

A COMPARISON OF THE FELT PARENTAL EXPECTATIONS  
WITH FEELINGS OF ADEQUACY OF A GROUP  
OF COLLEGE STUDENTS

By

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## PREFACE

There has been little research conducted on parental expectations. There is also a comparatively small amount of literature on the subject. The purpose of this study is to define and describe these expectations, and to compare felt parental expectations with feelings of adequacy in two groups of college students, both men and women.

The writer wishes to acknowledge her indebtedness to the people who made this study possible: to Dr. Hazel L. Ingersoll as a source of guidance and encouragement, and for her help in establishing rater-reliability; to Mrs. Josephine Hoffer for critical reading of the manuscript, and assistance in establishing rater-reliability; and to the California Test Bureau for cooperation in securing the Mental Health Analysis.

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This is a study of the felt parental expectations of college men and women. The study is also a comparison of specific aspects of felt parental expectations with feelings of adequacy as measured by a standardized personality scale.

#### Scope of the Study

This study is concerned with what college men and women felt their parents expected of them both as children and as young adults. The study is not intended to determine underlying causes for parental expectations, but seeks only to establish what the subjects feel their parents expected of them. Data on felt parental expectations were collected by the use of a group of open-end statements. The findings are limited to what information could be gained from responses to such an instrument, as well as to the results of the standardized test on mental hygiene that was given to the subjects.

Review of Literature Related to Parental Expectations  
and Feelings of Adequacy

The earliest records of parental expectations come from the ancient Hebrew family. The authority to implement these expectations lay almost exclusively with the father. Goodsell (10:52) states, "The utmost respect and reverence toward parents, coupled with the most scrupulous obedience, was exacted of all Hebrew children." In the ancient Hebrew family a child who smote or cursed his father could be put to death.

Goodsell (10:106) writes that in early Greek homes, according to Plato, the child was expected to conform to approved moral standards. In the Protagoras Plato writes:

Mother and nurse and father and tutor are quarreling about the improvement of the child as soon as ever he is able to understand them; he cannot say or do anything without their setting forth to him that this is just and that is unjust; this is honorable, that is dishonorable; this is holy, that is unholy; do this and abstain from that. And if he obeys, well and good; if not he is straightened by threats and blows, like a piece of warped wood.

Goodsell (10:186) also states that in the Roman family sons were highly prized and were expected to be the maintainers of the family religion. Nimkoff (17:59) writes of the Roman family, "He could sell his children, banish them, even kill them if he chose. His children remained under his control during his lifetime, even after their marriage, which might be arranged or dissolved without their consent."

When describing the parent-child relationships in the family of the Middle Ages, Goodsell (10:186) stresses the right of the father

to freely chastise his children. Certain laws allowed the father to beat his child with a heavy staff if he broke no bones. He further states that until the eleventh century, the father could bestow his daughter in marriage without the slightest regard to her wishes. He also could send his son or daughter to a monastery to become a monk or nun without consulting their desires.

During the Renaissance children were expected to excel in morals and manners. They were trained by nurses and their mothers. Among expectations mentioned by Goodsell (10:282-5) are kneeling to God in thanksgiving in the morning and evening; saying "Benedicite" and "Gratias" before and after meals; eating and drinking with moderation; and being modest when in the streets. He also writes that children were expected to kneel daily to receive their parents' blessing and to address them in terms of respect, as "Sir" and "Madam" and seldom were permitted to sit in their presence. There is evidence that severe discipline was the characteristic of child rearing during this period.

Discipline continued to be strict during the seventeenth century. Goodsell (10:335) writes of the girls:

One is tempted to pity these small maidens thus early condemned to keep the house and strain eyes and nerves over intricate work too often in advance of their undeveloped powers of coordination and control.

Calhoun (4:105) when discussing the status of children in the New England family, writes:

Colonial childhood is largely hidden in obscurity. Letters and diaries contain little mention of the children save the record of births and deaths and maladies and the like. Children were "to be seen not heard" and not seen too much either. There was no purpose to make the child appear valuable or noteworthy to himself or others.

Scientific child study was a thing of the future.

Later Calhoun (4:107-11) writes of specific expectations of colonial children. He cites observance of religious forms as being of chief importance. Children were expected to abstain from everything they naturally wanted to do; or they would be confronted with the terrors of hell. Since infants were considered depraved at birth parents were obligated to seek infantile conversion. Children were expected to address their parents as "esteemed parent" or "honored sir and madam". If a child was pert, he was considered delirious or bewitched.

During the Colonial period parental expectations and the discipline used to enforce them appear to have been quite harsh. Nimkoff (17:79) points out that a number of colonies prescribed the death penalty for children who defied parental rules, and although there is no indication that it was ever enforced, the law itself attests to the absolute authority of parents. He cites the saying "that children should be seen and not heard" as being an excellent measure of their status during the Colonial period.

Nimkoff (17:81) writes of the etiquette expected of Colonial children thus:

Children in colonial times were expected to eat their meals in complete silence, as fast as possible, and leave the table as speedily as possible. In many households they were not allowed to sit at the table, but stood by the side of the table or at a side table, running over to the regular table for additional helpings. In some families they stood behind their parents or other adults, and the food was handed back to them.

An important parental expectation of Colonial children was that they contribute to the family livelihood. Goodsell writes that because

children were a financial asset, and that a divine command was to "be fruitful and multiply", their birth was welcomed (10:395).

Calhoun (4:124-7) describes the Colonial home as being a place where the children were expected to learn all that was necessary for their future careers. Laws were passed which required parents to see that their children were industriously occupied. Early in life, boys were expected to learn some useful handicraft.

Thus it appears that Colonial expectations were strict and well defined, often by law, in areas of moral, religious, and industrial training. Current literature today reveals that traces of this early patriarchy remain in parent-child relations.

#### Contemporary Approach

A basic assumption underlying this study is that there are certain parental expectations which are sufficiently strong to be felt by children. Burgess and Locke (3:240) support this when they write:

The family is the environment in which the expectations of society first impinge upon the infant, forming his habits, his standards, and his roles. Family expectations prepare the child for his roles in the community. They are uncritically accepted by him until they are challenged by divergent expectations of other persons. Complications arise whenever there is conflict between the expectations of the family and those of other groups in the community.

The influence of expectations of parents which determine attitudes and conduct is shown in a personal document by age periods. These expectations fall into the following pattern: (1) childhood, when the boy implicitly follows the family conduct code (2) adolescence, when there is a conflict between family expectations and other

behavior patterns (3) youth, when the boy is emancipated from parental expectations by physical separation (3:240).

The importance of knowing what parental expectations were is stressed by Burgess and Locke (3:245):

The behavior of a person in a particular situation is almost entirely motivated by attitudes formed in his various experiences from birth to the time of acting in that situation. This means that the tendency on the part of a husband to expect his wife to be a homemaker depends upon his prior experiences with expectations of that nature. Consequently, an understanding of behavior in a family involves knowing the expectations to which the persons have been subject prior to as well as during marriage. From this viewpoint, the family as a unity of communicating personalities signifies the fitting together of the expectations of the husband and of the wife which have been acquired in the years before they became acquainted with each other.

The expectations of intimate, informal, personal groups like the family, the play group, and the neighborhood are binding on group members. Family expectations are particularly binding, for parental expectations control the early habits formed by the child. What the person will eat and how he will eat it, how he will walk and talk, what he may and may not do, standards of decency, and other approved behavior require no compulsion except that of group definition and expectation.

The effect of family expectations is seen even before the birth of a child. To a degree the father's occupation determines the general type of occupation the son will follow. Most parents know whether or not their child will have a college education. Typical middle class parents expect their child to have more education than themselves in the expectation that they will achieve upward social mobility. The children participate in the development of these expectations and internalize their parents' wishes. In this way the desire for social mobility becomes a part of their own impulses and wishes (3:245).

A limited amount of research in the area of parental expectations has been done. Bossard (2:205) conducted a study based on information gathered from 81 persons; 67 of whom were students in a large urban

university and 14 of whom had entered employment following their sixteenth birthday. The method used was free association writing on a series of stipulated questions followed by informal interviews in selected cases. One out of five subjects stressed that their families had expected them to live up to strong parental pressures in the area of occupational choice. These pressures were most manifest where the parents engaged in occupations of high status; predominately professional occupations such as the ministry and teaching. Parental expectations in all areas were stronger in cases where the parents were engaged in a recognized profession. Expectations other than occupational choice that were felt to be especially strong included (1) a high level of scholastic performance, and (2) a strong conformity to the social code of the parents' status.

Sharrock (19:95-8) in an investigation of authority patterns in parent-child relations, found that mention of parental expectations figured prominently in the autobiographies written by college students in response to a questionnaire-guide. Parental expectations were mentioned in all six authority categories. In the autocratic authority pattern, expectations were rigid and restrictive. The father appeared to consider himself in the chief position of authority, and sometimes used the children as a means of ego-extension. Cases which fell in the "pseudo"-autocratic pattern (a pattern characterized by neurotic mother-domination) revealed that the mother's expectations for the children were often unreasonable and uncertain. The subjects in this group appeared to reject parental expectations and make decisions independent of their parents. In the benevolent autocratic pattern the parents had confident expectations which were clearly defined

and understood by the children. These subjects were firmly guided to conform to parental expectations which centered around values held by the family. Persons falling in the democratic authority pattern wrote of parental expectations which were well-defined and accepted by them as being fair and reasonable. These subjects felt little resentment over parental expectations and the means used to achieve them. In indulgent families certain expectations in keeping with family values were met by the child and other expectations were ignored, since the child was allowed to choose what he wanted to do in most situations. Parental expectations were not especially evident in the laissez-faire group, because the almost complete lack of familial control allowed the child to grow up with little feeling of responsibility to parental authority.

Some writers have seen a relationship between parental expectations and feelings of adequacy that stem from the self-concept. This is mentioned by Cameron (5:32) who writes, "The expectations or fears of a parent to the extent that they enter into his overt interactions with the child and the other parent, may play a decisive part in shaping the child's social behavior patterns."

The feelings of adequacy (or inadequacy) an individual possesses depend upon the development of the "self". Rogers (18:483-506) sees each individual as the center of a continually changing world of experience; often "unconscious" experience. People think, feel and act in terms of how they perceive this world of experience. Gradually a portion of this world becomes differentiated from the remainder of the world, and becomes the individual's self. As the person encounters more and more experience he gradually establishes

certain reactions and patterns. These, Rogers calls the "self-concept". The "self-concept" is the individual's way of regarding and evaluating himself. Certain needs of the child must be met before the child will develop a "self-concept" which includes feelings of adequacy.

This hierarchy of needs arranged by Maslow (15:370-96) and modified by Lindgren (14:25) is expressed at five levels, the first level including the most essential body needs; the second level referring to the need for physical safety; the third level indicating needs related to love. The fourth level consists of satisfying relationships with others; while the fifth level is composed of needs of self-expression and achievement.

Further explanation of how needs met or unmet are related to the person's sense of adequacy is given by Lindgren (14:26-35). He traces the development of self as follows: The infant is born without self as defined earlier in this discussion. The needs of the first three levels must be met if the child is to later develop "self-concept". Probably the self is first known about six or eight weeks after birth. At least during the first year, the baby has some understanding of being a separate entity.

As the child explores objects around him, he finds "who he is". This exploration soon brings him in contact with the standards of his social class, and punishment evolves. Now the child must begin to incorporate parental expectations into his "self-concept" in order to win approval and love. Later the child must incorporate expectations of groups outside the home.

In essence the problem of development of the "self-concept" consists of finding the best ways for the person of satisfying basic needs, without interfering with the rights of others, so as not to

gain disapproval and punishment.

Expectations which parents hold for their child decide how they will satisfy these needs which determine the child's feeling of "self" or adequacy.

Carroll (7:80-1) believes that members of the family are the most significant persons in the child's life and form the basis for his concept of self. The child becomes conscious of the way others perceive him and these perceptions become a part of his self. If the appraisals of others are derogatory, then the child will see himself as inferior, dull, unattractive, or stubborn. On the other hand, a favorable home environment can lead the child to feel that he is a worthy person--likeable, attractive, and alert.

Jersild (13:183) stresses the importance of attitudes held by significant people in the child's early life in determining the child's feelings about himself. He writes:

When a child is accepted, approved, respected, and liked for what he is he will have an opportunity to acquire an attitude of self-acceptance and respect for himself; with such an attitude he will have freedom to venture. But if the appraisal placed on a child by others through the way they respond to him and treat him is mainly such as to repudiate him, blame him and find fault with him, belittle and condemn him (as in the case of a child whose parents do not want him, do not love him, have no interest in him as a person in his own right), then the growing child's attitudes toward himself will be mainly unfavorable. If the predominant attitudes of significant persons have been those of hostility, disapproval, and dissatisfaction he will tend to come to view himself and the world in similar terms. He will have difficulty in seeing or learning anything better. He eventually will acquire an attitude of disapproval toward others and toward himself, although he may not overtly express it.

Some writers feel that parental expectations are linked with the parents' successes or failures in their own early years. Young (22:408) writes, "Because our cultural stress for personal success is so great, many parents who have failed to secure their desired

vocational aims for themselves foist these aims upon their adolescents." Symonds (20:165) supports this view when he writes that often a parent who has himself been goaded into high attainments which he could not reach, will expect the same attainments of his children. If these expectations become compulsive, the parent will be overstrict and attempt to coerce his child into fulfilling them. Freud (8:414) writes:

It is easy to see how the father's suppressed desire for greatness is in his thoughts transferred to his children; one is inclined to believe that this is one of the ways by which the suppression of this desire (which becomes necessary in the course of life) is effected.

Truxal and Merrill (21:447) believe these strong parental expectations which evolve when the parent so closely identifies with the child lead to frustration for the child; especially the one who is not able to measure up to the expectations. The parent may react to the downfall of his own hopes through his child by conscious or unconscious aggression against the child. Thus the child suffers a double blow of frustration. First he is frustrated by not being able to live up to parental expectations, and then he must endure the aggression of a parent whose ego has been injured by his child's failure.

In summary it appears that parental expectations have existed since the early Hebrew family and have continuously affected the behavior and attitudes of the child. Parental expectations impinge upon feelings of adequacy of the child, because these expectations affect the formation of the "self-image", the means by which a child evaluates his personal worth.

### Purposes of this Study

The purposes of this study are three-fold. First, to define by descriptive analysis and to categorize felt parental expectations of the subjects. Second, to ascertain the degree to which the individual feels he is fulfilling parental expectations in specific areas. Third, to determine if there is some relationship between specific aspects of parental expectations and the individual's feeling of adequacy.

### Hypotheses

By conducting this study the writer seeks to determine if there is a relationship between certain aspects of parental expectations and the subject's feeling of adequacy. The writer believes that the following relationships exist:

1. There is a relationship between feelings of adequacy and the extent to which the individual is satisfied with his own attainments.
2. There is a relationship between feelings of adequacy and the extent to which the individual feels his parents pressed their expectations on him.
3. There is a relationship between feelings of adequacy and the degree to which the individual feels parental expectations were fair and reasonable.
4. There is a relationship between feelings of adequacy and the extent to which the individual feels his parents set expectations higher and higher.
5. There is a relationship between feelings of adequacy and the extent to which the individual feels his parents are satisfied with his attainments.

## CHAPTER II

### DESCRIPTION OF THE SAMPLE

During the first semester of 1956 an instrument consisting of an open-end questionnaire and a rating scale, together with the Mental Health Analysis were administered to 183 subjects; 101 women enrolled in General Home Economics, and 82 men enrolled in Home Economics for Men. Because of incomplete data, the Mental Health Analysis adequacy scores were not used for 19 women and 26 men. Thus the data used were from a sample composed of 82 women and 56 men, a total of 138 subjects.

Each subject completed an information sheet. The tabulation of these data are shown in Tables I-VI.

The male and female groupings are not homogeneous in many respects. Table I shows that with four exceptions, the women are freshman, while the men are predominately seniors. Table III indicates there is a difference in age of the two groups with most of the men being two or three years older than the women.

All of the women are unmarried, while less than one third of the men are married, as evidenced in Table II.

Table IV shows that all of the women are enrolled in Home Economics. The men are enrolled in a number of schools, with Agriculture predominating.

A small number of subjects had deceased parents, but only those data were used in cases in which the subjects were sufficiently old

at the time the death occurred to have remembered parental expectations.

Table V presents these data.

TABLE I

DISTRIBUTION OF SAMPLE ACCORDING TO COLLEGE CLASSIFICATION

	Fresh.	Soph.	Junior	Senior	Total
Males	1	6	11	38	56
Females	78	3	1	0	82
Total	79	9	12	38	138

TABLE II

DISTRIBUTION OF SAMPLE ACCORDING TO MARITAL STATUS

	Single	Married	Total
Males	40	16	56
Females	82	0	82
Total	122	16	138

TABLE III

DISTRIBUTION OF SAMPLE ACCORDING TO AGE

	17-19	20-22	23-25	26	Total
Males	4	35	10	7	56
Females	79	3	0	0	82
Total	83	38	10	7	138

TABLE IV

DISTRIBUTION OF SAMPLE ACCORDING TO SCHOOL OF SPECIALIZATION

	H. E.	BUSS.	ENG'G.	AGRI.	A & S	EDUC.	H & R.A.
Males	1	7	11	29	5	2	1
Females	82	0	0	0	0	0	0
Total	83	7	11	29	5	2	1

TABLE V

DISTRIBUTION OF SAMPLE ACCORDING TO PARENTS LIVING OR DECEASED

	Living	Deceased	Mother	Father	Both
Males	53	3	2	1	0
Females	76	6	0	4	1
Total	129	9	2	5	1

The occupational level of the subjects' fathers was determined by a rating scale according to kind, originated by McGuire (16). It may be seen in Table VI that the occupations of fathers varied from the professional category with the highest rank, to the "farm people" category which is placed lowest on the rating scale by McGuire.

The tables describing the sample show that the subjects are limited in number, and the sample is not representative with respect to age of students, marital status, and enrollment in their college specialization.

For these reasons the findings of the study may be applicable only to this specific sample and not representative of the whole college population.

TABLE VI

## DISTRIBUTION OF SAMPLE ACCORDING TO OCCUPATIONAL LEVEL OF FATHER

Rate	Profes- sional	Propri- etors	Business men	White Collar	Blue Collar	Service Personnel	Farm People	Total
Male 1	3		1	1				5
Female	5		3	2				10
Male 2			1	4		1		6
Female	1		5	4				10
Male 3		1	7		2		4	14
Female		1	6	8			2	17
Male 4		1			6		19	26
Female		3		1	6		24	34
Male 5						2		2
Female					6	2		8
Male 6					1	2		3
Female					2			2
Male 7								
Female					1			1

Total Males 56  
Total Females 82

## CHAPTER III

### PROCEDURE

The sample for this study was drawn from Oklahoma Agricultural and Mechanical College students at Stillwater, Oklahoma, who were enrolled in (1) a course in personal and family adjustment for freshman women and (2) a similar course designed for college men. The sample is described in greater detail in Chapter II.

All data for the study were obtained during regular class meetings of the Fall semester of 1956, and were coded to disguise the identity of the students. Teachers of the two courses assisted the investigator in gathering data, and accordingly were given directions for administering the instruments. (Appendix A)

#### The Trial Instrument

The instrument which was designed to indicate parental expectations was given to a test group of five junior and senior students majoring in the Family Relations and Child Development Department to evaluate the instrument. Subjects were asked to indicate:

1. Questions with ambiguous wording.
2. Questions appearing to be direct repeats.
3. Questions impossible to answer.
4. Criticisms of physical make-up of the instrument--such as length, spacing, and completeness of directions.

Some parts of the instrument were then revised for clarity and for ease of completion on the basis of the test group's responses to statements to the instrument, and on its evaluation of the instrument.

#### Administration of the Revised Instrument

The following procedure was followed with all groups. Each student drew a code number. He was given a face sheet to complete. The student wrote his code number in the designated space in place of his name. The remainder of the face sheet requested information necessary for a description of the sample.

The subjects were given an instrument consisting of three pages on which they likewise recorded their code numbers. The first two pages consisted of a group of open-end sentences and the last page was a self-rating scale, both of which were designed to give some indication of felt parental expectations. (Appendix A)

#### Administration of the Mental Health Analysis

The following class meeting, the students comprising the sample were given the Adult Series of the Mental Health Analysis. (Appendix B) The students recorded their responses to the Mental Health Analysis on IBM answer sheets which were identified only by code number. For purposes of this study, only the adequacy scores were recorded from the answer sheets by the investigator. All data for men and women were treated separately.

#### Establishment of Categories and Rater Reliability

After all data were received, the two pages of open-end sentences

were separated from the rating scale. A twenty per cent random sample was drawn from the 56 men's papers and the 82 women's papers. These responses were then duplicated for later use in establishing rater reliability. Next the responses were sorted into categories. After these categories were analyzed, named and described, they were submitted with the duplicated responses to two raters; one rater for men's responses and one rater for women's responses. A percentage of agreement was computed using the formula:

$$\frac{\text{number of agreements}}{\text{number of agreements plus number of disagreements}}$$

This is the procedure recommended by Jahoda, Deutsch, and Cook (12). The categories were then described in detail and illustrated to serve as a significant part of the research findings.

#### Treatment of Adequacy Scores and Rating Scale Data

The adequacy scores expressed in percentiles, were arranged in descending order and were identified by code number, so that the rating scale data could be placed after each score. These data were treated statistically, as a linear correlation, using the formula<sup>1</sup>:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \times \sum y^2}}$$

This formula allows the calculation of r from ungrouped data when deviations are taken from the means of the two distributions x and y. This statistical process is described and illustrated by Garrett (9: 139-42), Formula 24.

Correlations which were significant at the .05 and .01 levels of confidence were verified by Table J, Garrett (9:437-39).

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<sup>1</sup>x=test scores

y=self-rating scale responses weighted 1, 0, -1.

A summary of findings in the study was drawn after all data were tabulated and analyzed.

### Validity and Reliability of the Findings

The type of personal document that uses the open-end statement as a means of eliciting a response from the subject has been questioned by investigators because of the possibility of personal bias. This limitation has been refuted by Allport (1:147) on the basis that the subject's bias represents his own evaluation of the situation, as he perceives it. He contends that an individual reacts not entirely on the basis of the reality of the situation but rather on the basis of his perception of it. The subject will respond to a situation on the basis of his conception of it and in terms of his frame of reference. Campbell (6:340-3) believes that unprompted replies obtained from open-end sentences have greater validity than replies suggested by a direct question. The important consideration, then, is not that the situation described is as it is in reality, but that the situation is described as the subject perceives it.

Allport (1:147) further justified the use of personal documents on the basis that they yield useful insights and tentative hypotheses.

He writes:

But the value of personal documents does not stop here... even from the nomothetic point of view the investigator can on the basis of multiple documents derive generalizations in a relatively inductive manner.

... Certain statements of tendency in human nature seem approximately true for every mortal, or for large groups of mortals. There is no reason why these tendencies cannot be traced through a comparative study of documents.

Ingersoll (11:225-302) writes that use of subjective data from a personal source can be justified in terms of its productiveness.

If the process of analysis of such data leads to useful categories or understandable frames of reference, it is in a sense, valid.

In this study generalizations were drawn through the process of induction as the investigator sought to find common tendencies in the subjects' responses to the open-end statements. The inductive method consists of reading all the responses and grouping them according to thought content with the heading of each group being arrived at by inductive thinking such as "This is what these statements indicate". It is in essence a process of generalization. The reliability of these generalizations, called "categories" in this study was checked by having the responses categorized independent of the investigator under the headings established by the investigator. In other words, the induction process used in classification of the subjects' responses into categories yielded logical and consistent results; it was productive. Certainly to this extent the method can be justified.

The Social Science Research Council<sup>1</sup> presents six criteria which results from personal documents must meet if they are to be considered valid.

1. The investigator senses subjective certainty with regard to his results.
2. The cases present evidence which is in conformity with known facts.
3. The application of interpretative thinking, and mental problem-solving by the investigator results in logical or consistent generalizations.

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<sup>1</sup>Reviewed from Allport, G. W. The Use of Personal Documents in Psychological Science. Social Science Research Council, 1942, Bulletin 49, 1-209.

4. The interpretation aids in making successful predictions.
5. Experts accept the conceptualization as valid; competent investigators come independently to the same conceptualization.
6. The parts of the interpretation are internally consistent.

Validity for results of this study may be claimed on five of these six items. First the investigator believes that felt parental expectations can be discovered and analyzed by the process of induction. The results of this study correspond to what is found in the literature on parental expectations. Writers have cited parental expectations as influencing children's behavior and this study supports the clinical evidence. Third, the inductive approach used in this study yielded a logical and consistent description of felt parental expectations. With respect to the fourth, that of prediction, no validity may be claimed. Further investigations would need to be made to establish the predictive value of these findings.

Relative to the fifth criterion, in addition to the investigator, two other persons trained in the field of child development and family relations categorized the subjects' responses and a high percentage of agreement was obtained for all the categories. Sixth, the parts of the interpretation are internally consistent, in that they can be organized into a meaningful outline and can be described in logical terms.

The subjects, in addition to responding to the open-end statements, indicated the extent to which they felt parental expectations were stressed in each case. The same justifications are advanced for the support of the validity of these ratings, namely, if we are to accept the precept that the subject responds to the pressure of parental expectations as he perceived them, and acted accordingly, regardless

of what the actual situation was, then we can accept as valid the ratings the subject indicates regarding the extent of what parental pressures were.

The reader is cautioned, however, to keep in mind that the findings of this investigation are applicable to this sample alone and in this respect may not be regarded as valid for the population as a whole. Further investigations will be needed to establish such validity from a larger and more representative sample before definite conclusions can be drawn.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### Analysis and Classification of Responses

The responses from the open-end questionnaire were analyzed and classified in six categories, some of which included several sub-categories. Although data obtained from men, and data obtained from women were categorized separately, the categories evolved were the same. These categories were established on the basis of a twenty per cent random sample of men's responses and a twenty per cent random sample of women's responses.

The categories were based on the values underlying parental expectations. Parents appear to want for their children these things:

#### I. SUCCESS

Parental aim: A child who achieves.

A. Success as a Person

B. Success in Scholastic Attainment

C. Success in Home and Family Life and in Preparation for Future Marriage

1. Success in dating relationships

2. Success in mate selection

D. Success in a Career

E. Success in Social Attainment through:

1. Special abilities and talents conducive to social success

## 2. Interpersonal relationship skills pertinent to social success

## II. HAPPINESS

Parental aim: A child who is happy.

## III. CONFORMING BEHAVIOR

Parental aim: To have a child become acceptable and a "good" child according to cultural expectations.

- A. Conforming to Cultural Ideals Regarding Habits and Routines of Living
- B. Conforming to Standards of Conduct (Folkways and Mores of the Culture)
- C. Conforming to Standards of Temperament Acceptable in the Culture
- D. Conforming Behavior Relative to Parental Authority
  - 1. Obedience to parents
  - 2. Respect and reverence of parents
  - 3. Acceptance of advice-giving by parents

## IV. RESPONSIBLE BEHAVIOR

Parental aim: A self-reliant child.

- A. Assuming Responsibility
- B. Making Own Decisions
- C. Exercising Judgment
- D. Being Independent and Self-Reliant

V. CHILD'S SATISFACTION IN DOING AND/OR BEING<sup>1</sup>

Parental aim: A child who is satisfied with himself.

POSITIVE

- A. Sense of General Well-Being
- B. Sense of Pride in Accomplishment or Being
- C. Sense of Relief about Accomplishments

---

<sup>1</sup>Responses composing this category were characterized by emotional tone and were designated by the child's feelings about his own doing or being.

NEGATIVE

- D. Sense of Disappointment in Doing or Being
- E. Sense of Inferiority
- F. Sense of Guilt, Remorse, or Anxiety
- G. Sense of Depression
- H. Sense of Failure
- I. Sense of Anger or Resentment

VI. PARENTS' SATISFACTION IN CHILD'S ACCOMPLISHMENTS AND/OR STATE OF BEING

Parental aim: To rear a child who gives the parent a sense of satisfaction.

POSITIVE

- A. Acceptance of Child in His Own Right
- B. Approval and Praise
- C. Pride

NEGATIVE

- D. Rejection of Child
- E. Disapproval and Lack of Praise (Censor or Criticism)
- F. Disappointment in Child

## Description of the Categories

SUCCESS

The primary aim of the parents expressed in these responses is to have a child who achieves some recognized goal. The child was expected to be a success as a person. Men wrote<sup>1</sup>:

---

<sup>1</sup> Examples are taken verbatim from the random sample composing the categories, but are not enclosed in quotation marks. Some examples are expressed in a negative manner, while others are stated positively.

- ...do well in what I do.
- ...be a success in what I do.
- ...on top in whatever I do.
- ...excel in fellowship and brotherhood.

Women wrote:

- ...be a good person.
- ...have a good reputation.
- ...be a Christian.
- ...good adjustment to life and standards.
- ...outlook on life.

The child was expected to successfully reach certain scholastic attainments. The men wrote:

- ...make straight A's.
- ...bring home satisfactory report cards.
- ...get a good education.

Women wrote:

- ...excel in school.
- ...maintain high scholastic standards to prepare for a career.
- ...keeping satisfactory grades.
- ...not give up in competition in school.

A parental expectation felt by this sample of responses was that the child be successful in home and family life. Men wrote:

- ...my parents were most pleased about my family.

Women wrote:

- ...try to be a good wife and mother.

In regard to preparation for future marriage, the women wrote:

- ...that my major will do me a lot of good in homemaking.
- ...wait until I finish college before I got married; they want me to be able to take care of myself in case anything should happen to my husband.
- ...finish college before I think of getting married.

Subjects responded that their parents wanted them to be successful in dating relationships. Expectations for boys were that they refrain from being serious about a girl and that they treat their

dates with respect. For example, men wrote:

- ...be friendly and courteous, but not get serious.
- ...treat them as I would want my sister treated.
- ...courteous but not get serious about them.

Parents expected their girls to be well liked and in the right crowd.

Women wrote:

- ...having the right time with the right crowd.
- ...popular and in social functions.
- ...meeting and being with a nice group of boys and girls.

Men wrote of expectations of success in mate selection:

- ...are interested and expect good taste and choice.
- ...think it will be hard to find the right girl.

Women wrote:

- ...expect me to wait until I'm out of college and sure of my selection.
- ...marry a perfect man.

Parents expected these students to ultimately achieve success in a career. Men wrote:

- ...do a good job in a profession.
- ...go to college and get a good job.
- ...job opportunities.
- ...gain the necessary poise for my future career.

Women wrote:

- ...be an interior decorator.
- ...prepare myself well for a career.
- ...develop and use my art talent, music too.

Success in social attainments was expected by parents to be achieved through special abilities and talents. For example, men wrote:

- ...my ability to do special things.
- ...my father wanted a boy talented in athletics and my mother wanted one talented in music.

Women wrote:

- ...4-H and sewing.
- ...participate in programs.

- ...play piano well.
- ...when I achieve in my talents.

Success in social attainment was also achieved by certain interpersonal relations and skills pertinent to them. Men wrote:

- ...ability to mix with people.
- ...grow up to be well liked by people.
- ...get along with everyone.
- ...to be the best leader possible.

Women wrote:

- ...be initiated into my sorority.
- ...get along with others.
- ...be well liked.
- ...be active in several social functions.
- ...be very social and know many people.

#### HAPPINESS

The parental expectation expressed in these responses is a child who is "happy". Men felt that their parents expected the following:

- ...be sure I'm happy with my work.
- ...do what work made me the happiest.
- ...be happy.

Women wrote:

- ...live a happy, well-rounded life.
- ...be happy in the things I do.
- ...be happy in the things I choose.

#### CONFORMING BEHAVIOR (OR ITS LACK)

These parental expectations dealt with children becoming acceptable and "good" according to cultural expectations. The subjects felt their parents expected them to conform to definite habits and routines of living. Women expressed these expectations thus:<sup>1</sup>

- ...get enough sleep.
- ...untidy room.

---

<sup>1</sup>Statements are expressed in both positive and negative form.

- ...being quiet.
- ...running away.
- ...drying dishes, helping around the house.

Men wrote:

- ...being neat and clean.
- ...swearing some.
- ...smoking.
- ...forming good habits.
- ...slamming doors.

These parents expected their children to conform to standards of conduct. They expected their children to accept as their own certain folkways and mores of culture. Folkways refer to popular habits and traditions held by the culture to be important, such as manners. Mores refer to folkways held to be conducive to society, such as elementary morals. Folkways and mores differ from laws because society does not punish the individual who fails to conform to them. Men wrote:

- ...mind them.
- ...was a good boy.
- ...didn't show off in front of company.
- ...being honest.
- ...behaved nicely.
- ...acted like a gentleman.
- ...be a Christian.

Women wrote:

- ...minding my manners.
- ...was good.
- ...be honest and kind.
- ...do what was right.
- ...good morally and spiritually.
- ...believe in God.
- ...behave like a lady.

Another of these parental expectations was conforming to standards of temperament, or failing to do so. Men wrote:

- ...getting mad, which was overcome.
- ...not being affectionate.

Women wrote:

- ...be good-natured
- ...moodiness.
- ...develop a cheerful attitude.
- ...being more affectionate.

Conforming behavior relative to parental authority (authority meaning power, rule, or command) was an expectation felt by this sample. Parents expected their children to be obedient. Men wrote:

- ...did as I was told.
- ...would do as I was told.
- ...mind them.
- ...didn't do anything wrong.

Women wrote:

- ...did as I was told.
- ...obeyed and didn't talk back unless I was told.
- ...obeyed them.
- ...did what was right.

Reverence and respect of parents is another expectation relative to conforming to parental authority. Men wrote:

- ...respecting them more and showing more gratitude.
- ...being more respectful.

Women wrote:

- ...getting to know them as they really are.
- ...being respectful and kind.

Acceptance of advice-giving by parents is the last felt parental expectation relative to conforming to parental authority. Of this expectation men wrote:

- ...not doing what they wanted me to.
- ...not doing what was expected of me.

Women wrote:

- ...not paying attention to them.
- ...the fact that I'm learning to confer more and more with them.
- ...not always following their judgment.
- ...being cooperative with their wishes.

RESPONSIBLE BEHAVIOR (OR ITS LACK)

These parents' goal is to rear a self-reliant child, a child who is self-determined. They expect their child to be independent and to exercise sound judgment. They specifically expect their child to assume responsibility. In regard to this last expectation, the men wrote:

- ...unresponsible; did not accept my responsibility at home.
- ...didn't take responsibility.
- ...doing something constructive.

Women wrote:

- ...do my part or more in undertakings.
- ...tried to do a good job in everything I undertook.
- ...responsibility, learning things well.
- ...have a sense of responsibility.

The students felt their parents expected them to make their own decisions. The men wrote:

- ...make up my own mind.
- ...knew I must make my own decisions.
- ...do what I thought was best.

Women wrote:

- ...do what I thought was best.
- ...the decision is mine and I should be allowed to make it freely.
- ...I should choose what I want to do.

Another parental expectation in relation to responsible behavior is that children exercise judgment. The men wrote:

- ...choose my dates wisely.
- ...use good sense in selecting dates.
- ...are interested and expect good taste and choice.
- ...rely on my judgment.
- ...expect me to use common knowledge and good sense.

Women wrote:

- ...my judgment, they are proud to think I can do for myself.
- ...show good sense.
- ...consider it carefully.

...think seriously before I rush into anything.  
 ...use my judgment, but be home by 11:00.  
 ...use my judgment about time and boy.

A last parental expectation concerned with responsible behavior is that children be self-reliant and independent. The men wrote:

...select my own field of work.  
 ...work during the summers.  
 ...choose a career.

The women expressed this expectation thus:

...work harder.  
 ...be myself and not put on an act.  
 ...do for myself.

#### CHILD'S SATISFACTION IN DOING AND/OR BEING

The students composing this sample felt their parents expected them to be satisfied with themselves. The parents wanted a child who was self-satisfied. The responses in this category are characterized by affect responses, and are divided on the basis of whether the subject's feelings were positive or negative.

There were three types of responses classified as positive. They are a sense of general well-being, a sense of pride in accomplishment (or being), and a sense of relief at having accomplished something--in other words, a relief from the anxiety of possible failure.

In regard to a sense of general well-being the men wrote that they felt:

...good.  
 ...happy inside.  
 ...very pleased.  
 ...happy.

The women wrote that they felt:

...happy inside.

...happy and secure.  
 ...good.  
 ...happy and wonderful.

With respect to a sense of pride in accomplishment (or being)

the men wrote:

...proud and self-satisfaction.  
 ...proud and happy.

Women wrote:

...that I have succeeded in another step of life.  
 ...recognized and great.  
 ...proud.

Concerning a sense of relief about accomplishment, the men wrote:

...relieved.  
 ...happy and somewhat relieved.

Women wrote:

...more happy and relaxed.

There were six types of responses classified as negative. They are a sense of disappointment; a sense of inferiority; a sense of guilt, remorse, or anxiety; a sense of depression; a sense of failure; and a sense of anger or resentment. The following are examples of men's responses indicating these six negative feelings:

...disappointed and discouraged.  
 ...like a heel for awhile.  
 ...ashamed.  
 ...depressed.  
 ...I had let them down.  
 ...resentful.

Examples of women's responses indicating these six negative feelings are:

...ashamed and disappointed in myself for letting them down.  
 ...inferior to everyone else.  
 ...guilty.  
 ...awful.

...I had let them down.  
 ...small and wanted to make it up to them sometimes, other times  
 I felt hateful.

PARENT'S SATISFACTION IN CHILD'S ACCOMPLISHMENTS AND/OR STATE OF BEING

These parents' desire is to rear a child who gives them a sense of satisfaction through the child's accomplishments. These responses were classified into two groups, positive and negative.

The three responses which were classified as positive are acceptance of the child in his own right, approval and praise, and pride. Examples of mens' responses indicating these three positive feelings are:

...the way I am.  
 ...satisfied and enthusiastic.  
 ...proud of my choice.

Examples of womens' responses indicating these positive feelings are:

...it is just what I should do.  
 ...approve.  
 ...someone they would be proud to have belong to them.

The three responses classified as negative are rejection of the child, disapproval and lack of praise, and disappointment in the child. Examples of mens' responses indicating these three negative responses are:

...would have nothing to do with me.  
 ...corrected me.  
 ...were disappointed in me, but not cross.

Examples of womens' responses indicating these three negative feelings are:

...simply did not talk to me.  
 ...scolded or punished me in some way.  
 ...seemed disappointed in me.

### Discussion of the Categories

It was not one of the purposes of this study to compare the frequencies of specific responses in certain categories with those in other categories, in that such results would have been questionable in their significance. This is not a quantitative study. The writer made a note of the predominating categories, however, in case another investigator chose to do a follow-up study concerned with frequency of responses. It is assumed that these findings are applicable only to the limited sample from which they were obtained.

The largest category for both men and women was SUCCESS. Most of the responses in this group indicated that parents expected high scholastic attainment. There were fewer responses concerned with success in home and family life and preparation for future marriage. Almost exclusively the women's responses in the area of preparation for future marriage indicated that their parents expected them to prepare for marriage by being prepared to earn a livelihood if circumstances required it of them. The men responded many more times that their parents expected them to have a successful career than did the women. The women, however, indicated a high degree of parental expectation concerning social attainment through use of talents and skills in interpersonal relationships, while men's responses in this sub-group were negligible. Many more women than men wrote that their parents expected them to take various types of lessons (music, dancing, art) and to make many friends.

The smallest category in number of responses was the HAPPINESS category. Very few men or women responded that their parents expected

them to be "happy", although this expectation was implied in responses concerning the child's satisfaction in being and/or doing. More women than men wrote that their parents expected them to be happy or to find happiness.

The second largest category was the group of responses titled CONFORMING BEHAVIOR. The smallest sub-group here included was the few responses dealing with conforming to standards of temperament. A large number of men and women felt that their parents expected them to conform to various standards of conduct. The men more frequently wrote that their parents expected them to be "good" than did the women. Of all types of responses referring to folkways and mores of the culture, honesty and truthfulness were most frequently mentioned by both men and women. In the sub-group of conforming behavior relative to parental authority, men and women mentioned obedience to parents more than any other type of response. More men than women wrote that their parents expected them to show respect for them.

RESPONSIBLE BEHAVIOR was the third largest category in number of responses. More men than women responded that their parents expected them to exhibit responsible behavior. The largest sub-categories relative to responsible behavior for both men and women were the categories concerned with making decisions and exercising judgment. Many subjects wrote that their parents expected them to "show good sense". A larger number of men than women wrote that their parents expected them to become independent, although this was not a large sub-group. Expectations of future independence were indicated, however, in the large number of responses in the SUCCESS category from

men, which said that parents expected them to finish college and to be prepared to enter a profession.

The categories of CHILD'S SATISFACTION IN DOING AND/OR BEING and PARENT'S SATISFACTION IN CHILD'S ACCOMPLISHMENTS AND/OR STATE OF BEING, were about equal in size for men and women and the type of responses were relatively the same for both men and women.

#### Establishment of Rater Reliability

It was necessary to establish the reliability of the categories described in the previous section. The investigator submitted the categories in outline form as presented in this chapter to two raters, both of whom were trained in the area of child development and family relations. These raters categorized the subjects' responses which had been duplicated for them before the investigator established the original categories.

The percentages of agreement for the six categories for men and the six categories for women were computed. The procedure and formula are given in detail in Chapter III.

TABLE VII

#### PERCENTAGE OF AGREEMENT OBTAINED FOR RATER RELIABILITY

Categories	Men	Women
Success	.91	.90
Responsible Behavior	.91	.88
Conforming Behavior	.93	.87
Happiness	1.00	.95
Parent Satisfaction	.90	.91
Child Satisfaction	.93	.86

Discussion of Correlation of Adequacy Scores  
With Rating-Scale Data

The five items from the self-rating scale were checked "Much", "Some", or "Little" by 81 women and 56 men. 82 women completed the group of open-end sentences. One woman failed to check the rating items and for that reason her scale was discarded.

To compute the coefficients of correlation between rating scale data and the adequacy scores as expressed in percentiles, the response "Some" was weighted as 0. "Much" and "Little" were weighted as 1 or -1 respectively, according to the way the investigator hypothesized the correlation would exist. For example, the first item was: To what extent do you feel satisfied with your attainments? "Much" was weighted 1 and "Little" was weighted -1, because the investigator hypothesized that subjects with high percentile scores in adequacy would check "Much" and subjects with low percentile scores would check "Little".

The second item was: To what degree do you feel your parents pressed their expectations on you? "Little" was weighted 1 and "Much" was weighted -1, because the investigator hypothesized that subjects with high adequacy scores would check "Little" and subjects with low percentile scores would check "Much".

The third item was: To what extent do you feel parental expectations were fair and reasonable? "Much" was weighted 1 and "Little" was weighted -1, because the investigator hypothesized that subjects with high adequacy scores would check "Much" and subjects with low adequacy scores would check "Little".

The fourth item was: To what extent do you feel parents were inclined to set higher and ever higher expectations for you? "Little" was weighted 1 and "Much" was weighted -1, because the investigator hypothesized that subjects with high adequacy scores would check "Little" and subjects with low adequacy scores would check "Much".

The fifth item was: To what extent do you feel your parents are satisfied with your attainments? "Much" was weighted 1 and "Little" was weighted -1, because the investigator hypothesized that subjects with high scores in adequacy would check "Much" and subjects with low adequacy scores would check "Little".

Adequacy scores expressed in percentiles were arranged in descending order and a frequency tally of the number falling in each percentile was taken. Frequency counts were also taken of the number of subjects responding 1 and -1 on the rating scale. These totals were used to determine coefficients of correlation of the two groups of data. Correlations for men and for women were computed separately. For a more detailed presentation of the procedure and the formula used for this correlation, see Chapter III.

### Results of Correlation of Adequacy Scores

#### With Rating Scale Data

Table VIII presents correlation coefficients of adequacy scores and items on the self-rating scale. Two self-rating items for men were found to be significant at the .01 level of confidence. These items were number 1, the extent the individual feels satisfied with his attainments; and number 5, the extent to which the parents feel satisfied with the subject's attainments. This means that men with

$$d\rho/dt = (Q\phi/NV) \sum_{i=1}^n (\epsilon_i P_i - \epsilon_r) \epsilon_r C_r / \rho. \quad \text{Eq. (10)}$$

The expression for  $d\rho/dt$  given in Eq. (10) can be integrated provided  $\epsilon_r C_r$  can be found as a function of  $\rho$ . Such a function can be found by solving Eqs. (6) and (1) simultaneously.

The result is

$$\epsilon_r C_r = \epsilon_r (\rho - K_1) / K, \quad \text{Eq. (11)}$$

When one sets  $K_1 = C_0 \sum_{i=1}^n \epsilon_i P_i$  and  $K = \epsilon_r - \sum_{i=1}^n \epsilon_i P_i$ . These quantities are constants as long as conditions 2 and 3 are satisfied. Substituting the expression for  $\epsilon_r C_r$  given by Eq. (11), into Eq. (10), the differential equation

$$d\rho/dt = -K_2 \epsilon_r (1 - K_1 / \rho) \quad \text{Eq. (12)}$$

is obtained when one sets  $(Q\phi/NV) = K_2$ .

Many interesting facts can be deduced concerning the processes occurring by studying Eq. (12). The slope of the curve of  $\rho$  vs.  $t$  behaves in characteristic ways depending upon the relative values of  $K_1$  and  $\rho_0$ .

Four different situations of interest are considered in the following:

1. If  $K_1 = 0$ , then  $d\rho/dt = -K_2 \epsilon_r$  and the optical density of the photolyzed solution will be a linear function of the time.
2. If  $0 < K_1 < \rho_0$ , then  $d\rho/dt < 0$  for all  $t < \infty$  but

$$\lim_{t \rightarrow \infty} \frac{d\rho}{dt} = 0 \quad \text{since} \quad \lim_{t \rightarrow \infty} \rho = K_1.$$

The curve of  $\rho$  vs  $t$  will start with a finite negative slope and approach a limiting value.

## CHAPTER V

### SUMMARY

The purposes of this study were to describe, define, and categorize felt parental expectations, and to determine if there is a relationship between these expectations and the individual's feelings of adequacy.

The sample for investigation was drawn from the department of Family Relations and Child Development at Oklahoma Agricultural and Mechanical College at Stillwater, Oklahoma. This sample consisted of 56 men enrolled in Home Economics for Men and 82 women enrolled in the Personal and Family Adjustment course at the freshman level.

Data were obtained from these subjects by the use of an instrument containing 22 open-end statements, and a self-rating scale, and from adequacy scores, expressed in percentiles, on the Mental Health Analysis (Adult Series). All data for men and women were treated separately.

Responses from the open-end statements were analyzed and classified according to six categories. These categories were: Success, Conforming Behavior, Responsible Behavior, Happiness, Child's Satisfaction in Doing and/or Being, and Parent's Satisfaction in Child's Accomplishments and/or Being. Tests were made for inter-rater reliability, with the percentage of agreement ranging from .86 to 1.00.

Statistical evidence obtained from a linear correlation of adequacy scores expressed in percentiles and self-rating scale responses, indicated that both men and women with high adequacy scores checked "Much" rather than "Little", and men and women with low adequacy scores checked "Little" rather than "Much" on the two self-rating items referring to (1) self-satisfaction with attainments and (2) parental satisfaction with the child's attainments. Statistical evidence obtained in the same manner indicated that women with high adequacy scores checked "Much" rather than "Little" and women with low adequacy scores checked "Little" rather than "Much" on the item referring to parental expectations being fair and reasonable.

#### Interpretation of Results

The investigator feels that the following generalizations are justified by the results of this study. First that parents foster strong feelings of adequacy in their children by being satisfied with the child's accomplishments and attainments. Moreover parents who are dissatisfied with their children's attainments, foster strong feelings of inadequacy. Second the investigator feels that the degree to which parents make their expectations fair and reasonable for their children has a decided influence on the child's feelings of adequacy. The results of this study indicate that if a child feels his parents expectations were very fair and reasonable, he has strong feelings of adequacy and if he feels parental expectations were unfair and unreasonable, he tends to have strong feelings of inadequacy.

In essence then, if the child is to develop strong feelings of adequacy, his parents must let him know that they accept him as he is and for what he is and that his attainments are adequate in their opinion.

The results derived from categorizing the felt expectations are significant in that the responses for both men and women fall into logical and reasonable categories that are consistent with clinical data and with observations of authorities on parental expectations (Review of Literature, Chapter I). Moreover, there is some evidence of differences between the felt parental expectations of men as compared to those for women. First the investigator noted that in the twenty per cent random sample numerous and varied parental expectations were felt by children. Second, these parental expectations differ for the two sexes not so much in kind, but they differ in the extent to which each sex was made aware of them. For example, both men and women felt that their parents expected them to exhibit responsible behavior, but men mentioned this expectation many more times than did the women. These differences in felt parental expectations might prove to be a fruitful area for future investigations.

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APPENDIX A

## INFORMATION SHEET

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ CODE NO: \_\_\_\_\_

CLASSIFICATION: \_\_\_\_\_ GENDER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ MAJOR: \_\_\_\_\_

MARITAL STATUS (check one): single; married; divorced; separated;  
widowed; other.

PARENTS LIVING? \_\_\_\_\_ DECEASED? \_\_\_\_\_ if so, father, mother, both \_\_\_\_\_

IF DECEASED, HOW OLD WERE YOU AT THIS TIME \_\_\_\_\_

OCCUPATION OF FATHER \_\_\_\_\_

OCCUPATION OF MOTHER \_\_\_\_\_

## PARENT-CHILD RELATIONS

## PART I

DIRECTIONS: On this and the following pages are 22 open-end sentences. Please complete these sentences with the first response that comes to your mind. There are no preferred or "right" reactions; your feeling about the items is the essential consideration. If no response occurs to you, leave the space blank. Some of the statements may sound repetitive; but they are included for the purpose of determining agreement.<sup>1</sup>

1. As a child I knew my parents would be most pleased if I.....  
.....
2. In early childhood, the habits I acquired which disturbed my parents most were.....
3. I remember parental expectations during my childhood as being.....  
.....
4. Times when I felt my parents were most pleased with me included.....  
.....
5. In my early years I remember my parents saying I was "good" when I..  
.....
6. In regard to the people I dated in high school, my parents expected me to.....
7. When I didn't live up to parents' expectations, I felt.....  
.....
8. In high school the thing my parents "nagged" me most about was.....  
.....
9. As I grew up my parents were particularly concerned that I excel in the area (or areas) of.....  
.....
10. I have always felt my parents wanted me to.....  
.....
11. When I do live up to parents' expectations, I feel.....  
.....

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<sup>1</sup>The original instrument which was administered to the subjects of this study included additional space between the statements for the subject's responses.

- 12. Times when I feel my parents are most pleased with me include.....  
.....
- 13. With regard to my mate selection I feel my parents.....  
.....
- 14. With respect to my future career, I think my parents feel that I  
should (or should not).....
- 15. As to my major in college, I think my parents feel.....  
.....
- 16. Now that I am grown my parents seem most pleased about.....  
.....
- 17. My parents have always thought it important that I.....  
.....
- 18. I feel I have failed my parents by not.....
- 19. If my parents have a goal for my social life at college, it is.....  
.....
- 20. When I did not do as my parents expected, they.....  
.....
- 21. My mother's expectations for me differed from father's expectations  
in that she.....
- 22. My parents most persistent expectation for me as I grew up was.....  
.....

COMMENTS: (use reverse side if needed)

## PART II

DIRECTIONS: Now that you have been thinking about what parents expected of you as you grew to maturity; see if you can rate the extent to which you were influenced by parental expectations. Note: If father and mother disagreed in their expectations, please indicate by writing "father" or "mother" under "comments".

1. To what extent do you feel satisfied with your attainments?  
(much; some; little)  
Comments:
  
2. To what degree do you feel your parents pressed their expectations on you? (much; some; little)  
Comments:
  
3. To what extent do you feel parental expectations were fair and reasonable? (much; some; little)  
Comments:
  
4. To what extent do you feel that parents were inclined to set higher and higher expectations for you? (much; some; little)  
Comments:
  
5. To what extent do you feel your parents are satisfied with your attainments? (much; some; little)  
Comments:

## GUIDE FOR ADMINISTERING OPEN-END STATEMENTS

1. Explanation to students: "This is the last part of a research project in the area of parent-child relations. You co-operated in the first part of this research when you drew a code number and completed the Mental Health Analysis. Now you are being asked to complete a group of open-end statements and to check a self-rating scale.
2. Hand each student an information sheet and tell him to write his code number in the designated space. (The remainder of the sheet is self-explanatory.)
3. Collect information sheets.
4. Hand each student the open-end statements and read the directions aloud. Instruct the students to write between questions if necessary.

APPENDIX B

THE MENTAL HEALTH ANALYSIS--ADULT SERIES<sup>1</sup>

-Louis P. Thorpe, Willis W. Clark, and Ernest W. Trigs, Consultant. Manual Mental Health Analysis--Adult Series. California Test Bureau, 1946.

Purpose: This analysis has been designed to ascertain the presence of mental health liabilities (to be eliminated as far as possible); and to ascertain the mental health assets (to be recognized and amplified as far as possible). Unlike a satisfactory financial statement, in which a balance between liabilities and assets must exist, a high score on mental health assets does not necessarily offset a low score on liabilities. To be a normal effective person, the individual must obtain reasonably high scores on both parts of the Analysis. The improvement of mental health involves activities which eliminate liabilities and at the same time increase assets; or, to put it another way, activities which increase assets in turn eliminate liabilities.

1. Mental Health Liabilities to be minimized or corrected:

- A. Behavioral Immaturity
- B. Emotional Instability
- C. Feelings of Inadequacy<sup>2</sup>
- D. Physical Defects
- E. Nervous Manifestations

2. Mental Health Assets to be sought or amplified:

- A. Close Personal Relationships
- B. Inter-Personal Skills
- C. Social Participation
- D. Satisfying Work and Recreation
- E. Adequate Outlook and Goals

Reliability: The reliability of this Analysis is based upon correlations obtained by the use of the Richardson-Kuder formula, using 1225 cases.

	r
Total Score	.967
Sect. I, Liabilities	.934
Sect. II, Assets	.931

Validity: An effort has been made to construct a valid instrument through giving attention to four factors:

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<sup>1</sup> Adapted from Manual of Directions, Mental Health Analysis, Adult Series, Louis P. Thorpe and Willis W. Clark, Ernest W. Tieg, Consultant.

<sup>2</sup> For purposes of this research, only the scores obtained from this category were used.

- A. Selection of Items. The items survived a thorough process of selection, including a study of the literature and research in the field, reactions of students, teachers, principals, and employees, and the use of statistical computations further to improve the quality of the total sampling of items which were obtained for use.
- B. Mental Health Categories. The ten categories presented in Part II of the manual represent functionally related groups of crucial, specific evidences of mental health assets or liabilities; their names correspond to some of the most important present day mental health concepts which are used in describing normal growth and development.
- C. Test Item Disguise. The authors have tried to nullify the inability of some people to paint accurate self-portraits by disguising as many items as possible which might conflict with the individual's tendency to protect himself.
- D. Limitations. The authors recognize that:
- A larger number of items might have enabled the obtaining of a more complete sampling.
  - The differing points of view, and attitudes, of those who read the items will no doubt result in interpretations somewhat at variance from those intended.
  - Varying language abilities of individuals also produce some discrepancies in understanding and response.
  - Changing attitudes and a lack of self-knowledge are other problems which must be faced.

APPENDIX C

## DIRECTIONS FOR THE RATERS

It is suggested that you proceed in the following manner:

1. Familiarize yourself with the outline of categories and the respective examples.
2. Arrange the heading cards according to the outline.
3. Sort and file the responses under the cards. Many responses will have to be cut and filed under separate headings. This is especially true of the girl's responses. Copy the code number on all the cut responses.
4. If there are a few responses impossible to classify, put them in a separate group.
5. When you have finished, paper clip the responses to the heading cards.

## VITA

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Master of Science

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