	26.57	30.86	N. S.
Winterbottom			
Demands	15.63	14.00	N. S.
Restrictions	12.30	14.14	N. S.
Opinion	99.57	125.00	t = 2.066 (p < .10)

Parental attitudes and level of aspiration scores
of boys

An analysis of parental attitudes toward boys was made by comparing the boys' scores on the level of aspiration task with the mothers' scores on the questionnaires. (Table X). The Winterbottom scores indicate that mothers of boys showing a high level of aspiration tended to use fewer restrictions than the mothers of boys showing a low level of aspiration ($t = 1.675$; $p < .20$). There were no other tendencies or significant differences.

TABLE X

MEAN QUESTIONNAIRE SCORES OBTAINED BY THE MOTHERS OF BOYS
WHO CHOSE DIFFICULT ITEMS MORE OFTEN AND BY THE MOTHERS
OF BOYS WHO CHOSE DIFFICULT ITEMS LESS OFTEN

	Number of difficult items chosen		t-test results
	10-19	20-30	
Number of boys	5	5	
PARI	32	27	N. S.
Winterbottom			
Demands	15.80	14.60	N. S.
Restrictions	14.80	11.40	t = 1.675 (p < .20)
Opinion	104.00	107.40	N. S.

Summary

The analysis of the relationship between parental attitudes as measured by the questionnaires used in this study and two characteristics of conscientious effort showed certain significant relationships and certain tendencies.

The two questionnaires apparently do not measure the same attitudes. For children of high ability (Group I), the PARI questionnaire indicated that mothers tended to place more demands for conformity and achievement on children who had high levels of aspiration; whereas the

Winterbottom questionnaire showed that mothers placed more demands for independent behavior on children who had low levels of aspiration.

When girls alone were considered, two significant relationships were found. More demands (Winterbottom) for independent behavior were placed on girls of higher ability (Group I) than on girls of lower ability (Group II-III); and more restrictions (Winterbottom) on independent behavior were placed on girls with high level of aspiration than on girls of low level of aspiration.

Relation to Previous Research

The two questionnaires used in the present study had been used in previous research, and a comparison of the earlier results with the present results was possible.

Winterbottom Questionnaire

The results of the original research (11) seem to be the reverse of the results obtained in the present research. The Winterbottom research dealt with the child's achievement motive, or his desire to achieve; and indicated that mothers demanded significantly more independent behavior of children showing high, rather than low, achievement motive. The present research dealt with the child's level of aspiration, or his preference for difficult work, and indicated that mothers tended to demand more independent behavior of children showing low, rather than high, levels of aspiration.

Achievement motive, in the original research, was measured by inference from the results of a projective test. In the present research, level of aspiration was measured by observation of the child's

actual behavior. These two variables, desire to achieve and preference for difficult work, may in reality indicate different personality characteristics rather than being closely related. This could account for the difference in the results of the two studies and it does indicate an area in which more intensive research is needed.

PARI Questionnaire

The particular questionnaire used in the present study was previously used by Starkweather (10). In that study, a significant relationship was found between parental attitudes and the level of aspiration of children. A study of this same relationship was also a specific part of the present research, and therefore a direct comparison between the results of the two studies is possible.

The results of the Starkweather research indicated that mothers placed more demands for achievement and conformity on children showing a low, rather than a high, level of aspiration. In the present study this relationship was analyzed for the separate ability groups, and no significant differences were found; however, significant sex differences were found in the children's responses to the tasks, and the boys and girls were treated as separate subject groups. It was then possible to control for sex and analyze for the relationship between parental demands and level of aspiration.

An analysis of variance was used to study the relationship between parental demands as measured by PARI and level of aspiration scores, the responses of boys and girls being considered separately. For this, boys and girls were matched on PARI scores so that high and low PARI groups could be compared. A total of 20 children from the original

group of subjects were used in this analysis. The raw data showing the cell groupings is given in Table XI.

The null hypotheses tested by this analysis of variance were, (1) there is no difference between high and low PARI groups in level of aspiration scores; (2) there is no difference between boys and girls in level of aspiration scores; and (3) boys and girls do not have different level of aspiration scores between high and low PARI groups. The first null hypothesis was not rejected; but for the second and third, significant differences were found. (Table XII).

The sex difference in level of aspiration scores was significant ($F = 7.49$; $p < .05$). Boys showed a preference for difficult work more frequently than girls.

The significance of parental demands became apparent when sex differences were controlled. The interaction (PARI X sex) was significant ($F = 9.14$; $p < .01$). Boys and girls did have different level of aspiration scores between high and low PARI groups. The higher PARI group of boys had the lower level of aspiration scores; whereas the higher PARI group of girls had the higher level of aspiration scores. Stated another way, the parents who placed high demands for conformity and achievement on their children, had boys who showed a preference for easier work and girls who showed a preference for more difficult work. This relationship between parental demands and the boys' behavior was the same as that found by Starkweather (10).

TABLE XI

DATA FOR ANALYSIS OF VARIANCE: PARI AND LEVEL OF ASPIRATION
SCORES FOR BOYS AND GIRLS MATCHED ON PARI SCORES

	Boys		Girls	
	PARI score	level of aspiration score	PARI score	level of aspiration score
High PARI				
	40	19	41	12
	36	27	36	19
	35	10	32	25
	31	20	32	14
	30	19	30	9
Mean	36.40	19.00	36.20	15.80
Low PARI				
	28	15	28	7
	27	17	28	11
	25	20	25	13
	23	30	23	20
	20	22	21	11
Mean	24.6	19.90	25.0	14.10

TABLE XII
SUMMARY OF ANALYSIS OF VARIANCE OF LEVEL OF ASPIRATION SCORES
BY SEX AND HIGH AND LOW PARI GROUPS

Source of variation	df	Mean square	F	p
PARI	1	3.20		
Sex	1	168.20	7.49	.05
Interaction	1	205.20	9.14	.01
Within Subgroups	16	22.46		
Total	19			

CHAPTER V

INTERPRETATION OF RESULTS

Summary

The purpose of this study was to explore the possible relationships between parental attitudes pertaining to the demands and restrictions placed on children and conscientious effort as shown in the behavior of children. The parental attitudes were measured by two existing questionnaires, the Parental Attitude Research Instrument and the Winterbottom questionnaire, which focus on the demands and restrictions parents place on their children. Conscientious effort was defined as the compulsion to do, or to put effort into doing, what one believes he should do. In line with this definition persistence, independence, and a high level of aspiration were accepted as three separate characteristics of conscientious effort and tasks were developed for the measurement of these characteristics. Statistical analysis showed that the tasks measuring independence and level of aspiration had discriminatory value and were related to each other. Therefore these two tasks were retained for the final analysis, and the task measuring persistence was eliminated.

The subjects were 24 first grade children and their mothers. Boys and girls from three different ability groups were used; these were the three reading groups in the classroom. A preliminary analysis showed that the boys and girls responded differently to the two experimental tasks, and also showed that parental attitudes were different for

Ability Group I than they were for Ability Groups II and III. For these reasons, in the final analysis, boys and girls were considered separately and two ability groups (Group I and Group II-III) were considered separately.

The final analysis showed certain significant relationships for girls. The mothers demanded more independent behavior of girls with higher ability (Group I) than of girls with lower ability (Group II-III) and restricted independent behavior more for girls with high levels of aspiration than for girls with low levels of aspiration.

In an analysis of the relationship of level of aspiration scores to sex and to demands for conformity and achievement (PARI), it was found that the parents who placed high demands for conformity and achievement on their children, had boys who showed a preference for easier work and girls who showed a preference for more difficult work.

Implications of the Study

In the present research three tasks were developed for the purpose of measuring persistence, independence, and level of aspiration, which were assumed to be characteristics of the child who shows conscientious effort. The tasks which measured independence and level of aspiration discriminated among the first grade children who were subjects in this study, and showed that the child who refused help was the child who wanted to try difficult work. To this extent the assumption that independence and level of aspiration are common characteristics of conscientious effort is supported. Needless to say, other characteristics contribute to the expression of conscientious effort and much study will be necessary before this behavior is better understood.

Certain findings in the present research appeared to contradict the findings of other research. In a previous study, when parents had high expectations for independent behavior, their children showed a strong need to achieve; whereas in the present study, when parents had these high expectations, children showed low levels of aspiration, that is, showed a preference for easy rather than difficult work. Here the importance of being most discriminating in the identification of behavioral characteristics is indicated. If the desire to achieve is quite different from an actual preference for difficult work, then the findings of these two studies are not in contradiction.

The comparison of the two questionnaires and the relation of certain parental attitudes to children's behavior also showed the need for careful definition of terms. Both questionnaires are focused on demands which parents place on their children; for one, it is demands for conformity and achievement, and for the other, demands for independent behavior. These two types of demands could be in harmony or could be in opposition. The parent who demands conformity and achievement might inadvertently prevent independent behavior in order to attain his other goals. The measurement of parental attitudes needs extensive study before the relationship of attitudes to child behavior can be more clearly understood.

It was the hope of this investigator that the present study could indicate factors which might be controlled and factors on which attention might be focused when more intensive research is done in the study of conscientious effort. The results of the present study, broad as it is, have shown that ability and sex are two such factors.

Recommendations for Further Research

The present research was an exploratory study and was intentionally broad in scope. It included the use of two available parental attitude questionnaires and three tasks developed by the investigator for the study of the children's behavior. The results of the study showed certain tendencies and significant relationships which suggest the advisability of more intensive study of conscientious effort and the factors which influence its development.

The characteristics of persistence, independence, and level of aspiration, which were assumed to be characteristics of conscientious effort, should be studied more intensively. An adequate task should be developed for the measurement of persistence. This characteristic could not be included in the final analysis of the present study because of the lack of discriminatory value of the task developed by this investigator. All three characteristics should be studied with a variety of tasks and with such variables as sex, age and ability controlled.

When more adequate measures of parental attitudes are available, the attitudes of both fathers and mothers toward independence and achievement and the relationship of these attitudes to conscientious effort should be studied.

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APPENDIX A

PUZZLES USED FOR THE INDEPENDENCE TASK

The four puzzles used for the independence task were made by the Sife Company and should be available in any store carrying this company's products.

Puzzle Number One

This puzzle was a fifteen piece picture of an airplane and was recommended by the manufacturer for children from the ages of two to four. This was used as the first and easiest puzzle in this study.

Puzzle Number Two

This puzzle was an eighteen piece picture of Hansel and Gretel and was recommended by the manufacturer for children from the ages of four to six. This was used as the second puzzle in this study.

Puzzle Number Three

This puzzle was a twenty-seven piece picture of a ship and was recommended by the manufacturer for children from the ages of six to eight. This was used as the third puzzle in this study.

Puzzle Number Four

This puzzle was a thirty-two piece picture of a camel and was recommended by the manufacturer for children from the ages of six to eight. This was used as the fourth and most difficult puzzle for this study.

APPENDIX B

SENTENCES USED FOR THE LEVEL OF ASPIRATION TASK*

Sentences used in Ability Group I

- I - 1. (A) Come here, Flip.
 (B) Go across it.
 (C) We are on our way to school.
 (D) We have no honey for tomorrow.
- I - 2. (A) Come and help.
 (B) Take the trash out.
 (C) We like milk very, very, much.
 (D) He helps us cross the street.
- I - 3. (A) Out it jumped.
 (B) It was gone.
 (C) Out jumped a big dog.
 (D) He ran all around the house.
- I - 4. (A) Look out here.
 (B) It is different.
 (C) See the big red car.
 (D) We went bathing in the sea.
- I - 5. (A) He looked in.
 (B) The seaweed was green.
 (C) He came here to see Jane.
 (D) The shells were pretty colors of red.
- I - 6. (A) See the big house.
 (B) He looked for a porch.
 (C) Mary and Ben got out of the car.
 (D) Dick and Jane want to go together.
- I - 7. (A) Ben can walk.
 (B) She opened the box.
 (C) See the blue baby carriage.
 (D) That was a very good game.
- I - 8. (A) Let's play.
 (B) The floor is brown.
 (C) She made a little house for her duck.
 (D) Her hair was very black.
- I - 9. (A) It was a good house.
 (B) Chocolate is fine.
 (C) We must say goodby to Susan.
 (D) The noise got louder and louder.

*Underlined words are the newer words.

- I - 10. (A) Mary looked at it.
 (B) Don't go without it.
 (C) The ducks went quack, quack, quack.
 (D) I have not touched my work.

Sentences used in Ability Group II

- II - 1. (A) Come and see.
 (B) Jane took Sally.
 (C) Come and play with me.
 (D) Dick and Jane can go to town.
- II - 2. (A) Look and see.
 (B) See me laugh.
 (C) Mother and Father can jump.
 (D) Help me get well.
- II - 3. (A) What is it?
 (B) See the elephant.
 (C) I know what to do now.
 (D) I saw him drop the box.
- II - 4. (A) Yes, I did.
 (B) Pauline likes them.
 (C) Do you like to ride?
 (D) The tadpole had a long tail.
- II - 5. (A) I will run home.
 (B) The doll was broken.
 (C) Come and see him, Grandmother.
 (D) The baby was delighted with the ball.
- II - 6. (A) Father came home.
 (B) He came early.
 (C) We can have a ball game.
 (D) All the children went coasting.
- II - 7. (A) I have one.
 (B) I will go early.
 (C) I want to ride on the pony.
 (D) We can fish every day.
- II - 8. (A) Jack has a duck.
 (B) The sun is shining.
 (C) Are they up here in the tree?
 (D) He saw himself in the water.
- II - 9. (A) I have a wagon.
 (B) I must have a nap.
 (C) Dick walked down to see Jane.
 (D) The nightingale is a pretty bird.

- II - 10. (A) Out it jumped.
 (B) It was gone.
 (C) Out jumped a big dog.
 (D) He ran all around the house.

Sentences used in Ability Group III

- III - 1. (A) See Spot run.
 (B) Let Dick go.
 (C) Dick and Jane looked and looked.
 (D) The family came at last.
- III - 2. (A) See Jane go.
 (B) Mother can talk.
 (C) Father can come and go.
 (D) Spot looked up and barked.
- III - 3. (A) Come and play.
 (B) Jump up high.
 (C) Mother and Father can jump.
 (D) Mother lived on a farm.
- III - 4. (A) See the top.
 (B) The top can spin.
 (C) It will go and go and go.
 (D) It goes very, very, fast.
- III - 5. (A) See the dog.
 (B) The dog is mean.
 (C) He will jump up on you.
 (D) He might jump up and bite you.
- III - 6. (A) Look and see.
 (B) See me grin.
 (C) It is fun to play.
 (D) I need help on my toy.
- III - 7. (A) I see it.
 (B) See the tiger?
 (C) I will go very fast.
 (D) I see a little kitten.
- III - 8. (A) I will run.
 (B) Jane came, too.
 (C) Dick will like that.
 (D) Don't go so fast, Sally.

- III - 9. (A) It was here.
(B) Now it is gone.
(C) Who has taken the doll?
(D) The doll was broken up.
- III - 10. (A) See Baby Sally.
(B) I will go.
(C) That was very much fun.
(D) I want to ride on the merry-go-round.

APPENDIX C

CHILD TRAINING QUESTIONNAIRE*

Beside each statement there are two blanks. In the first one put a check mark if it is one of the things that you want in your child by the time he is seven years old. In the second one put the approximate age by which you think your child should have learned this behavior.

- ___ ___ To stand up for his own rights with other children.
- ___ ___ To know his way around his part of the city so that he can play where he wants without getting lost.
- ___ ___ To go outside to play when he wants to be noisy and boisterous.
- ___ ___ To be willing to try new things on his own without depending on his mother for help.
- ___ ___ To be active and energetic in climbing, jumping, and sports.
- ___ ___ To show pride in his own ability to do things well.
- ___ ___ To take part in his parent's interests and conversations.
- ___ ___ To try hard things for himself without asking for help.
- ___ ___ To be able to eat alone without help in cutting and handling food.
- ___ ___ To be able to lead other children and assert himself in children's groups.
- ___ ___ To make his own friends among children his own age.
- ___ ___ To hang up his own clothing and look after his own possessions.
- ___ ___ To do well in school on his own.
- ___ ___ To be able to undress and go to bed by himself.
- ___ ___ To have interests and hobbies of his own. To be able to entertain himself.
- ___ ___ To earn his own spending money.
- ___ ___ To do some regular tasks around the house.
- ___ ___ To be able to stay at home during the day alone.

*Winterbottom (11).

- ___ ___ To make decisions like choosing his clothes or deciding how to spend his money by himself.
- ___ ___ To do well in competition with other children. To try hard to come out on top in games and sports.
- ___ ___ Not to fight with children to get his own way.
- ___ ___ Not to play away from home without telling his parents where he is.
- ___ ___ Not to be noisy and boisterous in the house.
- ___ ___ To be cautious in trying new things on his own when his parents aren't around.
- ___ ___ Not to run and jump around a lot.
- ___ ___ Not to try to be the center of attention. Not to boast or brag.
- ___ ___ To be respectful and not interfere with adults.
- ___ ___ Not to try to do things himself that others can do better.
- ___ ___ Not to be sloppy at the table or eat with his fingers.
- ___ ___ Not to boss other children.
- ___ ___ Not to play with children he doesn't know or of who his parents don't approve.
- ___ ___ Not to leave his clothes lying around or his room untidy.
- ___ ___ Not to fail at school work.
- ___ ___ Not to stay out after dark.
- ___ ___ Not to depend on his mother for suggestions of what to do.
- ___ ___ Not to earn money or take a job without his parents consent.
- ___ ___ Not to whine or cry when his mother leaves him alone.
- ___ ___ Not to try to do things around the house where he will be in the way.
- ___ ___ Not to make important decisions like choosing his clothes or deciding how to spend his money without asking his parents.
- ___ ___ Not to try to beat other children in play.

When your child is learning how to do things like these, which of the following are you most likely to do when he does what you want. Mark your first three choices (1. 2. 3.) in the spaces beside the ones you choose.

- ___ Tell him what a good boy he is. Praise him for doing well.
- ___ Do nothing at all to make it seem special.
- ___ Show him that you expected it of him.
- ___ Kiss or hug him to show how pleased you are.
- ___ Give him a special treat or privilege.
- ___ Show him how he could have done even better.

What do you do when he doesn't do what you want? (Mark your first three choices.)

- ___ Show him that you are disappointed in him.
- ___ Don't show any feeling about it.
- ___ Scold or spank him for not doing it.
- ___ Point out that he could have done better.
- ___ Deprive him of something that he likes or expects, like a special dessert or privilege.
- ___ Just wait until he does what you want.

When your child refrains from doing these things that you don't want him to do, which of the following is the closest to what you usually do? (Mark your first three choices.)

- ___ Tell him what a good boy he is. Praise him for being good.
- ___ Do nothing at all to make it seem special.
- ___ Show him that you expect it of him.
- ___ Kiss or hug him to show how pleased you are.
- ___ Give him a special treat or privilege.
- ___ Show him how he could have done even better.

When he does the things that you don't want him to, what do you usually do? (Mark your first three choices.)

- ___ Show him that you are disappointed in him.
- ___ Don't show any feeling about it.
- ___ Scold or spank him for not doing it.
- ___ Point out how he should have behaved.
- ___ Deprive him of something he likes or expects like a special treat or privilege.
- ___ Just wait until he does what you want.

On this page is a list of things that you checked off earlier as goals. This time we would like you to describe your own child as you think he compares with other children his own age. Has he shown less, more, or the same amount as other children. Put a checkmark in the column that best describes your child.

	Less	Same	More
Looking after his own rights with other children.	___	___	___
Looking after himself away from home.	___	___	___
Being noisy and boisterous.	___	___	___
Trying new things on his own.	___	___	___
Being active and energetic.	___	___	___
Taking pride in doing things well.	___	___	___
Being interested in what his parents do and say.	___	___	___
Tackling hard things without help.	___	___	___
Eating well alone.	___	___	___
Leading other children.	___	___	___
Making friends with children his own age.	___	___	___
Looking after his own possessions.	___	___	___
Doing well in school.	___	___	___
Undressing and going to bed alone.	___	___	___
Having interests of his own.	___	___	___
Earning his own spending money.	___	___	___
Doing tasks around the house.	___	___	___
Making his own decisions.	___	___	___
Winning or coming out on top in sports and games.	___	___	___
Staying at home alone.	___	___	___

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN*

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly	mildly	mildly	strongly
agree	agree	disagree	disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

	<u>Agree</u>		<u>Disagree</u>	
1. There is no reason parents should have their own way all the time, any more than that children should have their own way all the time.	A	a	d	D
2. The sooner a child learns to walk, the better he is trained.	A	a	d	D
3. A child should always love his parents above everybody else.	A	a	d	D
4. A very active life is the best life for a child.	A	a	d	D
5. Most children should have more discipline than they get.	A	a	d	D
6. There is nothing worse than letting a child hear criticism of his mother.	A	a	d	D
7. Children are too often asked to do all the compromising and adjusting and that is not fair.	A	a	d	D
8. Most children are toilet trained by 15 months of age.	A	a	d	D
9. A child soon learns that there is no greater wisdom than that of his parents.	A	a	d	D

*Questionnaire adapted from PARI (10).

	<u>Agree</u>	<u>Disagree</u>
10. The sooner a child learns that a wasted minute is lost forever, the better off he will be.	A a d D	
11. Children are actually happier under strict training.	A a d D	
12. Children should never learn things outside the home which make them doubt their parents' ideas.	A a d D	
13. Parents should respect the rights of children as much as they expect the children to respect the parent's rights.	A a d D	
14. There is no reason why a child should not learn to keep his clothes clean very early in life.	A a d D	
15. Parents deserve the highest esteem and regard of their children.	A a d D	
16. There are so many things children have to learn in life there is no excuse for their sitting around with time on their hands.	A a d D	
17. Strict discipline develops a fine strong character.	A a d D	
18. A parent should never be made to look wrong in a child's eyes.	A a d D	
19. If a parent sees that a child is right and the parent is wrong, they should admit it and change their behavior.	A a d D	
20. A mother should make an effort to get her child toilet trained at the earliest possible time.	A a d D	
21. Loyalty to parents comes before everything else.	A a d D	
22. Children who don't try hard for success will feel that they have missed out on things later on.	A a d D	
23. A child should not question the thinking of his parents.	A a d D	

	<u>Agree</u>	<u>Disagree</u>
24. A child will be grateful later on for strict training.	A a	d D
25. Parents should adjust to children some rather than always expecting the children to adjust to the parents.	A a	d D
26. The earlier a child is weaned from his emotional ties to his parents, the better he will handle his own problems.	A a	d D
27. More parents should teach their children to have unquestioning loyalty to them.	A a	d D
28. Parents should teach their children that the way to get ahead is to keep busy and not waste time.	A a	d D
29. Children who are held to firm rules grow up to be the best adults.	A a	d D
30. There is no excusing someone who upsets the confidence a child has in his parent's way of doing things.	A a	d D

APPENDIX D

TABLE XIII

RAW DATA FOR EACH SUBJECT: SEX, ABILITY GROUP NUMBER,
AND SCORES ON THE THREE RESEARCH TASKS

Child	Sex	Ability Group	Level of Aspiration	Persistence	Independence
1	F	II	14	2	7
2	M	II	19	1	1
3	M	III	15	3	4
4	M	III	27	3	1
5	F	III	9	1	3
6	M	III	20	2	1
7	F	III	13	1	5
8	M	III	20	1	0
9	M	II	17	1	1
10	F	I	7	2	2
11	F	I	25	2	4
12	M	I	30	1	1
13	F	I	20	1	3
14	M	I	19	2	0
15	F	I	11	2	2
16	F	I	19	1	6
17	F	I	26	2	7
18	M	I	22	2	1
19	F	I	19	1	2
20	F	I	20	2	0
21	M	III	10	1	1
22	F	II	12	2	7
23	F	II	11	2	3
24	F	II	6	2	4

TABLE XIV
 RAW DATA FOR EACH SUBJECT: SCORES ON WINTERBOTTOM
 AND PARI QUESTIONNAIRES

Child	Winterbottom			PARI
	Restrictions	Demands	Opinion	
1	14	11	110	32
2	16	15	120	30
3	9	17	75	28
4	15	11	89	36
5	14	12	100	30
6	11	15	110	25
7	11	12	125	25
8	7	15	112	31
9	15	16	125	27
10	3	18	87	28
11	17	19	110	32
12	11	16	110	23
13	15	20	105	24
14	18	18	100	40
15	10	17	95	21
16	13	12	105	36
17	18	17	145	24
18	13	16	116	20
19	14	13	120	32
20	18	20	115	23
21	16	13	100	35
22	10	13	180	41
23	12	10	75	28
24	16	12	100	26

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