

RELATION OF PERSONALITY ADJUSTMENT OF HOME
ECONOMICS FRESHMEN TO ATTITUDES CONCERNING
THE GUIDANCE OF CHILDREN

By

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INTRODUCTION

Although little attention has been given to the relationship which exists between the adjustment of adults and their attitudes toward the guidance of young children, there appears in the clinical literature some evidence which indicates that adults who are well adjusted are better able to respond to children in a warm, affectionate manner than are adults who have had difficulty in achieving a satisfactory personal and social adjustment.

The purpose of the present study was to determine if significant differences in child guidance attitudes exist between High and Low Adjustment groups of college home economics freshmen. This study was undertaken with the thought that it may serve to increase understanding of the factors which influence attitudes toward children. Such knowledge is of importance in counseling parents and in planning courses of instruction which have as their major purpose the development of insights which contribute to the welfare of children.

Review of Literature

In an exploratory study, Walters (10) noted adjustment differences of home economics freshmen in relation to attitudes toward child guidance. In this study, students were separated into two groups on the basis of their scores on the Minnesota Personality Scale. A student was placed into a Low Adjustment Group if her score was at the 50th percentile or below, and into a High Adjustment Group if her score was above the 50th percentile. The mean scores obtained on the University of Southern California Parent Attitude Survey by the two groups were compared to

determine if significant differences in attitudes concerning the guidance of children existed. Of the sixteen differences compared, only one revealed a difference significant at the 5 percent level of confidence. This difference was found between the High Social Adjustment group and the Low Social Adjustment group; the members of the High Social Adjustment group evidencing more favorable attitudes concerning the guidance of children.

Utilizing a procedure somewhat different from that employed by Walters, Lamar (7) administered the University of Southern California Parent Attitude Survey to 51 freshmen at the University of Alabama. Differences in attitudes concerning the guidance of children between the ten high and the ten low scoring students on the Minnesota Personality Scale were compared. Only one difference was found to be statistically significant. The students with superior Social Adjustment scores evidenced superior attitudes concerning the guidance of children.

Block (2) has also presented evidence which indicates that there is a significant relationship between personality characteristics and attitudes toward child rearing in a group of 100 military officers. An attitude inventory reflecting a restrictive versus a permissive orientation toward child-rearing practices was administered to a sample of military officers. A restrictive group and a permissive group of fathers were defined on the basis of their scores on the scale. These two groups were compared with respect to a large number of independently measured personality attributes. It was found, by this comparison, that restrictive fathers tended to be constricted, submissive, suggestible individuals with little self-assurance. Permissive fathers were characterized as self-reliant, ascendent, and functioning effectively.

PROCEDURE

The 105 subjects whose responses were used in this investigation were freshmen enrolled in the Basic Family Relations and Child Development course at Oklahoma Agricultural and Mechanical College, and were selected from approximately 250 students who had taken the Minnesota Personality Scale.

A summary of the characteristics of the 105 subjects who participated in the present study is presented in Table I.

Description of the Instruments

Three instruments were completed by students who participated in the present study. To obtain measures of personal and social adjustment, the Minnesota Personality Scale was used. To obtain measures of attitudes concerning the guidance of children, the Child Guidance Survey and the University of Southern California Parent Attitude Survey were used.

The four measures of the Minnesota Personality Scale designed to assess (a) morale, (b) social adjustment, (c) family relations, and (d) emotionality were used in the present study. The fifth measure, economic conservatism, was not used since there is some doubt as to its value as part of a personality test.

The four sections of the scale which were used are described in the Examiner's Manual (4) as follows:

Part I, Morale: High scores are indicative of belief in society's institutions and future possibilities. Low scores usually indicate cynicism or lack of hope in the future.

Part II, Social Adjustment: High scores tend to be characteristic of the gregarious, socially mature individual in relations with other people. Low scores are characteristic of the socially inept or under-socialized individual.

DESCRIPTION OF SUBJECTS

Description	Classification	Number
Education of fathers	8 years or less	25
	9 - 11 years	10
	12 years or high school graduate	28
	1 - 3 years college	22
	College graduate	11
	Over four years of college	9
Socio-economic status of the family	Upper class	3
	Middle class	77
	Lower class	25
Ordinal position of the student	Oldest child	36
	Middle of threes or more children	27
	Youngest child	28
	Only child	14
Number of children in the family	One	14
	Two	35
	Three	29
	Four	14
	Five or more	13
Child development instruction in high school	Yes	15
	No	90
Size of the community in which the student lives	Less than 2,500	40
	2,500 to 50,000	46
	Over 50,000	19

Part III, Family Relations: High scores usually signify friendly and healthy parent-child relations. Low scores suggest conflicts or maladjustments in the parent-child relations.

Part IV, Emotionality: High scores are representative of emotionally stable and self-possessed individuals. Low scores may result from anxiety states or over-reactive tendencies.

A detailed discussion of the reliability and validity of the Minnesota Personality Scale has been presented elsewhere by Darley and McNamara (4).

The University of Southern California Parent Attitude Scale is a self-inventory paper-and-pencil test constructed by Dr. Edward Joseph Shoben, Jr. of Columbia University. In the development of the survey there were 148 items consisting of statements of general attitudes toward children to which parents responded by indicating strong agreement to strong disagreement. The original scale was administered by Shoben to 100 white, urban mothers, 50 of whom were the parents of "problem children" and 50 of whom were the parents of "non-problem children". The "problem children" consisted of a group who were (1) receiving clinical help for some personality or behavior problem, or who (2) had come into the custody of the juvenile authorities at least twice, or who (3) had a problem about which the child's mother had registered a complaint indicating that she would like to have clinical help with her child if it were available or if she could afford it. The "non-problem" group consisted of children who had (1) never received clinical attention, and who (2) had never come into custody of the juvenile courts, and who (3) had no problem for which, in the opinion of the mother, clinical help was either desirable or necessary.

After the first administration of the original scale an analysis was undertaken and the items were retained if they discriminated at the five percent level of confidence or beyond. As a result, 85 of the original 148 items met the test and were retained in the survey. The survey was then given to 40 mothers, equally divided between the "problem" and "non-prob-

lem" categories. The amount of shrinkage as indicated by the magnitude of the correlation coefficients which serve as indices of the survey's validity obtained from the second administration were as follows: Ignoring, .624; Possessive, .721; Dominant, .623; and for the total scale, .769. A detailed discussion concerning the reliability and validity of this survey has been presented by Shoben (9).

The Child Guidance Survey is a scale consisting of 160 items designed to assess attitudes concerning the guidance of children. This survey is composed of eight parts:

1. General Home Standards: Standards of neatness and orderliness in the home; the freedom allowed the child in choice of activities; and the type, frequency, and purpose of punishment.
2. Verbal Behavior: Standards the parents apply to the child's verbal output; how much time and opportunity the child has to "speak freely" in the home; whether the parents correct speech errors, and if so, how. The child's "verbal rights" in the home.
3. Expressions of Hostility: Attitudes toward expressions of hostility in the child. Should the child be allowed to express hostility, and if so, how much toward; siblings, parents, other children, home objects, and other adults. This area includes verbal hostility, swearing, and attitudes toward the use of "dirty words".
4. Weaning, Thumb-sucking, and Feeding: Should thumb-sucking be permitted, how and when weaning should be accomplished, whether or not breast feeding is desirable; how, when, and what a child should eat.
5. Toilet Training: When should the toilet training begin, and be completed; what methods should be used to accomplish it, and what should the child's attitudes toward his eliminative functions be.
6. Sexual Behavior; Sexual behavior and interest in children. When, where, and how should children get their sex information, and what should their attitudes be.
7. Boy-Girl Differences: Parent's attitudes about the differences between boys and girls with respect to cleanliness, aggressive tendencies, need for affection, etc.
8. Crying: Why parents think children cry, and their reactions to crying.

Responses of 172 subjects were utilized to obtain the reliability

for the first seven parts of the survey. In each instance the measure obtained was above .80. A measure of reliability was not obtained for the eighth part, i.e., crying, because of its small number of items.

It was believed that if the test measured what it purported to measure, that experienced clinicians, persons who had been counseled with regard to their children's problems, and persons who had the advantage of special instruction in child development would be likely to express attitudes which were more favorable than would those who had had little experience with children. The group of 172 subjects whose responses were analysed for this portion of Wiley's (11) study tended to bear out this hypothesis. No significant differences were found between mean scores obtained by 344 men and women, indicating that the test may be equally satisfactory for men and women.

Administration of the Instruments

The Minnesota Personality Scale was administered in class to students enrolled in the Basic Family Relations and Child Development course which is required of all freshmen regularly enrolled in the school of Home Economics at Oklahoma Agricultural and Mechanical College. The test was administered to approximately 250 students.

The following directions for the test were given to each class section:

Write your name, age, the date, your father's occupation, and your class in the proper place on the answer sheet.

Use only this pencil for marking your answers on the answer sheet because the test will be scored by machine and no other marks will count. Be careful to make all marks solid and black by going over each one two or three times, pressing firmly on your special pencil. If you change your mind, erase your first answer completely. Make no unnecessary marks on or around the dotted lines. Keep this sheet on a hard surface while marking your answers (4).

Do not make any marks in the booklet. Do all of your writing

on the answer sheet. Read the material on the first page while I read it aloud (4).

The following pages contain a number of statements about which there is no general agreement. People differ in the way they feel about the statements, and there are no right or wrong answers. We are trying to study certain aspects of personality that are important in your adjustment to school and life. You can help us by answering each question honestly and thoughtfully. Happiness and satisfying achievement are definitely related to your personal adjustments; therefore, any effort to study this aspect of your life is worth your cooperation (4).

Your answers will in no way affect your grade. The test will not be scored by any of the instructors.

Read each statement carefully and on the special answer sheet mark the one alternative which best expresses your feeling about the statement. Whenever possible, let your experience determine your answer. Do not spend too much time on any item. If in doubt, select the one phrase which seems most nearly to express your present feeling about the statement. Put your answer on the answer sheet by blackening the space between the pair of dotted lines under the letter which represents your answer. Try the samples below and put your answers on the answer sheet in the box marked SAMPLES (4).

Be sure the item number on the answer sheet corresponds with the item number in the booklet (4).

Turn to page 2 and begin. There is no time limit, but work rapidly.

The tests were scored mechanically at the Bureau of Tests and measurements at Oklahoma Agricultural and Mechanical College. Percentile ranks were obtained on each of four variables; Emotionality, Social Adjustment, Family Relations, and Morale.

In an effort to obtain dichotomous groupings, the investigator decided to select students who clearly differed in terms of rank on the various dimensions of the Minnesota Personality Scale. It seemed reasonable to assume that students who ranked at the 25th percentile or below on any given dimension would reflect a different type of adjustment than the students who ranked at the 75th percentile or above. On two of the dimensions, however, it was possible to further refine the dichotomous groupings because of the number of students studied, and only those stu-

dents who ranked at the 85th percentile or above, or at the 15th percentile or below on the Emotionality and Morale sub-scales were included for the study.

Of approximately 250 students who had taken the Minnesota Personality test, 105 met the above requirements and completed the Child Guidance Scale and the University of Southern California Parent Behavior Attitude Scale in group meetings. Those students who did not attend the scheduled meetings were contacted and completed the scales by special appointment.

RESULTS AND DISCUSSION

The significance of the differences of mean scores obtained on the University of Southern California Parent Attitude Survey by High and Low adjustment groups are presented in Table II. In order to insure dichotomous groupings with respect to the dimensions measured by the Minnesota Personality Scale, students with scores which ranked at the 85th percentile and above on either the Morale or Emotionality sub-scales, or at the 75th percentile, or above either the Social Adjustment or Family Relations sub-scale were assigned to a High adjustment category. Students with scores which ranked at the 15th percentile or below on Emotionality and Morale, or at the 25th percentile, or below on Social Adjustment and Family Relations were assigned to a Low adjustment category.

Although it is recognized that the population studied is likely to evidence fairly good adjustment, it is believed that the methodology employed in the present study to obtain discrete groups in terms of adjustment is warranted, and is superior to that used by Walters (10) in his study of Florida students.

An inspection of Table II reveals that only one of the differences was statistically significant. Students who ranked at the 25th percentile or below on the Social Adjustment sub-scale of the Minnesota Personality Scale evidenced a significantly superior mean score on the Dominating sub-scale of the University of Southern California Parent Attitude Survey than did students ranking at the 85th percentile or above. The difference obtained was significant at the .001 level of confidence, indicating that students revealing a superior social adjustment defined by Darley and McNamara (4) as being gregarious and socially mature in relat-

TABLE II

SIGNIFICANCE OF DIFFERENCES OF SCORES OBTAINED ON THE UNIVERSITY OF SOUTHERN CALIFORNIA PARENT SURVEY BY HIGH AND LOW ADJUSTMENT GROUPS

USC Parent Attitude Survey Variables	Morale		Differ- ence	t	Confi- dence Level
	85 percentile and above (N = 24)	15 percentile and below (N = 18)			
Dominating	160.58	157.83	2.75	.63	-
Possessive	80.00	81.88	1.88	.47	-
Ignoring	53.08	51.23	1.75	1.06	-
Total Scale	330.33	332.44	2.11	.53	-

USC Parent Attitude Survey Variables	Social Adjustment		Differ- ence	t	Confi- dence Level
	75 percentile and above (N = 23)	25 percentile and below (N = 23)			
Dominating	157.70	163.24	5.54	3.82	.001
Possessive	77.12	77.16	.043	.02	-
Ignoring	51.90	51.16	.74	.36	-
Total Scale	335.13	336.91	1.78	.64	-

USC Parent Attitude Survey Variables	Family Relations		Differ- ence	t	Confi- dence Level
	75 percentile and above (N = 21)	25 percentile and below (N = 21)			
Dominating	159.90	159.47	4.3	.10	-
Possessive	81.48	80.29	1.19	.49	-
Ignoring	52.33	55.43	3.10	1.89	-
Total Scale	421.00	408.43	12.57	.82	-

USC Parent Attitude Survey Variables	Emotionality		Differ- ence	t	Confi- dence Level
	85 percentile and above (N = 18)	15 percentile and below (N = 21)			
Dominating	157.94	162.43	4.48	1.05	-
Possessive	80.16	82.38	2.22	.90	-
Ignoring	53.05	53.76	.71	.54	-
Total Scale	327.00	342.05	15.05	1.45	-

ions with other people, reflected a tendency (a) to assign the child to a subordinate role, and (b) to take the child into account quite fully, but always as one who should conform to the wishes of the adult under penalty of punishment. Such results fail to support the findings of Walters (10), who presented evidence indicating that students who ranked in a High Adjustment group reflected a significantly superior mean Total Scale score on the University of Southern California Parent Attitude Survey. It will be recalled, however, that in assigning students to High and Low adjustment groups that Walters placed those students who ranked at the 50th percentile and above in a High adjustment group, and placed students ranking below the 50th percentile into a Low adjustment group. Thus, the student who ranked at the 51st percentile was arbitrarily considered to evidence superior adjustment to the student who ranked at the 49th percentile. An examination of the data concerning the reliability and validity of the Minnesota Personality Scale reveals that such confidence in the discriminatory powers of this instrument is hardly warranted.

Inasmuch as one would normally expect one difference in twenty to appear to be statistically significant when no real difference exists, the one difference which Walters (10) reports to be statistically significant out of the comparisons he made may have led the investigator to a spurious conclusion that students with superior social adjustment evidence superior attitudes concerning the guidance of children. Evidence in the present study corroborates Lamar's (7) findings. Lamar noted the correlation between the mean Total Scale score on the University of Southern California Parent Attitude Survey, and scores obtained on the Minnesota Personality Scale by 51 students at the University of Alabama. Her findings were as follows: (a) Morale, $+0.11$; (b) Social Adjustment, $+0.03$; (c) Family Relations, $+0.08$; and (d) Emotionality, $+0.06$. None of the

correlations were found to be statistically significant. Lamar also compared the mean adjustment scores (as obtained from responses to the Minnesota Personality Scale) of the ten High and ten Low ranking students on the University of Southern California Parent Attitude Survey. Only one of the differences which she obtained was statistically significant. Students with superior attitudes toward the guidance of children evidenced superior social adjustment mean score than did the ten low-scoring students on the University of Southern California Parent Attitude Survey. (see Table III)

In Table IV is presented the significance of the differences of mean scores obtained on the Child Guidance Survey by High and Low adjustment groups at Oklahoma Agricultural and Mechanical College. Only one of the differences is statistically significant. Students who ranked at the 25th percentile and below on the sub-scale, Family Relationships evidenced superior attitudes toward sexual behavior of children as reflected by responses to the Child Guidance Survey than did students who ranked at the 75th percentile or above. According to Darley and McNamara (4) High scores on the Family Relationships sub-scales indicate healthy and friendly parent-child relations. Low scores, on the other hand, reflect maladjustments or conflicts in parent-child relations. The Sexual Behavior sub-scale of the Child Guidance Survey contains such items as, "It makes little difference whether children get their information about sex from their parents or other adults", "The best way to teach children about sex is to give them some careful chosen books to read", and "A child's curiosity about sex should be curbed if he is to grow into a satisfactory adult".

Although there has been little evidence directly related to the problem undertaken in the present investigation, studies concerned with correlation analyses between the responses of parents' and children's behavior suggest

TABLE III

MEAN SCORES OBTAINED ON THE UNIVERSITY OF SOUTHERN CALIFORNIA
PARENT ATTITUDE SURVEY BY HIGH AND LOW ADJUSTMENT GROUPS

Minnesota Personality Scale	USC Parent Attitude Survey	Florida		Oklahoma	
		High	Low	High	Low
Morale	Dominating	164.8	163.6	160.5	157.8
	Possessive	84.0	83.0	80.0	81.8
	Ignoring	52.5	52.4	53.1	51.2
	Total Scale	343.3	341.5	330.3	332.4

Social Adjustment	Dominating	161.4	166.9	163.2	157.7**
	Possessive	82.8	84.2	77.1	77.2
	Ignoring	51.6	53.3	51.9	51.2
	Total Scale	337.5	347.1*	335.1	336.9

Family Relations	Dominating	165.4	163.2	159.9	159.4
	Possessive	85.3	82.0	81.4	80.3
	Ignoring	52.5	52.4	52.3	55.4
	Total Scale	345.7	339.6	421.0	408.4

Emotionality	Dominating	166.9	161.6	157.9	162.4
	Possessive	84.1	82.9	80.2	82.3
	Ignoring	53.1	51.9	53.1	53.7
	Total Scale	344.6	339.2	327.0	342.1

* Significant at the .05 level of confidence

** Significant at the .001 level of confidence

TABLE IV

MEAN SCORES OBTAINED ON THE CHILD GUIDANCE SURVEY BY HIGH AND LOW
ADJUSTMENT GROUPS

Child Guidance Survey Variables	Morale		Differ- ence	t	Confi- dence Level
	85 percentile and above (N = 24)	15 percentile and below (N = 18)			
General Home Standards	59.79	58.89	.90	.19	-
Verbal Behavior	63.96	66.17	2.21	.81	-
Expression of Hostility	63.83	62.94	.89	.04	-
Weaning, Thumbsucking and Feeding	53.54	55.28	1.74	1.04	-
Toilet Training	51.00	52.50	1.50	.61	-
Sexual Behavior	53.71	55.44	1.73	.72	-
Boy-Girl Differences	42.71	43.78	1.07	.56	-
Total Scale	409.00	414.44	5.44	.02	-

Child Guidance Survey Variables	Social Adjustment		Differ- ence	t	Confi- dence Level
	75 percentile and above (N = 23)	25 percentile and below (N = 23)			
General Home Standards	60.86	62.78	1.92	1.04	-
Verbal Behavior	64.82	65.91	1.09	.46	-
Expression of Hostility	64.35	62.52	1.83	.91	-
Weaning, Thumbsucking and Feeding	53.33	53.33	.05	.32	-
Toilet Training	52.39	55.39	3.00	1.35	-
Sexual Behavior	53.12	54.78	1.66	.66	-
Boy-Girl Differences	42.16	44.21	2.05	1.03	-
Total Scale	415.04	420.52	5.48	.18	-

TABLE IV
(continued)

Child Guidance Survey Variables	Family Relations		Differ- ence	t	Confi- dence Level
	75 percentile and above (N = 21)	25 percentile and below (N = 21)			
General Home Standards	62.05	61.86	.19	.10	-
Verbal Behavior	64.82	64.48	.34	.13	-
Expression of Hostility	64.57	61.09	3.48	1.61	-
Weaning, Thumbsucking and Feeding	55.52	55.81	.29	.20	-
Toilet Training	53.20	52.43	.77	.31	-
Sexual Behavior	57.48	50.33	7.14	3.04	.01
Boy-Girl Differences	42.81	41.95	.86	.57	-
Total Scale	336.19	325.86	10.33	1.32	-

Child Guidance Survey Variables	Emotionality		Differ- ence	t	Confi- dence Level
	85 percentile and above (N = 18)	15 percentile and below (N = 21)			
General Home Standards	61.38	60.85	.53	.24	-
Verbal Behavior	62.61	67.00	4.39	1.68	-
Expression of Hostility	64.39	63.24	1.15	.49	-
Weaning, Thumbsucking and Feeding	55.39	56.10	.71	.19	-
Toilet Training	49.78	51.43	1.65	.75	-
Sexual Behavior	54.77	54.90	.13	.05	-
Boy-Girl Differences	42.22	44.57	2.35	1.46	-
Total Scale	417.86	410.11	7.75	.83	-

that parental attitudes are important influences in children's behavior.

(5) (6) Hagman (5) has indicated that 67 percent of the mothers of a group of neurotic children were themselves neurotics. Too, evidence has been presented in the clinical literature which suggests that neurotic personalities frequently harbour hostile and aggressive feelings toward children. Anderson (1) has noted a significant relationship between children's behavior and parental attitudes.

In spite of the limitations of the methodology employed by these authors in their studies, it seems clear that children's behavior is a function, in part, of the kind of attitudes held by the adults who care for them. In cases where the adults are neurotic, the attitudes held by their parents are often reflected in their children by an inability to achieve either a satisfactory personal or social adjustment.

The evidence presented in this study does not refute the theory that maladjustment in neurotic adults is reflected in the attitudes which they held concerning the guidance of children, for it may be that the group of subjects in the present study who were assigned to the various Low Adjustment groups evidenced adjustment patterns within the normal range. The evidence does suggest, as do the findings of Lamar (7) and Walters (10) that a specific, invariant relationship between (a) personal and social adjustment, and (b) attitudes concerning the guidance of children, does not exist.

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APPENDIX

Face Sheets

Inventory A: University of Southern California Parent Attitude
Survey* by Edward Joseph Shoben, Jr.
Columbia University

Inventory B: Child Guidance Survey* by John H. Wiley.
University of Nebraska

*May not be reproduced from this thesis without the permission
of the author of the scale.

FACE SHEET DATA

CHILD DEVELOPMENT RESEARCH PROJECT: Attitudes Concerning the Guidance of Children.

Name _____ Sex _____ Age _____ Marital Status _____

Stillwater Address _____ Phone Number _____ Class _____

How many brothers do you have? _____ How many sisters do you have? _____

Check (X) only one answer to each of the following statements and questions.

1. I live

- on a farm
- in a community of less than 2,500 population
- in a community of 2,500 to 50,000 population
- in a community of over 50,000 population

2. I am

- an only child
- the oldest child
- a middle child
- the youngest child

3. With respect to happiness, I consider my own childhood to have been

- very happy
- somewhat above average
- average
- somewhat below average
- very unhappy

4. In school, my father completed grades:

- none
- 1 - 4
- 5 - 7
- 8
- 9 - 11
- 12 or is a high school graduate
- 1 - 3 years college
- is a college graduate
- over four years of college

5. My father's occupation (work) is: (Describe your father's work fully)

FACE DATA SHEET
(continued)

6. The main source of my family's income:
 wages, hourly wages, piece work, weekly checks
 salary, monthly checks
 profits and fees from a business or profession
 savings and investments earned by my father and mother
 inherited savings and investments
 private relief, odd jobs, share cropping, seasonal work
 public relief or charity
7. Have you completed a course in child development in college?
 yes
 no
If your answer is "yes", what was the course?

8. Did you complete a course or unit of study pertaining to child care or development in high school?
 yes
 no
If your answer is "yes", what was the course or unit of study?

9. Were you born in America?
 yes
 no

INVENTORY A

Directions: Write your name and date of birth on the answer sheet. Read each statement carefully. On the answer sheet blacken the appropriate space according to your attitude as follows:

	1	2	3	4	5

STRONGLY AGREE

MILDLY AGREE

MILDLY DISAGREE

STRONGLY DISAGREE

In no instance will you use Column 5 in responding to Inventory A.

For example, suppose you were presented with the statement: "Children should not be encouraged to disagree with their parents even when their parents are wrong". If, in general, you mildly agree with this viewpoint, mark your answer blank as follows:

	1	2	3	4	5

If, however, you strongly disagree with this viewpoint, mark your answer blank as follows:

	1	2	3	4	5

Make your mark as long as the pair of lines, and move the pencil point up and down firmly to make a heavy black line.

Three important things to remember:

1. There are no right or wrong answers. Answer honestly, and not as you feel you should respond.

	1	2	3	4	5

STRONGLY AGREE

MILDLY AGREE
Remember this is the key you are to use.
MILDLY DISAGREE

STRONGLY DISAGREE

2. Respond to every statement

3. If you change your mind after you have marked an answer, erase your first mark completely.

Don't let the fact that some of these statements are general bother you. Keep in mind average children and how you generally feel about guiding them.

1. A child should be seen and not heard.
2. Parents should sacrifice everything for their children.
3. Children should be allowed to do as they please.
4. A child should not plan to enter any occupation his parents don't approve of.
5. Children need some of the natural meanness taken out of them.
6. A child should have strict discipline in order to develop a fine, strong character.
7. The mother rather than the father should be responsible for discipline.
8. Children should be "babied" until they are several years old.
9. Children have the right to play with whomever they like.
10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents.
11. Children should be forbidden to play with youngsters whom their parents do not approve of.
12. A good way to discipline a child is to tell him his parents won't love him any more if he is bad.
13. Severe discipline is essential in the training of children.
14. Parents cannot help it if their children are naughty.
15. Jealousy among brothers and sisters is a very unhealthy thing.

	1	2	3	4	5

STRONGLY AGREE

Remember this
is the key you
are to use.
MILDLY AGREE

MILDLY DISAGREE

STRONGLY DISAGREE

16. Children should be allowed to go to any Sunday School their friends go to.
17. No child should ever set his will against that of his parents.
18. The Biblical command that children must obey their parents should be completely adhered to.
19. It is wicked for children to disobey their parents.
20. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.
21. Children should not be punished for disobedience.
22. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys".
23. Strict discipline weakens a child's personality.
24. Children should always be loyal to their parents above anyone else.
25. Children should be steered away from the temptation of religious beliefs other than those accepted by the family.
26. The weaning of a child from the emotional ties to its parents begins at birth.
27. Parents are not entitled to the love of their children unless they earn it.
28. Parents should never try to break a child's will.
29. Children should not be required to take orders from parents.
30. Children should be allowed to choose their own religious beliefs.
31. Children should not interrupt adult conversation.
32. The most important consideration in planning the activities of the home should be the needs and interests of children.
33. Quiet children are much nicer than little chatter-boxes.
34. It is sometimes necessary for the parents to break the child's will.
35. Children usually know ahead of time whether or not parents will punish them for their actions.

	1	2	3	4	5

STRONGLY AGREE

Remember this
is the key you
are to use

MILDLY AGREE

MILDLY DISAGREE

STRONGLY DISAGREE

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36. Children resent discipline.
37. Children should not be permitted to play with youngsters from the "wrong side of the tracks".
38. When parents speak children should obey.
39. Mild discipline is best.
40. The best child is one who shows lots of affection for his mother.
41. A child should be taught that his parents always know what is best.
42. It is better for children to play at home than to visit other children.
43. A child should do what he is told to do without stopping to argue about it.
44. Children should fear their parents to some degree.
45. A child should always love his parents above everyone else.
46. Children who indulge in sex play become adult sex criminals.
47. Children should be allowed to make only minor decisions for themselves.
48. A child should always accept the decision of his parents.
49. Children who readily accept authority are much nicer than those who try to be dominant themselves.
50. Parents should always have complete control over the actions of their children.
51. When they can't have their own way, children usually try to bargain or reason with parents.
52. The shy child is worse off than the one who masturbates.
53. Children should accept the religion of their parents without question.
54. The child should not question the command of his parents.
55. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.

		1	2	3	4	5
	
	STRONGLY AGREE	..	..	..	..	..
	
Remember this	MILDLY AGREE	..	..	..	..	..
is the key you		..	..	..	..	..
are to use		..	..	..	..	..
	MILDLY DISAGREE	..	..	..	..	..
	
	STRONGLY DISAGREE	..	..	..	..	..
	

56. Children should not be punished for doing anything they have seen their parents do.
57. Jealousy is just a sign of selfishness.
58. Children should be taught the value of money early.
59. A child should be punished for contradicting his parents.
60. Children should have lots of parental supervision.
61. A parent should see to it that his child plays only with the right kind of children.
62. Babies are more fun for parents than older children are.
63. Parents should supervise a child's selection of playmates very carefully.
64. No one should expect a child to respect parents who nag and scold.
65. A child should believe what his parents tell him.
66. Children should be allowed to have their own way.
67. A good way to discipline a child is to cut down his allowance.
68. Children should not be coaxed or petted into obedience.
69. A child should be shamed into obedience if he won't listen to reason.
70. In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings.
71. A good whipping now and then never hurt any child.
72. Masturbation is the worst bad habit that a child can form.
73. A child should never keep a secret from his parents.
74. Parents are generally too busy to answer all a child's questions.
75. The children who make the best adults are those who obey all the time.
76. It is important for children to have some kind of religious upbringing.

	1	2	3	4	5

STRONGLY AGREE

MILDLY AGREE
Remember this is the key you are to use.

MILDLY DISAGREE

STRONGLY DISAGREE

77. Children should be allowed to manage their affairs with little supervision from adults.
78. Parents should never enter a child's room without permission.
79. It is best to give children the impression that parents have no faults.
80. Children should not annoy their parents with their unimportant problems.
81. Children should give their parents unquestioning obedience.
82. Sex is one of the greatest problems to be contended with in children.
83. Children should have as much freedom as their parents allow themselves.
84. Children should do nothing without the consent of their parents.
85. Most children should have more discipline than they get.

INVENTORY B

Directions: Write your name and date of birth on the answer sheet. Read each statement carefully. On the answer sheet blacken the appropriate space according to your attitude as follows:

	1	2	3	4	5

STRONGLY AGREE

AGREE

UNDECIDED

DISAGREE

STRONGLY DISAGREE

For example, suppose you were presented with the statement: "Children should not be encouraged to disagree with their parents even when their parents are wrong". If, in general, you agree with this viewpoint, mark your answer blank as follows:

1	2	3	4	5
..
..
..

If, however, you strongly disagree with this viewpoint, mark your answer blank as follows:

1	2	3	4	5
..
..
..

Three important things to remember:

1. There are no right or wrong answers. Answer honestly, and not as you feel you should respond.
2. Respond to every statement.
3. If you change your mind after you have marked your answer, erase your first mark completely.

	1	2	3	4	5

STRONGLY AGREE

AGREE
Remember this is the key you are to use.
UNDECIDED

DISAGREE

STRONGLY DISAGREE

Don't let the fact that some of these statements are general bother you. Keep in mind average children and how you generally feel about guiding them.

1. It is unwise for parents to correct a child's behavior by saying, "When I was a child, I never did that".
2. A child should be permitted to express his opinions of adults freely.
3. Ordinarily, little girls develop speech faster than little boys.
4. Feeding at the breast is more satisfying for a child than feeding from a bottle.
5. Early weaning is harmful to the child.
6. It is normal for the child of three or four to leave his toys lying around.
7. Boys should be taught early "to take it like a man" when they are hurt.
8. A child of three or four should be allowed almost complete freedom in his play activities.
9. It makes little difference whether children get their information about sex from their parents, or other adults.
10. Children should always be polite and courteous to their parents.
11. The best way to teach a child about sex is to give them some carefully chosen books to read.
12. A child's curiosity about sex should be curbed if he is to grow into a satisfactory adult.
13. A child of five should be punished for saying dirty words.
14. It is best if children get most of their information about sex from a doctor or family friend, rather than from their parents.
15. A child should be taught by the age of three to always say, "please", "Thank you", and "excuse me", to adults.

	1	2	3	4	5

STRONGLY AGREE

AGREE

Remember this is the key you are to use.
UNDECIDED

DISAGREE

STRONGLY DISAGREE

16. It is acceptable for parents to use "baby talk" to their children up to the age of three or four.
17. Holding and caressing a baby when he cries is good for him.
18. Children should usually be included in family conversations.
19. A child of two or three can be expected to hesitate and stumble a good deal in his speech.
20. A child should be punished for breaking his own toys in a fit of anger.
21. Parents should always win arguments they have with their children.
22. Little girls should be expected to be as self-reliant as little boys.
23. A child should be punished for intentionally breaking things in the house.
24. Both little boys and little girls like to get dirty.
25. A child should always get along well with the other children in the neighborhood.
26. Boys should be taught to be independent at an earlier age than girls.
27. Parents should try to make their children afraid of sexual relationships.
28. Children should be permitted to play in sand and mud if they wish to.
29. A child should be punished for striking his younger brother or sister.
30. Little boys and little girls should be brought up in the same way.
31. Boys are more trouble to bring up than girls.
32. Parents should make every effort to prevent a child from becoming self-conscious about his speech.
33. Little girls are healthier than little boys.
34. It is normal for a child to want to mess with his food.
35. Neighbor's, relative's, and friend's opinions should be ignored in the raising of your children.

	1	2	3	4	5

STRONGLY AGREE

AGREE
Remember this is the key you are to use.
UNDECIDED

DISAGREE

STRONGLY DISAGREE

36. A child should be punished for striking someone who teases him.
37. Boys of four and five years require as much cuddling and loving as girls.
38. A young child should be permitted to cry it out if there seems to be nothing seriously wrong with him.
39. By the time a boy is five or six years old, he should be taught to be a "little man".
40. Placing a child of six years on a chair, or locking him in his room is a good form of punishment.
41. Talking the problem over with the child is the best way of dealing with unsatisfactory behavior.
42. In general, parents should not punish their small children.
43. The best way to develop a child into a satisfactory adult is to train him at an early age.
44. Little girls are naturally daintier than little boys.
45. "Spare the rod and spoil the child" is a good general rule to follow.
46. It is normal for a child to fight with other children occasionally.
47. A stubborn child should be taught early that his parent's will is stronger than his.
48. Parents should try to develop an attitude toward sex in their children that is free from fear.
49. Parents should ignore their child's crying when it is just for attention.
50. Boys should be expected to do as well in writing, spelling, and speaking in school as girls of the same age.
51. Parents should admit to their children that they make mistakes from time to time.
52. The only restrictions placed on a young child should be those necessary to preserve his life and the lives of people around him.

	1	2	3	4	5

STRONGLY AGREE

AGREE
Remember this is the key you are to use.
UNDECIDED

DISAGREE

STRONGLY DISAGREE

53. A child should be permitted to say " I hate you" to his parents.
54. Errors in a young child's speech should be ignored by the parents.
55. Children should be permitted to "talk back" to their parents.
56. Parents should be calm when they punish their children.
57. A child who does not speak well should be kept out of the way when there are visitors in the home.
58. Parents should ignore profanity used by their young children.
59. A child should be permitted to repeat dirty or profane words he hears.
60. "Children should be seen, and not heard" is a good general rule to follow.
61. Parents should develop, in their children, a feeling of pride about their ability to control their bowel movements and urination.
62. A child should be urged to talk clearly and unhesitatingly from the beginning.
63. Little boys are naturally dirtier than little girls.
64. When a child cries, his parents should comfort him.
65. Parents should frequently urge their children to speak better.
66. Children should be taught about sexual function in terms of humans, rather than plants and lower animals.
67. The child who stutters, really tries very hard not to stutter.
68. A child should be punished for expressing anger.
69. Children should get much of their information and attitudes about sex from their parents.
70. Preventing a child from sucking his thumb, when he wants to, may be bad for the child.
71. If a child has trouble with his speech, his parents should point out the error each time he makes it.
72. Human conception should be accurately explained to children.

	1	2	3	4	5

STRONGLY AGREE

AGREE
Remember this is the key you are to use.
UNDECIDED

DISAGREE

STRONGLY DISAGREE

73. Children should be taught the scientific terms for their sexual organs and functions.
74. When a child is angry, he should be given a chance to work off steam in some relatively harmless activity.
75. Parents should tell their child the vulgar terms as well as the scientific names for their sexual organs and functions.
76. Parents should punish their children for crying excessively.
77. Parents should talk to their children about sex as soon as the children show any curiosity about it.
78. It is normal for a child to strike his parents occasionally, when he is angry.
79. Parents should permit a child "to tell other children off" occasionally.
80. Children should be permitted to interrupt adults when they are talking.
81. Children should never be made to cry by their parents.
82. A child should be comforted, rather than punished, if he strikes another child.
83. A child should never be permitted to cry.
84. If a child makes occasional slips after he has been toilet trained, his slips should be ignored.
85. Generally speaking, a child should be permitted to strike back when someone hits him.
86. Normally, a child is born with the feeling that his feces and urine are dirty and unpleasant.
87. The child who is always quiet and peaceful is the best kind of child to have.

	1	2	3	4	5

STRONGLY AGREE

AGREE
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UNDECIDED

DISAGREE

STRONGLY DISAGREE

88. A parent's insistence that he be very clean about his toilet habits may be disturbing to a child.
89. A child should be forbidden to play with his sexual organs.
90. Children should be permitted to argue freely with their brothers and sisters.
91. Too long feeding at the breast is apt to make the baby too dependent on the mother.
92. Little boys are naturally cruel.
93. Children should be raised so that everyone in the neighborhood feels they are good children.
94. In general, children should be permitted to eat the foods that they like.
95. Free discussion of sex by parents and children in the home will encourage sexual looseness in the children.
96. Parents should always try to give their children an opportunity to say whatever they wish.
97. A child should be fed when he is hungry.
98. Children should be permitted to argue with their parents.
99. A child should be allowed some choice as to the amount of food he is going to eat at a meal.
100. A young child should have his diapers changed immediately after he soils himself.
101. Eating between meals should not be permitted.
102. A child should be taught early that his urine and feces are nasty and dirty.
103. Parents should compare a child's behavior to that of his brothers or sisters or neighborhood children, when they want him to behave better.
104. The feeling that urinating and defecating are unpleasant processes, should be developed in the child as soon as possible.

	1	2	3	4	5

STRONGLY AGREE

AGREE
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UNDECIDED

DISAGREE

STRONGLY DISAGREE

105. Little girls should be given more care and attention than little boys.

106. It is normal for children to be curious about the differences between boys and girls.

107. Parents should warn their adolescent children about the dangers of masturbating.

108. A child should be taught early to close the bathroom door when he is going to the toilet.

109. It is unusual for children to think much about sex until they are adolescents.

110. Free discussion of toilet-going in the home will make the child unduly concerned with such things.

111. Children should be permitted to talk whenever they wish to talk.

112. Toilet training should be started at about the age of six months.

113. Sexual functions should be taught to children in terms of flowers, bees, and lower animals, rather than by discussing human beings.

114. A child should be completely toilet trained about the age of one year.

115. Children should be permitted to listen to most of their parent's conversations if they care to.

116. Parents should punish a child of five or six if they catch him investigating the sexual organs of a child of the opposite sex.

117. A child should receive his first information about sex at the beginning of his adolescence.

118. Children should be permitted to see their parents making love to each other.

119. After a child has been toilet-trained, he should be punished for any slips he makes.

120. A neat, well-ordered home is one of the most important things a parent can provide a child in growing up.

	1	2	3	4	5

STRONGLY AGREE

AGREE
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UNDECIDED

DISAGREE

STRONGLY DISAGREE

121. The best advice parents can give their children about sex is to tell them to keep away from it until after they are married.
122. A child should eat all of the food that is placed on his plate.
123. A child who speaks too rapidly and stumbles over his words should be told to speak more slowly and clearly.
124. A child should be constantly urged to keep himself clean until he learns to do so by himself.
125. It is normal for a young child to be interested in his bowel movements and urination.
126. Parents should teach their children good table manners at an early age.
127. A young child should be fed strictly on a schedule.
128. A child should be required to eat foods that are good for him even if he does not like them.
129. A child should learn by the age of three to pick up his toys and keep his things in order.
130. A young child should be permitted to talk about going to the toilet in front of guests and visitors in the home.
131. When a child mispronounces a word he has previously said correctly he should be punished.
132. Thumb-sucking is a bad habit.
133. Thumb-sucking will make the teeth stick out.
134. A child should learn to feed himself neatly by the age of three.
135. It is normal for a small child to want to play with his sexual organs.
136. One of the best ways to correct a child is to tell him you don't like him when he is bad.
137. A good way to improve a child's speech is to tease him about his mistakes.
138. A two-year old child should be permitted to play with his feces.
139. Thumb-sucking should be curbed by the use of medicine and gloves.

	1	2	3	4	5

STRONGLY AGREE

AGREE
Remember this is the key you are to use.
UNDECIDED

DISAGREE

STRONGLY DISAGREE

140. Children should be permitted to see their parents of the opposite sex undressed.
141. A child should be permitted in the bathroom even if one of his parents is there.
142. A child should be permitted to talk about his bowel movements and urination whenever he wishes.
143. A child should be allowed to play only with those things that a parent chooses for him.
144. Preventing a child from drinking liquids in the late afternoon or evening is a good way to prevent bed-wetting.
145. Parents should insist that a child speak well at home, so he will have good speech as an adult.
146. Parents should permit their children to suck their thumbs as long as they wish.
147. Little boys are naturally physically tougher than little girls.
148. Usually, a child who stutters could stop stuttering if he really wanted to stop.
149. Parents should always try to be as perfect as possible in front of their children.
150. A parent should remind the child not to suck his thumb each time he does.
151. Parents should try to make going to the toilet a pleasant process for the child.
152. Stuttering in children results from their thinking faster than they can talk.
153. A child should be weaned as early as possible, even though he may protest somewhat.
154. Generally speaking, the best way to help a child's speech is for the parents to talk to him a good deal, and let him talk freely.

	1	2	3	4	5

STRONGLY AGREE

AGREE
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UNDECIDED

DISAGREE

STRONGLY DISAGREE

155. A child should be permitted to eat his food with his hands.
156. Little boys should be given as much attention in the home as little girls.
157. Little boys can be expected to cry just as much as little girls.
158. Little girls should be expected to do a little better in school than boys of the same age.
159. It is bad for children if they are permitted to fight with other children.
160. Little girls should be protected from the outside world more than little boys.

VITA

Evelyn Miller Genzler

Candidate for the degree of

Master of Science

Thesis: RELATION OF PERSONALITY ADJUSTMENT OF HOME ECONOMICS
FRESHMEN TO ATTITUDES CONCERNING THE GUIDANCE OF
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