

EXPRESSED LIKES AND DISLIKES OF PREADOLESCENTS  
AND THEIR PARENTS FOR EACH OTHER'S  
BEHAVIOR

By

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This is a study of the expressed likes and dislikes of a group of preadolescents and their parents for each other's behavior. The study was prompted by an interest in the present-day emphasis placed upon the importance of parent-child relationships in the personality development of individuals and in the need for additional research in child development at the preadolescent level. Many studies of attitudes deal with the feelings of only one part of the inter-acting groups--this study is concerned with the responses of both children and their parents.

#### Scope of the Study

This study is descriptive, and its primary purpose is to reveal the areas of likes and dislikes a group of preadolescents and their parents named in response to an open-end questionnaire about each other's behaviors. No attempt was made to establish validity or reliability of the responses as such, although reliability for the category systems used in analyzing the responses and rater-consistency was tested.

#### Review of the Literature

Personal adjustment and personality development have been given new emphasis with the increased interest in the mental health of the nation. Childhood experiences and environment are being studied as potent factors



which affect later adjustment to life. Many educators have expressed a need for more information to help us gain insights into the intimate parent-child relationships. Levine (13) emphasized the importance of the home environment in molding the child's personality through the daily interaction between parent and child, as well as interaction between parent and parent. Stott(22), too, emphasized this day-to-day relationship of parent and child when he wrote on page 393, ". . . parents perhaps more often than they realize, through their own attitudes, personal habits, and social conduct are determining not only their children's attitudes toward them, but also their reactions and adjustments to life in general." Witmer and Kotinsky (24) on page 89 supported this same point of view by the following statement, "Numerous clinical studies testify that there is a close relation between parents' attitudes toward their children and the adequacy of the children's social and emotional adjustment."

The need for more research in the area of preadolescence was well stated by Blair and Burton (3) on page 5:

The literature in elementary education and in child psychology shows clearly that the age roughly from nine until puberty is the 'forgotten' period of childhood. It is a no-man's-land as far as research is concerned. The literature of psychology shows that a very large number of studies have been made of the infancy and early childhood periods. An almost equally large number of studies have been made of the adolescents. Considerably more research has been made of the first three years of the elementary school period than of the last three years. A large number of studies of these various cycles of development have been thrown together in many volumes to reveal a rather accurate picture of the total development of individuals during infancy, early childhood, and adolescence. The materials thus summarized have been very valuable to parents and to professional workers in education in the guidance at the levels noted.

No such body of material exists concerning the children from nine to twelve or in the fourth, fifth, and sixth grades in the elementary school. Parents and teachers at this level do not have the well-organized sources of information concerning the children they are rearing or teaching as do the teachers of children and youth at other levels.

Other writers have shared this same view, which is that research is lacking concerning the preadolescent stage of development. Redl (16) suggested that perhaps one of the reasons there has been little research at this level was because children of this age were disappointing to adults. Zachry (26) described this age as the period when the "feeling life" of the child is latent, but added that the preadolescent was still dependent upon the adult, and that adults were obligated to gain insight into his life and to give him help as it was needed. Reynolds (17) spoke of preadolescence as the "unknown age" because specialists and parents have tolerated rather than studied this age group. English and Foster (4) used the phrase "forlorn years" to characterize preadolescence and suggested that this age somehow seemed to be "less something" than other ages.

It appears that research concerning parent-child relationships lags far behind what has been done in education, psychology, and sociology (3). Stodgill (21) found when he summarized the research concerning children's attitudes toward parents which had been done from 1894-1936 that the areas that had been studied were those of punishment, children's ideals of parents, obedience, child's parental preference, and studies of delinquents. He further stated that, "Parental and family influences are more potent than such facts as intelligence and socio-economic status in determining children's attitudes."

Meltzer (15) made a study of one hundred and fifty school children from eight to sixteen years of age in which they gave free association responses in interviews. Each child gave ten attitude responses toward either parent; part were of a positive nature and part were of a negative nature. More expressions of love, loyalty, and relationships were made for the mother than for the father. Fathers were mentioned oftener as

the person who took the children places, gave to them, and played with them. Fathers received almost twice as many unpleasant comments as were made for the mother.

Sowers (19) categorized the statements made in essays written by two thousand school children aged ten to eighteen years. The general theme of the essay was "The Kind of Parent I'd Like to Be" and was aimed at finding the qualities children admired in parents. Findings included: children desired admirable traits in parents, they wanted companionship with their parents, the material aspects of the home were not of great importance to them, children wanted firm and fair discipline, the subjects appeared to be well-adjusted and normal young people, and young people were not inclined to be critical of their families.

In a study of children's attitudes toward their fathers, Gardner (6) used a forty-five item questionnaire with 388 subjects in the fifth and sixth grades. The papers were anonymous, but obtained information regarding sex, age, and grade of the subjects. The questionnaire included such items as personality traits, personal habits, home duties, and activities of the father. Also included were parent-child relations, affectional relations, and parental preference of child. She found that children desired more money, freedom, gifts, affection, and attention from their fathers. Services wanted from mother were: care when the child was sick, buying of clothing, and help with lessons. From father, mention was made of fixing things, children wanting more money, and fewer chores assigned to them. Boys made more mention of parent's absence from home than did the girls. Both sexes indicated desire for more freedom and independence in matters of money, shows, and play.

Stott (22) conducted a study of 1878 adolescents' dislikes of parental behaviors in which they responded to two questions: "What

does your mother do that you do not like?" and "What does your father do that you do not like?" His findings indicated that fathers were criticized more than mothers for personal habits and matters of personal conduct while mothers were criticized for matters related to discipline and control, and tendencies to self-sacrifice and over-work. Girls objected more frequently to temperamental traits which involved personal relationships between parents and others while boys tended to criticize both parents because of personal habits and conduct.

Long (14) studied 275 families (with 338 children) who responded to an anonymous questionnaire of descriptive items of undesirable behavior and training methods for behavior. Eighty per cent of these children were under twelve years of age. She found that behavior problems tended to group themselves at varying age levels, with preadolescent problems being those of disobedience, wilfulness, boastfulness, criticism of others, use of bad language, avoidance of responsibility, whining, attention-seeking behavior, being easily discouraged, untidiness, dawdling, resistance toward bedtime and fearfulness.

The literature reviewed did not reveal the feelings of both children and their parents incorporated in one study. Since they are a constantly interacting group, a study of responses from both seemed to have merit.

#### Purpose of the Study

In light of present-day findings which show that the home environment does much to mold the child, that comparatively little research has been done concerning the preadolescent period, and the evidence that no available research has incorporated feelings of both parent and child, the investigator chose to do a descriptive study of the expressed likes and dislikes of a group of preadolescents and their parents for each

other's behavior.

The purpose of this study was basically two-fold: first, to ascertain what behavior of their parents children reported they liked or disliked; and second, to ascertain what behaviors of their children parents reported they liked or disliked.

The investigator hoped that beyond achieving the stated purpose, this study would contribute to the knowledge in the area of preadolescence and would stimulate further research in the area of parent-child relationships.

## CHAPTER II

### PROCEDURE

#### Subjects

The subjects for this study were nine and ten year old children enrolled in the fourth grades in the white public schools of Stillwater, Oklahoma, and the parents of those children who co-operated by answering the prepared forms and returning them by mail.

The fourth grade level was selected on the following bases: a grade level at which adequate, written responses could be obtained; nine and ten year olds fitted into the preadolescent age group; and this age group could be expected to be capable of some evaluation of their parents' behavior as Gesell and Ilg (7) expressed in the following manner on pages 191, 212, and 213:

. . . He shows a new discriminativeness in his parent-child and in his pupil-teacher relations, in new refinements in his emotions and attitudes. . . . your well-constituted nine-year-old tends to be a relatively well-organized young person, who is taking a measure of himself and who can take a measure of you. . . . his estimates of his parents and of his teachers can be penetrating and accurate as well as candid.

A typical ten-year-old . . . is in good equilibrium, but he is so adaptively and diversely in touch with the adult environment that he seems rather to be an adult in the making. Indeed his individuality is now so well-defined and his insights are so much more mature that he can be readily regarded as a pre-adult or at least a preadolescent.

Age in years and grade in school were the only restricting factors since no study was to be made of these children by socio-economic, religious, or family constellation differences.

Two hundred and one children participated, and the papers of 196

children furnished the data from the child's point of view. Five subjects were eliminated because two were under-age, one was over-age, and the papers of two others were so incomplete and illegible that they were not used. No attempt was made to contact either the eight children who were absent on days the questionnaire was administered or their parents.

TABLE I  
DISTRIBUTION OF PARENTS' RETURNED QUESTIONNAIRES

Subjects	Responses				Percent of Families Responding	Parents Responding	
	One Parent Only		Both Parents	Families		M	F
	M*	F*					
Girl	1	2	28	31	.32	29	30
Boy	4	0	25	29	.29	29	25
Total	5	2	53	60		58	55

\*In the tables throughout this study M will indicate mother, F will indicate father, G will indicate girl, and B will indicate boy.

From Table I it can be noted that responses from 113 parents comprised the data for the parents. This was a thirty-one per cent return of the parents' questionnaires. Fifty-three mothers and fathers (husband and wife) returned questionnaires; five were from mothers only, and two were from fathers only. A total of fifty-eight mothers and fifty-five fathers participated. There was little difference in returns for the boys and the girls on a percentage basis--returns from parents of the boys was twenty-nine per cent and returns from the girls' parents was thirty-two per cent.

Table II reveals that the ages of the fifty-five fathers ranged from twenty-nine to fifty-five years with a mean age of thirty-nine

years. The ages of the fifty-eight mothers ranged from twenty-seven to forty-eight years, with a mean age of thirty-six years.

TABLE II  
AGE OF PARENTS

Subjects	25-29	30-34	35-39	40-44	45-49	50-55	Total
Mother	6	18	15	14	5		58
Father	2	14	11	16	5	7	55
Total	8	32	26	30	10	7	113

Mean Age of Mothers - 36 years                      Mean Age of Fathers - 39 years

Table III shows that the educational level of the parents ranged from five parents who completed an eighth grade education to ten parents who held Ph.D. degrees. The adult subjects represented a highly educated group, and this bias prevented generalization from their responses.

TABLE III  
EDUCATIONAL ATTAINMENT OF PARENTS

Educational Level	Mother	Father	Total
Completed eighth grade	1	4	5
Did not complete high school	4	4	8
High school graduate	16	7	23
High school plus specialized training	3	2	5
Some college training	15	7	22
College graduate	10	8	18
College degree plus additional credit	4	1	5
Master's degree	3	11	14
Master's degree plus additional credit	1	2	3
Ph.D. degree	1	9	10

In addition to the data shown in Tables II and III, the information sheets (Appendix B) revealed that forty-two of the mothers were full-time



homemakers, thirteen were gainfully employed full-time outside the home, and three were employed on a part-time basis. The fifty-five fathers gave the following occupations: one was a day laborer, ten held positions as skilled workmen, four were college students, nine were salesmen, two owned businesses, two had managerial positions, two were in the armed services, two were postal employees, one was a minister, two were farmers, eighteen were college teachers, one was an engineer, and one was engaged in research.

The information sheets further revealed that of the sixty families who responded eight had one child, sixteen had two children, twenty-three had three children, eight had four children, four had five children, and one had six children. Seventeen of the parents were responding to information about their eldest child and eighteen about their youngest child.

#### Selection and Development of the Questionnaire

The data for this study were obtained by the use of open-end questionnaires. This type of instrument permitted spontaneous, non-structured responses from the subjects. The simplicity, brevity, and clarity of the open-end questions used by Stott (22) in a parent-child study were adapted to this study. Furthermore, the questions were suitable for both children and their parents.

A pilot study was deemed desirable for the following purposes: to ascertain whether or not fourth grade children could respond in writing to questions about their likes and dislikes for their parents' behavior, to determine what phrasing of the questions would yield the most responses, and to check the amount of time required for the administration of the questionnaire.

The questionnaire consisted of four open-end questions. In essence the questions were: "What does your mother do that you like?", "What does your father do that you like?", "What does your mother do that you do not like?", and "What does your father do that you do not like?". Three forms of the questionnaire (Appendix A) were prepared, in which the above-mentioned content was essentially the same, but the phrasing of each form of the questions varied in this manner: "What does your mother do that you like?", "What things does your mother do that you like?", and "What are some of the things your mother does that you like?". The only identifying data of a personal nature on the questionnaire were sex and birth-date of the subjects. See Appendix A for procedure.

The children were allowed five minute intervals in which to answer each question. Subjects were then asked to proceed to the next question. An additional five minutes were allowed at the end of the questionnaire to enable all subjects to answer the questions unhurriedly.

The results of the pilot study indicated that children in the fourth grade could communicate in written form their likes and dislikes which concerned their parents' behavior; the time allowed for the children to respond to the questions was adequate; and from the three forms of the questions, the phrasing "What are some of the things . . ." received the greatest number of responses, although the difference was slight.

#### Preparation of Final Forms

Alternate forms of the questionnaires were prepared for all subjects. The positive form of the question (likes for behavior) was presented first in one-half of the questionnaires, and the negative form of the question (dislikes for behavior) was presented first in the other one-half. The

alternate forms were used to eliminate bias in the individual's frame of reference. See Appendix B for the following final forms: child's questionnaire, mother's questionnaire, father's questionnaire, information sheet, and the letter to the parents.

A coding system for the final forms was devised so that accuracy could be maintained in using only those responses eligible by the standards set for the subjects.

Sets of questionnaires were prepared for each room in which alternate forms were used in succession, beginning with the positive frame of reference for one room and negative frame of reference for the next room. The children's and their parents' questionnaires had the same code and were in the same frame of reference with regard to presentation of positive or negative questions.

#### Collection of the Data

Permission to proceed with the study was secured through the superintendent of schools, the three elementary school principals, and from each of the seven fourth-grade teachers. One hour was allowed for the administration of the questionnaire to each group of preadolescents.

When the questionnaire was administered, the same introduction was given as that used with the subjects for the pilot study group. To have presented the final form of the questionnaire to the pilot group a second time would have vitiated the spontaneity of response desired for this study, so the original responses of that group were used.

After the children had completed the questionnaire at school, the parents' forms were mailed. At the end of a two-weeks period, an attempt was made by telephone to hasten and to increase the return of the forms.

No effort was made to contact those parents without telephones, and this may have further biased the sample of adult subjects.

#### Construction of the Category Systems

The technique recommended by Jahoda, Deutsche, and Cook (11) was followed in the construction of category systems for the analysis of the data. Exhaustive category systems were prepared in order that all responses could be classified. Category items and sub-category items were listed and defined. Examples to illustrate and clarify the items were taken verbatim from the data.<sup>1</sup>

The categories were tested for inter-rater reliability in the following manner: twenty per cent random samples of the children's and the parents' papers were prepared in duplicate copies; the raters<sup>2</sup> and the investigator coded these samples separately (See Appendix C for instruction sheet for raters); and the percentage of agreement was computed by the following formula:

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

The percentages of agreement for inter-rater reliability obtained are shown in Table IV. The categories (Appendix C) were thus established, making it possible to classify and tabulate the data.

After an intervening period of ten months, rater-consistency was tested. The procedure followed was similar to that used in the test for inter-rater reliability. The investigator coded random samples, using

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<sup>1</sup>The narrations used as examples were not enclosed in quotation marks in the category systems although they were taken from the questionnaires.

<sup>2</sup>The two raters who co-operated in these reliability tests were persons trained in the area of family relations and child development.

TABLE IV  
 PERCENTAGE OF AGREEMENT OBTAINED FOR RATER RELIABILITY

Categories	Inter-Rater Rater and Investigator	Rater-Consistency Investigator
Parents' behavior reported as liked by their children	.91	.99
Parents' behavior reported as not liked by their children	.92	.96
Children's behavior reported as liked by their parents	.89	.96
Children's behavior reported as annoying to their parents	.97	.97

the same samples as were used previously. Percentage of agreement was based upon the investigator's original coding compared with the later coding and was calculated by the formula previously described. The percentages of agreement obtained for rater-consistency are revealed in Table IV.

#### Preparation of the Data for Analysis

The coded responses were tabulated and followed the pattern of the categories. The data were re-organized by rank order and were placed in tables which revealed the expressed likes and dislikes of the preadolescents and their parents for each other's behavior. The analysis of the data was made from these tables and from pertinent information revealed in the questionnaires.

## CHAPTER III

### ANALYSIS OF THE DATA AND RESULTS

The data, for purposes of analysis, are presented in two series of tables. One series consists of inventories of the items reported by the children and their parents concerning their likes for each other's behavior. These are shown by sex, frequency of mention, and are in rank order. The other series consists of tables concerned with the frequency of mention and contains summaries of the inventory tables, including a gross summary table for all the responses. The summary tables follow their respective descriptive tables. These data were obtained by classifying qualitatively through the use of the categories (Appendix C) the responses to the questionnaires. Some subjective aspects of the responses not revealed in the tables will be discussed.

#### Children's Expressed Likes for Their Parents' Behavior

Tables V to XIII are descriptive tables reporting the inventory of items which were named by the children in response to the questions about behavior of their parents that they liked.

It can be noted from Table V that almost one-half of the total number of responses for special economic provision were concerned with such items as pets, watches, sporting goods and other items supplied by parents; that boys responded more than did the girls; that fathers were mentioned more often than were mothers. "Treats," such as gum and candy, ranked second high, with the girls making more mention than did the boys;

TABLE V

## CHILDREN'S LIKES FOR ECONOMIC PROVISION MADE BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. Special provision</b>							
Buys books, sporting goods, pets and supplies for pets, toys surprises, bikes, watches, and "things wanted"	23	13	36	30	16	46	82
Brings treats (gum, candy, cookies, popcorn)	10	12	22	7	15	22	44
Brings gifts from trips, gives birthday gifts, gets gifts to please	4	3	7	5	8	13	20
Gives all the money wanted, for shows, swims	3	2	5	3	3	6	11
Buys very pretty clothing for child, buys clothing for child which he dislikes		5	5		1	1	6
Gives things of sentimental value	1		1	3	1	4	5
Brings home things he finds for child					1	1	1
<b>Total</b>	<b>41</b>	<b>35</b>	<b>76</b>	<b>48</b>	<b>45</b>	<b>93</b>	<b>169</b>
<b>B. Routine provision</b>							
Gives child money, allowance	9	23	32	6	19	25	57
Buys clothing	12	26	38	3	5	8	46
Provides food	6	1	7	6	1	7	14
Provides house, furniture, pays bills	3		3	5	3	8	11
Provides car and gasoline	2		2	4	2	6	8
Makes money for family		1	1	2	3	5	6
Gets child things needed, school supplies	1	4	5		7	7	14
<b>Total</b>	<b>33</b>	<b>55</b>	<b>88</b>	<b>26</b>	<b>40</b>	<b>66</b>	<b>154</b>

again fathers were mentioned more frequently than mothers.

In the sub-category for routine economic provision the girls responded over twice as often as did the boys about the giving of money and the buying of clothing; boys mentioned more often than girls the provision of food and maintenance of the house and car. Mothers were named almost five times more than fathers with regard to purchase of clothing. Parents were mentioned about equally for providing food and the giving of money; and fathers were mentioned more in the other items for routine economic provision.

TABLE VI

## CHILDREN'S LIKES FOR ACTIVITIES WITH PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Play, Recreation, and Miscellaneous Activity with Parent</u>							
Plays ball with child and siblings, plays with children	4	5	9	25	19	44	53
Takes family or child places in car	4	7	11	15	18	33	44
Takes child and siblings fishing, hunting, boating, flying, swimming, to ball games	2		2	28	12	40	42
Takes child and siblings to zoo, to park, to shows	6	2	8	9	13	22	30
Takes family on trips, vacation	1	2	3	2	13	15	18
Reads to family; sits with child; watches child do tricks; plays piano with child; watch TV together, shows child his possessions, goes with child on errands	2	4	6	2	7	9	15
Plays games with children, wrestles or boxes with child		4	4	6	5	11	15
Goes on hikes or walks; camps out with child, picnics with child, swings child	1	2	3	7	3	10	13
Takes child and siblings to store or to town	3	7	10		3	3	13
Takes child with him, to his place of business, for other parent	1	1	2	7	2	9	11
Takes family for treats, to eat out		1	1	2	7	9	10
Talks to child; tells jokes and stories	1	2	3	1	4	5	8
<u>Total</u>	<u>25</u>	<u>37</u>	<u>62</u>	<u>104</u>	<u>106</u>	<u>210</u>	<u>272</u>
<u>B. Home Duties</u>							
Child:							
Helps set table, wash dishes	3	2	5				5
Helps cook, bake, fix meals		4	4				4
Helps clean house, make beds		3	3				3
Helps with garden, outdoor work					4	4	4
Helps parent		2	2				2
Helps with car				1		1	1
<u>Total</u>	<u>3</u>	<u>11</u>	<u>14</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>19</u>



TABLE VII  
CHILDREN'S LIKES FOR PRIVILEGES GRANTED BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Parent permits child to:							
Go to shows, movies	20	11	31	7	7	14	45
Swim, skate, play ball, ride horses, fish, hunt, bowl	20	2	22	15	3	18	40
Iron, bake, care for baby, plant garden	7	15	22	3	2	5	27
Do what he wants to do, do "almost anything," be on own, get things	14	8	22	1	3	4	26
Go to friend's house to play, to eat, to sleep	7	8	15	2	2	4	19
Go places	6	4	10	1	4	5	15
Watch TV, watch favorite pro- grams, listen to radio	3	4	7	3	4	7	14
Ride on fender of car, use car	1		1	8	4	12	13
Come home for lunch, eat out, eat in back yard, permits snacking			9		3	3	12
Have and help care for pets	2	1	3	5	3	8	11
Go to town, to store for parent	2	5	7	2	2	4	11
Stay up late, sleep outdoors, get up early	2	4	6	3	2	5	11
Go to library, get books	1	2	3		1	1	4
Work for money		3	3		1	1	4
Ride bicycle on street, go places on bicycle	1		1	2		2	3
Use tools and equipment to make things				3		3	3
Go to parties		2	2	1		1	3
Doesn't require child to help		2	2	1		1	3
Select clothing, wear parent's clothing		2	2				2
Walk to school, go to school	1	1	2				2
Go against other parent's wishes	1		1				1
Do things for parent				1		1	1
Go with other parent		1	1				1
<b>Total</b>	<b>88</b>	<b>84</b>	<b>172</b>	<b>58</b>	<b>41</b>	<b>99</b>	<b>271</b>

From Table VI it can be noted that play was named for almost twenty per cent of all responses for recreational activities with parents, with the boys giving more responses than the girls, and fathers mentioned five times more often than mothers. Going places in the car ranked second

with the girls responding more frequently than the boys and fathers named three times more often than mothers. Sporting activities ranked third, with the boys making most of the responses and naming fathers more often than mothers. Boys made little mention concerning home duties.

From Table VII it can be noted that going to movies and taking part in sports were the most frequently named privileges, with boys naming both items more than girls, and mother named as the person more often granting these privileges. Participation in home-making activities ranked third, being mentioned more by girls than by boys, in relation to permission from mother. Only girls mentioned matters related to eating, working for money, selection of clothing, and going with the parent of the opposite sex. Only boys made mention of riding bicycles, using tools and equipment, going against the other parent's wishes, and "doing things" for parents. Three children, two girls and a boy, regarded not being required to help as parental behavior they liked.

Table VIII shows services rendered by parents which children reported they liked. Food preparation received one-third of the responses for routine services given, laundering of clothing, and sewing were mentioned respectively. Four items ranked equally in special services given, and they were: chauffeuring the child, "fixing things," taking care of the child when sick, and the parent relieving the child of some of his duties (this last item was mentioned only by boys).

Table IX reveals the children's responses which were classified as interest in the parent as a person.

Table X shows the mention made of parents' behaviors which deal with guidance. Thirty per cent of the total responses concerned with the giving of information and help, were directed toward school homework,

with boys making reference to this item more than girls, and with mother named more often as the one who helped.

TABLE VIII

## CHILDREN'S LIKES FOR SERVICES GIVEN BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. Routine</b>							
Bakes pies, cakes, cookies	35	20	55	1	1		56
Washes, irons clothing	15	7	22				22
Sews or mends (Makes dresses, shirts, blouses, mends jeans)	4	15	19				19
Makes beds	7	5	12				12
Cleans house	3	8	11				11
Does dishes	5	2	7	1	1		8
Cleans child's room	2	2	4				4
Cares for child's hair		4	4				4
Helps select, lays out, or picks up clothing	3	1	4				4
Takes care of child	2	1	3		1	1	4
Takes care of stock				3	1	4	4
Sends child to school	1	1	2	1	1		3
Clears or sets table	2		2				2
Cares for children		1	1				1
Makes a home for subject	1		1				1
<b>Total</b>	<b>80</b>	<b>67</b>	<b>147</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>155</b>
<b>B. Special</b>							
Chauffeurs child	4		4	4	2	6	10
Fixes bike, "fixes things" for child				2	8	10	10
Helps care for child's pets, does dishes for child, takes care of baby so child can play				10		10	10
Cares for child when ill, does special things for child when sick, makes child comfortable when sick	4	4	8		2	2	10
Makes candy, fixes popcorn, bakes favorite cakes or pies, fixes extra good meals	2	4	6	2		2	8
Plants flowers, vegetables					6	6	6
Does things for child he doesn't want to do, "does things"	1		1	1	1	2	3
Takes child to school in bad weather, gets child to school on time					2	2	2
Turns on TV for child, gets books at library, makes doll clothes, gives parties for child	3	1	4				4
<b>Total</b>	<b>14</b>	<b>9</b>	<b>23</b>	<b>19</b>	<b>21</b>	<b>40</b>	<b>63</b>

TABLE IX

## CHILDREN'S LIKES FOR PERSONAL QUALITIES OF PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Pride</u>							
Is sweet, nice, good, fair, fun-loving, a Christian person	4	13	17	4	17	21	38
Sells shoes, likes his work, is a good worker	2		2	7	7	14	16
Is a taxidermist, is a good cook, makes things nice	3	2	5	2	3	5	10
Takes care of yard, cleans basement, does special cleaning jobs		2	2	4	3	7	9
Goes to his farm, bought a plane				2		2	2
<u>Total</u>	9	17	26	19	30	49	75
<u>B. Parent-child relationships</u>							
Is helpful to child, good parent, wonderful	1	5	6	4	8	12	18
Holds baby, cares for children, plays with children					3	3	3
Makes child laugh, kids child, makes child happy		1	1		2	2	3
Child likes for parent to come home early, for family to eat together, for family to stay together		1	1		2	2	3
Takes up for child, won't let child's siblings abuse him					2	2	2
Does nice things for family					2	2	2
Doesn't complain about what child wears					1	1	1
Helps family to understand each other				1		1	1
<u>Total</u>	1	7	8	5	20	25	33
<u>C. Mother-father relationships</u>							
Parents help each other		1	1		4	4	5
Parents are nice to each other, like for each other to have fun				2	2	4	4
Parents do not fight	1		1	1		1	2
<u>Total</u>	1	1	2	3	6	9	11
<u>D. Love for parents</u>							
Child speaks of love for parents	2	3	5	2	3	5	10
Child speaks of liking parents				1		1	1
<u>Total</u>	2	3	5	3	3	6	11

TABLE IX (continued)

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>E. Parents' relationships with others</u>							
Helps others, does things for others	2	1	3				3
Plays with children, is nice to child's friends		2	2	1	1		3
Has friends over for ice-cream, enjoys visiting relatives		1	1	1	1		2
<u>Total</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>2</u>	<u>2</u>		<u>8</u>
<u>F. Concern for Parents' Welfare</u>							
Parent works hard, gets worn out		2	2				2

TABLE X

## CHILDREN'S LIKES FOR GUIDANCE GIVEN BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Information and Help</u>							
With schoolwork	12	6	18	6	6	12	30
With household duties	3	7	10	1	4	5	15
To understand things	2	2	4	3	3	6	10
With things he needs to know	4	4	8		1	1	9
Build or do things	1		1	5		5	6
Teaches child about gardening and plants				1	5	6	6
Teaches child things he needs to know how to do	1	3	4	1		1	5
To cook and to sew		4	4				4
With sports		1	1	2	1	3	4
Drive car, clean gun				3		3	3
Learn new songs or music		3	3				3
Learn how to handle money		2	2	1		1	3
Care for pets		1	1				1
<u>Total</u>	<u>23</u>	<u>33</u>	<u>56</u>	<u>23</u>	<u>20</u>	<u>43</u>	<u>99</u>
<u>B. Control</u>							
Regular bedtime, regular meal- time, and coming home	1	3	4				4
Makes child help with work, care for siblings				2	2	4	4
Makes child mind	1	1	2				2
Makes child keep self clean		1	1				1
Keeps child from getting in trouble		1	1		1	1	2
Reminds child of things		1	1				1
Keeps child out of rain		1	1				1

TABLE X (Continued)

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Doesn't take breakfast to child in bed, thus not spoiling him		1	1				1
<u>Total</u>	2	9	11	2	3	5	16
<u>C. Mention of justness of treatment</u>							
Doesn't punish often, doesn't spank every time something is done wrong, treats child right	1	2	3	3	3		6
Isn't mean to child, hardly ever gets mad at child	2	2	4				4
Doesn't gripe or grumble at child		1	1	2	2		3
Doesn't accuse child				1	1		1
<u>Total</u>	3	5	8	1	5	6	14
<u>D. Discipline</u>							
Spanks child to make mind		1	1				1
Makes child mind				1	1		1
<u>Total</u>		1	1	1	1		2

TABLE XI

## CHILDREN'S LIKES FOR SECURITY-GIVING BEHAVIOR OF PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. <u>Love and affection</u></b>							
Likes or loves child and his siblings	3	6	9	2	8	10	19
Kisses or hugs child		2	2		3	3	5
Gives child his love		1	1		1	1	2
<b>Total</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>2</b>	<b>12</b>	<b>14</b>	<b>26</b>
<b>B. <u>Recognition</u></b>							
Talks nicely to child, says nice things to him		5	5				5
Doesn't force child to partici- pate in things	2	1	3		1	1	4
Is nice to child	1	1	2	1		1	3
Leaves party to pick child up, remembers things child wants, takes picture of child	2	1	3				3
Is proud of child playing ball	1	1	2				2
Doesn't ignore child and doesn't tell siblings things child is not told	1	1	2				2
<b>Total</b>	<b>7</b>	<b>10</b>	<b>17</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>19</b>
<b>C. <u>Support</u></b>							
Helps child when child is worried or in a jam	3		3	4		4	7
Helps child learn right and helps with problems about friends	1	1	2	2		2	4
Child feels free to discuss any- thing with parent, parent does- n't keep anything from child		2	2	1		1	3
Remains awake until child sleeps		1	1				1
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>7</b>		<b>7</b>	<b>15</b>
<b>D. <u>Comfort</u></b>							
Offers comfort to child, cheers child when sad, comforts child when frightened or mad	1	1	2	1	2	3	5
Helps child when child is hurt		1	1		3	3	4
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>9</b>

In Table XI, girls made mention four times more often than boys of love and affection; mother and father were named almost equally. Only boys made mention of receiving help when "worried" or "in a jam;" only girls mentioned freedom to talk easily with parents.

TABLE XII

## CHILDREN'S LIKES FOR SPECIAL OPPORTUNITIES PROVIDED BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Religious activities</u>							
Takes child to church	2	1	3	1	3	4	7
Child likes for parent to go to church with him		2	2	2	2		4
Lets child go to church		2	2				2
Helps child with prayers and to understand about God		2	2				2
Makes special effort for child to go to church		2	2				2
Gives child money for Sunday School				1		1	1
<u>Total</u>	<u>2</u>	<u>9</u>	<u>11</u>	<u>2</u>	<u>5</u>	<u>7</u>	<u>18</u>
<u>B. Social activities and clubs</u>							
Helps with 4H, Scouting	3	4	7	1	1	2	9
Lets child go to clubs	1		1				1
<u>Total</u>	<u>4</u>	<u>4</u>	<u>8</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>10</u>
<u>C. Music, dancing, and other special lessons</u>							
Lets child take different lessons	1	2	3	1	1	2	5
Helps child with piano or other lessons	1	1	2		2	2	4
<u>Total</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>9</u>

Table XII shows that religion was mentioned more frequently than were music, other special lessons, social clubs, and activities.



TABLE XIII

## MISCELLANEOUS ITEMS OF PARENTAL BEHAVIOR LIKED BY CHILDREN

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Generalized statements</u>							
I like everything, they do everything right, I like almost everything my parent does, everything my parent does is for my good	2	3	5	1	2	3	8
Same thing for Daddy				1	1		1
Not a thing	1		1				1
<u>Total</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>10</u>
<u>B. Specific statements</u>							
Parent gives child many dif- ferent opportunities				1	1		1
Parent is nice to child's cat	1	1					1
Parent owes child a cherry pie a la mode				1	1		1
Child says that he does not like to be punished	1	1					1
Child says that he likes to go fishing					1	1	1
<u>Total</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>5</u>	

Table XIII is comprised of miscellaneous responses which did not seem to fit into any of the categories.

TABLE XIV

## SUMMARY OF CHILDREN'S LIKES FOR THEIR PARENTS' BEHAVIOR

Category Item	About Mother			About Father			Total Responses	% Total Responses
	Boy	Girl	Total	Boy	Girl	Total		
<u>Economic Provision</u>								21.61
Special	41	35	76	48	45	93	169	
Routine	33	55	88	26	40	66	154	
Total	74	90	164	74	85	159	323	
<u>Activities with parent and family</u>								19.47
Play, miscellaneous activities	25	37	62	104	106	210	272	
Home duties	3	11	14	1	4	5	19	
Total	28	48	76	105	110	215	291	
<u>Privileges</u>	88	84	172	58	41	99	271	18.13
<u>Services</u>								14.58
Routine	80	67	147	6	2	8	155	
Special	14	9	23	19	21	40	63	
Total	94	76	170	25	23	48	218	
<u>Interest in parent as a person</u>								9.36
Pride	9	17	26	19	30	49	75	
Parent-child relationship	1	7	8	5	20	25	33	
Mother-father relationship	1	1	2	3	6	9	11	
Love for parents	2	3	5	3	3	6	11	
Relationships with others	2	4	6		2	2	8	
Concern for parents' welfare		2	2				2	
Total	15	34	49	30	61	91	140	
<u>Guidance</u>								8.76
Information and help	23	33	56	23	20	43	99	
Control	2	9	11	2	3	5	16	
Justness of treatment	3	5	8	1	5	6	14	
Discipline		1	1	1		1	2	
Total	28	48	76	27	28	55	131	
<u>Security-giving behavior</u>								4.62
Love and affection	3	9	12	2	12	14	26	
Recognition	7	10	17	1	1	2	19	
Support	4	4	8	7		7	15	
Comfort	1	2	3	1	5	6	9	
Total	15	25	40	11	18	29	69	
<u>Special opportunities</u>								2.48
Religious activities	2	9	11	2	5	7	18	
Social activities	4	4	8	1	1	2	10	
Music and rhythm	2	3	5	1	3	4	9	
Total	8	16	24	4	9	13	37	
Miscellaneous	3	5	8	2	5	7	15	1.00
Grand Total	353	426	779	336	380	716	1495	

Table XIV is a summary of the inventory of items concerning parents' behavior expressed as liked by their children. The category of economic provision ranked highest and constituted twenty-one per cent of the total responses for this table. There was little difference in frequency of mention between special and routine provision. Boys made slightly more mention of special economic provision than did the girls, although girls made more mention of routine provision than did the boys. The father was mentioned more with regard to special economic provision by both sexes, but mother was mentioned in fifty-seven per cent of the responses for routine economic provision.

Activities with parents and family ranked second and accounted for nineteen per cent of the total responses. Home duties were mentioned in only seven per cent of the responses within the category, while recreational activities accounted for ninety-three per cent of the responses. The fathers received three and a half times as much mention as did the mothers, with the girls making slightly more mention than did the boys. Girls responded about home duties four times more than did the boys with the mother mentioned almost three times as often as the father.

Privileges ranked third in number of total responses. Sixty-three per cent of the responses were made with regard to the mother, and the boys outranked the girls in this category. Boys' responses accounted for almost fifty-nine per cent of the total responses relative to privileges.

Routine services comprised seventy-one per cent of the total services mentioned. Fifty-five per cent of these responses were given by boys. The mothers were named in ninety-four per cent of the responses for this sub-category. Special services received twenty-nine per cent of the mention in the category with boys and girls responding almost equally,

and fathers mentioned more than mothers.

The four categories of economic provision, activities with parents and family, privileges, and services comprised seventy-four per cent of the total responses for this set of categories.

Within the category of interest in the parent as a person, fifty-four per cent of the responses dealt with pride in the parent, and twenty-four per cent with parent-child relationships. In all the sub-categories the father was mentioned more often than the mother. Boys and girls responded almost equally about love for their parents.

Relative to guidance, girls made fifty-three per cent of the total responses and named the mother more than the father in the sub-category of information and help. Responses from girls accounted for seventy-five per cent of the responses in the sub-category of control. Mother was mentioned more by both sexes for the category as a whole.

In the category for security-giving behavior, girls made four times as much mention in the sub-category of love and affection as did the boys with responses more numerous for the father. Mothers were named more often for giving recognition, fathers for giving comfort, and both were mentioned almost equally for the giving of support. There were more responses from girls than from boys in this category.

With regard to special opportunities, the mothers were mentioned in all instances more than the fathers, and the girls responded twice as much as did the boys.

There was a total of 1495 responses for the set of categories classified as parents' behaviors liked by their children. The girls made 806 responses and the boys made 689 responses. The girls' responses amounted to fifty-four per cent of the total responses. Mothers were

mentioned 779 times and fathers 716 times. Girls mentioned their mothers 426 times and their fathers 380 times; boys also mentioned their mothers more than their fathers, naming their mothers 353 times and their fathers 336 times.

#### Children's Expressed Dislikes for Their Parents' Behavior

Tables XV - XXV are descriptive and reveal the inventory of items children named as dislikes for their parents' behavior. Table XXVI is a summary of the inventory tables and shows the frequency of mention of the dislikes.

Table XV shows the items mentioned as being disliked concerning guidance. Restrictions on freedom of going, and play activities ranked highest in the sub-category of control. Boys made more mention than girls in both sub-categories, and mothers were mentioned slightly more than fathers. Difficulties about going to movies and the viewing of television ranked next high with boys responding more than girls and fathers named more often than mothers.

The types of punishment administered to the children were mentioned in the sub-category of physical punishment, with spanking being mentioned more than other forms of physical punishment. Mother is mentioned twice as often as father with regard to verbal reproof. Fathers received criticism in two sub-categories where the mothers were not mentioned, and those were personal criticism of the child and the threat of punishment.

Table XV

## CHILDREN'S DISLIKES FOR GUIDANCE GIVEN BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. Control</b>							
Parent restricts child in these matters:							
Running off, visiting neighbors, going to town, going anywhere, going to things at night	7	7	14	6	5	11	25
Tree-climbing, hunting with friends, going to ball prac- tice, fishing, hiking	9	0	9	6	3	9	18
Going to shows	2	2	4	8	4	12	16
Child can't watch TV as late or as often as is desired, parent turns TV off, parent makes program changes, requires child to complete work before watching TV	6	3	9	4	2	6	15
Where and when to ride bicycle, won't rent a bicycle	5	0	5	4	3	7	12
Won't let child stay upstairs, in shower; makes child use back door, keep books on allowance; won't let child talk on telephone, use other's possession; makes child pay for dishes broken, get out of father's chair	3	1	4	0	7	7	11
Tells child to do things child doesn't want to do or doesn't like to do	5	4	9	0	1	1	10
Doesn't let child do things he wants to do or can do, doesn't let child carry heavy things or drive tractor, won't let child kiss children of opposite sex	1	2	3	4	2	6	9
Makes child go to store or shop- ping, to concerts,	2	3	5	1	3	4	9
Doesn't let child clean house, wash, iron, bake at will	1	5	6	0	0	0	6
Won't let child eat all the candy desired or snack at will	1	2	3	0	1	1	4
Won't let child have or care for pets	0	1	1	1	1	2	3
Won't let child read comics, read a long time	1	1	2	1	0	1	3
Won't let child buy what he wants	2	0	2	1	0	1	3

TABLE XV (Continued)

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Won't let child go out in bad weather, walk home	0	1	1	1	0	1	2
Tells child a second time when child has heard	0	1	1	0	0	0	1
Says child has to go to college	0	1	1	0	0	0	1
<b>Total</b>	<b>45</b>	<b>34</b>	<b>79</b>	<b>37</b>	<b>32</b>	<b>69</b>	<b>148</b>
<b>B. <u>Physical punishment</u></b>							
1. Mention of punishment, no further explanation							
Spanks child	11	12	23	10	15	25	48
Whips child	7	4	11	6	2	8	19
Slaps or spats child, hits child on head, hits child's siblings, pulls child's hair	3	6	9	4	5	9	18
<b>Total</b>	<b>21</b>	<b>22</b>	<b>43</b>	<b>20</b>	<b>22</b>	<b>42</b>	<b>85</b>
2. Punishment mentioned, child justifying or feeling it deserved							
Spanks child if child does some thing wrong, or if child disobeys	3	2	5	1	3	4	9
Whips child when child is bad, when child deserves it, when child goes off without asking	3	1	4	1	0	1	5
Hits child for whispering, for doing something wrong; kicks child for not hurrying	2	0	2	2	0	2	4
Gets mad and spanks child, whips child then tells why	1	2	3	0	0	0	3
<b>Total</b>	<b>9</b>	<b>5</b>	<b>14</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>21</b>
3. Punishment mentioned, child not understanding why or feeling it not deserved							
Slaps child when parent didn't see child do anything, when child didn't do anything; when parent turns around he swats child	3	7	10	4	4	8	18
<b>C. <u>Verbal reproof</u></b>							
Gripes, scolds, fusses, "gets on" child, bawls child out, is cross	15	16	31	9	7	16	47
Screams, yells at child	1	2	3	0	1	1	4
<b>Total</b>	<b>16</b>	<b>18</b>	<b>34</b>	<b>9</b>	<b>8</b>	<b>17</b>	<b>51</b>
<b>D. <u>Isolation or exclusion of child</u></b>							
Makes child stay in room, yard, or at home	5	1	6	3	0	3	9

TABLE XV (Continued)

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Makes child go to bed without supper	1	3	4	2	2	4	8
Makes child play by self	0	3	3	0	3	3	6
Makes child sit in car	1	0	1	1	0	1	2
Makes child go to bed	0	0	0	1	0	1	1
<b>Total</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>26</b>
<b>E. <u>Deprivation, removal, or transgression against child's possessions</u></b>							
Won't let child keep pets in the house, won't let child keep animals he finds, punishes child's pets	0	1	1	3	4	7	8
Parent misplaces child's toys, throws child's stuff away, makes child destroy pos- sessions	3	2	5	1	1	2	7
<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>15</b>
<b>F. <u>Punishment, general</u></b>							
Child states that he does not like to be punished, parent punishes him, he does not like for siblings to be punished	3	5	8	4	1	5	13
<b>G. <u>Other forms of punishment</u></b>							
Does not permit child to have dessert or to watch TV, washes child's mouth with soap	2	2	4	0	1	1	5
<b>H. <u>Personal criticism of child</u></b>							
Parent says child is lazy, looks ugly	0	0	0	1	1	2	2
<b>I. <u>Threat of punishment</u></b>							
Parent comes in with ruler when children are noisy	0	0	0	0	1	1	1

Table XVI is concerned with the requirements made of the children. In relation to home duties, the boys made twice as much mention as did the girls, and the mother was mentioned twice as often as the father. Girls made more reference than boys to difficulties about personal care, responsibility for siblings, dress, and academic training; boys more



often mentioned home duties and difficulties about sleep than did the girls. Boys and girls mentioned equally matters related to play. Mother was mentioned more often in all the sub-categories than was father except that of academic training.

TABLE XVI

## CHILDREN'S DISLIKES FOR REQUIREMENTS MADE OF THEM BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. <u>Work or home duties</u></b>							
Child is required to help with:							
Cleaning own room, sweeping, dusting, making beds, emptying trash	21	11	32	7	2	9	41
Washing and drying dishes, clear- ing and setting table	22	12	34	3	2	5	39
Yard work, washing the car	3	4	7	16	4	20	27
Care of pets	2	1	3	0	0	0	3
Doing parent's work, working without much rest, painting	1	0	1	2	0	2	3
<b>Total</b>	<b>49</b>	<b>28</b>	<b>77</b>	<b>28</b>	<b>8</b>	<b>36</b>	<b>113</b>
<b>B. <u>Sleep</u></b>							
Makes child go to bed too early, when child is having fun, parents watch TV after child is in bed	12	6	18	4	7	11	29
Wakes child up, wakes him too early	4	3	7	3	5	8	15
Makes child sleep in sleeping bag in hot weather	1	0	1	0	0	0	1
<b>Total</b>	<b>17</b>	<b>9</b>	<b>26</b>	<b>7</b>	<b>12</b>	<b>19</b>	<b>45</b>
<b>C. <u>Play</u></b>							
Won't let child play in garden, in house, in old buildings	2	2	4	5	1	6	10
Won't let child play often, play ball, play all day, play with certain things, makes child stop play	2	5	7	2	1	3	10
Won't let child play with others, play with baby, play with opposite sex	0	2	2	0	0	0	2
<b>Total</b>	<b>4</b>	<b>9</b>	<b>13</b>	<b>7</b>	<b>2</b>	<b>9</b>	<b>22</b>

TABLE XVI (Continued)

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>D. Food and eating habits</u>							
Makes child eat certain foods, food dislikes by child	6	5	11	0	3	3	14
Makes child clean his plate, eat all his food, makes child eat	0	1	1	1	1	2	3
Won't let child eat in living room	0	1	1	0	0	0	1
Doesn't serve supper until late	0	1	1	0	0	0	1
<u>Total</u>	<u>6</u>	<u>8</u>	<u>14</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>19</u>
<u>E. Personal care</u>							
Makes child bathe or wash	3	5	8	1	0	1	9
Puts stuff on child's hair, cuts child's hair, shampoos child's hair, pulls child's hair in combing	2	5	7	0	0	0	6
Makes child blow his nose, take medicine	0	0	0	0	1	1	2
<u>Total</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>17</u>
<u>F. Responsibility for siblings</u>							
Makes child baby-sit, put siblings to bed, clean up after them, take them to show, read to them	3	4	7	1	3	4	11
<u>G. Dress</u>							
Conflict about choice of clothing, laying out clothing; child can't wear what he chooses, can't go barefoot; makes child dress up	2	6	8	0	1	1	9
<u>H. Academic training</u>							
Child doesn't like arithmetic parent gives him, parent makes child do homework	0	1	1	2	2	4	5
<u>Total</u>	<u>5</u>	<u>11</u>	<u>16</u>	<u>3</u>	<u>6</u>	<u>9</u>	<u>25</u>

Interpersonal relationships within the family ranked next high.

The girls gave more responses than the boys (45-26) and the fathers were criticized more than the mothers. Boys responded more about the mother-father relationships while girls made more mention of parent-child relationships. Four children resented parents presenting a united front to them. Table XVIII shows responses that were classified as appraisal of

the parent as a person. Ranking highest were routine tasks performed by parents with fathers criticized more than mothers; personality traits involving temper were ranked next with mention for parents almost equal.

TABLE XVII

## CHILDREN'S DISLIKES FOR INTERPERSONAL RELATIONSHIPS WITHIN THE FAMILY

Inventory of Items Reported	About Mother		About Father		Total		
	Boy	Girl	Boy	Girl			
<b>A. <u>Inventory of Parent-Child Relationships</u></b>							
Parent:							
Gets mad at child, gets mad when child is sick, talks mean to child	4	6	10	1	5	6	16
Believes siblings instead of child, says child told a lie when he didn't, takes siblings places or buys them things child can't have, blames child	1	4	5	3	3	6	11
Doesn't keep his word, shoves child away, tricks child into work, doesn't spend enough time with child; doesn't kid child	1	2	3	2	5	7	10
Is mean to child's siblings		1	1	2	2	4	5
Disagreement over choice of programs or when to use TV		1	1		4	4	5
Teases or laughs at child		2	2	1	1	2	4
Doesn't let child boss him, sits around and tells child what to do, asks too many questions			3			3	3
Gets cross when children make noise, when the baby cries		2	2				2
Makes child mad				1		1	1
<b>Total</b>	<b>8</b>	<b>19</b>	<b>27</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>57</b>

**B. Mother-Father relationships**

Cruel to each other; hurt each other; fuss, yell, scream at each other; get mad at each other; criticize each other	1	1	2	3	2	5	7
Present united front to child-- she tells him when child does something wrong; he goes along with her when she gets cross; makes child do what she says; makes child be quiet while parent rests	1		1	1	2	3	4

TABLE XVII (Continued)

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Goes fishing and doesn't take other parent; goes places and leaves other parent at home to take care of children				1	1	2	2
Says, "Go ask other parent"				1		1	1
<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>14</b>

TABLE XVIII

## CHILDREN'S DISLIKES FOR PERSONAL QUALITIES OF PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Washes car on Saturday, empties trash, child doesn't like the way mother cooks	7		7	4	12	16	23
Is ill-tempered, gets cross, mad, swears	5	4	9	1	6	7	16
Sits around and reads the paper, kills animals when he hunts, watches TV child doesn't like, goes places child doesn't like, won't go to PTA, won't go to Oklahoma City on Sunday, kicks dogs, cuts down our trees, eats little chickens	1	4	5	3	7	10	15
Smokes a cigar, child doesn't like for parent to smoke his pipe near him, eats fast, is always in a hurry, criticizes other people, talks too much about his work	1	1	2	1	4	5	7
<b>Total</b>	<b>14</b>	<b>9</b>	<b>23</b>	<b>9</b>	<b>29</b>	<b>38</b>	<b>61</b>

Table XIX reveals items mentioned about the child being excluded from participation with adults. This category accounts for five per cent of the items mentioned as parental behaviors not liked.

TABLE XIX

## CHILDREN'S DISLIKES FOR EXCLUSION FROM PARTICIPATION WITH ADULTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. <u>With Parents</u></b>							
Won't take child with him	2	3	5	3	7	10	15
Goes off with others when child was expecting help or atten- tion		2	2				2
Goes without child or won't let child go fishing, to shows, out of town, hunting, to ball practice, to parties and suppers	3		3	8	1	9	12
Doesn't or won't take child swimming, riding, fishing, to shows		2	2	1	6	7	9
Won't let child help with yard work or car washing					3	3	3
Is too busy to play with child				6	2	8	8
<b>Total</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>18</b>	<b>19</b>	<b>37</b>	<b>49</b>
<b>B. <u>With other adults</u></b>							
Child has to go to bed or out- side when company comes		2	2				2

The category for miscellaneous items ranked high because forty-two of the responses given were generalized comments about the parents that did not fit any of the other categories. Twenty-three boys and eight girls did not criticize the mother; twelve boys and nine girls did not criticize the father. These responses were classified as miscellaneous with other miscellaneous responses.

TABLE XX

## MISCELLANEOUS ITEMS OF PARENTAL BEHAVIOR DISLIKED BY CHILDREN

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Child reported that he didn't dislike anything they did, there weren't many things, couldn't think of anything, nothing that isn't for child's good, arguing and that not often, not a thing	13	7	20	10	8	18	38
One does same thing other parent does				2		2	2
Child wrote, "I don't have anything to say."		1	1		1	1	2
He won't move to the country				1		1	1
<b>Total</b>	<b>13</b>	<b>8</b>	<b>21</b>	<b>13</b>	<b>9</b>	<b>22</b>	<b>43</b>

Failure to make economic provision was mentioned only twenty times. Girls responded twice as often as the boys with regard to inadequate economic provision classified as routine. No boys responded about inadequate special economic provision.

TABLE XXI

## CHILDREN'S DISLIKES FOR PARENTS' BEHAVIOR CONCERNING ECONOMIC PROVISION

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. Routine</b>							
Parent does not give allowance regularly; doesn't give enough allowance, doesn't give as much money as is wanted	1	2	3	3	6	9	12
Doesn't put enough food in child's lunch	1		1				1
<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>13</b>
<b>B. Special</b>							
Does not permit child to have art paper or globe when wanted		2	2		2	2	4
Does not buy clothing wanted by child		2	2				2
Does not buy things for child when child has no money		1	1				1
<b>Total</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>7</b>

Table XXII shows the items mentioned with failure of parents to render services for children. No criticisms were given about the father with regard to routine services, and parents were named equally for failure to give special services. Girls responded more than did boys.

TABLE XXII

## CHILDREN'S DISLIKES FOR PARENTS' BEHAVIOR CONCERNING SERVICES

Inventory of Items	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. Routine</b>							
Doesn't help child comb hair		3	3				3
Doesn't cook to child's satisfaction	2	1	3				3
Doesn't do dishes, make beds	1	1	2				2
Total	3	5	8				8
<b>B. Special</b>							
Doesn't help child fix bicycle, with homework, care for pets	1	2	3	1	3	4	7
Doesn't chauffeur child on demand		1	1		1	1	2
Doesn't bake cookies at child's demand	1		1				1
Total	2	3	5	1	4	5	10

Table XXIII presents the items which related to difficulties about special opportunities. Three-fourths of the responses in this category are concerned with piano practice.

TABLE XXIII

## CHILDREN'S DISLIKES FOR SPECIAL OPPORTUNITIES PROVIDED BY PARENTS

Inventory of Items Reported	About Mother			About Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. Special lessons</b>							
Parent makes child practice piano	1	4	5	2	5	7	12
<b>B. Religious activities</b>							
Child wants parent to go to church or to Sunday School		1	1		2	2	3
<b>C. Others</b>							
Parent won't help child with 4-H work					1	1	1
Total	1	5	6	3	7	10	16

Table XXIV reports the responses given with regard to absence of parents. Three times as many responses mentioned father's absence as did mother's with girls contributing twice as many responses as the boys.

TABLE XXIV

## CHILDREN'S DISLIKES FOR ABSENCE OF PARENTS

Inventory of Items Reported	About Mother		About Father		Total		
	Boy	Girl	Boy	Girl			
Makes too many trips, works too late	1	1	2	6	6	8	
Goes away at night, leaves children alone, goes off and leaves children, child reports he doesn't like for parent to be away so much				3	2	5	5
Stays in stores too long, goes to store	1		1	1	1	2	
Child says he doesn't have fun with the baby sitter		1	1			1	
<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>16</b>

Table XXV shows responses made by children indicating they were aware of some of their parents' problems.

TABLE XXV

## CHILDREN'S DISLIKES REFLECTING CONCERN FOR PARENTS' WELFARE

Inventory of Items Reported	About Mother		About Father		Total		
	Boy	Girl	Boy	Girl			
Child reports the following: Parents work so hard, studies too much, works all day and gets home late, works so hard he gets sick, goes to work too early in the morning	3	1	4	1	3	4	8
Parents do not go out much because of children		1	1				1
Parent needs to nap and child doesn't like to bother her		1	1				1
<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>10</b>



TABLE XXVI

## SUMMARY OF CHILDREN'S DISLIKES FOR THEIR PARENTS' BEHAVIOR

Category Item	About Mother			About Father			Total Responses	% Total Responses
	Boy	Girl	Total	Boy	Girl	Total		
<u>Matters related to guidance</u>								41.33
Control	45	34	79	37	32	69	148	
Physical punishment								
Total	33	34	67	28	29	57	124	
Mention, no explanation	21	22	43	20	22	42	85	
Mention, justified	9	5	14	4	3	7	21	
Mention, not justified	3	7	10	4	4	8	18	
Verbal reproof	16	18	34	9	8	17	51	
Isolation of child	7	7	14	7	5	12	26	
Deprivation of possessions	3	3	6	4	5	9	15	
Punishment, general	3	5	8	4	1	5	13	
Punishment, other	2	2	4		1	1	5	
Personal criticism of child				1	1	2	2	
Threat of punishment					1	1	1	
<u>Total</u>	<u>109</u>	<u>103</u>	<u>212</u>	<u>90</u>	<u>83</u>	<u>173</u>	<u>385</u>	
<u>Requirements made of child</u>								25.78
Home duties	49	28	77	28	8	36	113	
Sleep	17	9	26	7	12	19	45	
Play	4	9	13	7	2	9	22	
Food	6	8	14	1	4	5	19	
Personal care	5	10	15	1	1	2	17	
Responsibility for siblings	3	4	7	1	3	4	11	
Dress	2	6	8		1	1	9	
Academic training		1	1	2	2	4	5	
<u>Total</u>	<u>86</u>	<u>75</u>	<u>161</u>	<u>47</u>	<u>33</u>	<u>80</u>	<u>241</u>	
<u>Interpersonal relationships within the family</u>								7.63
Parent-child relationships	8	19	27	10	20	30	57	
Mother-father relationships	2	1	3	6	5	11	14	
<u>Total</u>	<u>10</u>	<u>20</u>	<u>30</u>	<u>16</u>	<u>25</u>	<u>41</u>	<u>71</u>	
<u>Appraisal of parent as a person</u>								6.66
	14	9	23	9	29	38	61	
<u>Exclusion from participation with adults</u>								5.48
Parents	5	7	12	18	19	37	49	
Other adults		2	2				2	
<u>Total</u>	<u>5</u>	<u>9</u>	<u>14</u>	<u>18</u>	<u>19</u>	<u>37</u>	<u>51</u>	

TABLE XXVI (Cont'd)

Category Item	About Mother			About Father			Total Responses	% Total Responses
	Boy	Girl	Total	Boy	Girl	Total		
<u>Miscellaneous</u>	13	8	21	12	9	21	42	4.51
<u>Failure to make provision</u>								2.15
Routine	2	2	4	3	6	9	13	
Special		5	5		2	2	7	
<u>Total</u>	<u>2</u>	<u>7</u>	<u>9</u>	<u>3</u>	<u>8</u>	<u>11</u>	<u>20</u>	
<u>Failure to give services</u>								1.93
Special	2	3	5	1	4	5	10	
Routine	3	5	8				8	
<u>Total</u>	<u>5</u>	<u>8</u>	<u>13</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>18</u>	
<u>Special opportunities</u>								1.72
Special lessons	1	4	5	2	5	7	12	
Religious activities		1	1		2	2	3	
Others				1		1	1	
<u>Total</u>	<u>1</u>	<u>5</u>	<u>6</u>	<u>3</u>	<u>7</u>	<u>10</u>	<u>16</u>	
<u>Absence of parents</u>	2	2	4	3	9	12	16	1.72
<u>Concern for parents' welfare</u>	3	3	6	1	3	4	10	1.07
<u>Total</u>	<u>250</u>	<u>249</u>	<u>499</u>	<u>203</u>	<u>229</u>	<u>432</u>	<u>931</u>	<u>99.98</u>

Table XXVI is a summary of the inventory of items given as parents' behavior which children reported they disliked. Matters related to guidance accounted for forty-one per cent of the total responses in these categories. There were more responses from boys than from girls, and mothers were mentioned for a total of fifty-five per cent of the responses. The sub-categories of control and physical punishment comprised sixty-seven per cent of the responses for the category of guidance. Boys and girls responded almost equally about physical punishment; mother received more mention than did father. Within the sub-category of physical punishment, sixty-eight per cent of the responses involved the naming of types of punishment with no explanation; seventeen per cent mentioned punishment as being justified (twice as much mention of mother as of father and reported more by boys than girls), and fourteen per cent

listed punishment that was unjustified, with reference to parents about equal.

Requirements made of children ranked second and constituted twenty-five per cent of the total responses. Mothers were named twice as often as fathers, and there were more responses from boys than from girls.

Responses in the other categories were fewer and constituted small percentages of the total responses. Girls responded more than boys about interpersonal relationships within the family and the father was mentioned more often than the mother. Girls were more critical of parents in the category dealing with appraisal of parent as a person, giving thirty-eight criticisms while boys listed only twenty-three. Boys made more criticism of the mother and girls made more criticisms of the father. Sixty-two per cent of the responses in this category were about the father. Less than seven per cent of the total responses were classified in this category.

Exclusion from participation with adults yielded little difference in response from boys and girls; the father was mentioned three times more often than was the mother.

It may be that the miscellaneous category ranked as high as it did because there were many responses made in defense of the parents which did not fit other categories.

No boys criticized either parent for failure to make special provision, but seven girls did with mother mentioned more than father. For this category, girls made three times as many criticisms as boys and fathers were criticized a little more often than were mothers. The girls criticized twice as often as the boys failure of the parents to render services. Mother was criticized more often than father.

Special opportunities received less than two per cent of the total responses with the girls responding three times more often than the boys, and the fathers were mentioned in sixty per cent of the responses.

Absence of parents accounted for less than two per cent of the total responses with girls responding more often than boys, and fathers mentioned three times as often as mothers.

Concern for parents' welfare accounted for one per cent of the total responses with girls responding more often than boys and mother mentioned more often than father.

There was a total of 931 responses in the set of categories classified as dislikes for parent behavior. Girls accounted for 478 of these, and boys accounted for 453 of this number. There was little difference in reports of boys and girls by frequency. Mothers received a total of 499 of these responses compared with 432 about fathers, so there was no marked difference for either parent.

#### Parents' Expressed Likes for Their Children's Behavior

Tables XXVII - XXXIII are descriptive tables which report the inventory of items the parents named in response to the questions regarding their likes for the behavior of their fourth-grade children. Table XXXIV presents a summary of the descriptive tables.

Table XXVII reveals the items which were classified as personal qualities of children liked by parents. General personality characteristics, which ranked highest by frequency of mention within the category, stresses such items as pleasantness of disposition, consideration for others, unselfishness, friendliness, enthusiasm, and others. One-third of the mention within this sub-category deals with pleasantness of

disposition, with the mothers responding more often than the fathers, and slightly more mention made of the boys than of the girls.

In the sub-category of response to guidance, two general items shared equally in number of responses; they were obedience and co-operation. Fathers made more mention of obedience than did mothers, and the mothers more often mentioned co-operation than did the fathers. There was little difference in responses about boys and girls relative to obedience, but boys were named twice as often for being co-operative as were the girls.

The mothers more often mentioned items of love and affection than did the fathers, and more mention was made for the boys than the girls.

Items which were classified as intellectual development were concerned with imagination, intelligence, alertness to environment, ability to think, and some special knowledge relative to maintenance of the home. The fathers made more responses for this sub-category than did the mothers.

TABLE XXVII

## PERSONAL QUALITIES OF CHILDREN LIKED BY PARENTS

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. General personality characteristics</u>							
Has bubbling personality, good personality; is even-tempered, good-natured, cheerful, pleasant, good-hearted; has sunny disposition; is sweet, kind, agreeable, adaptable	12	7	19	4	7	11	30
Is sympathetic, understanding, compassionate, thoughtful, sensitive, willing to apologize	8	6	14	1	3	4	18
Is generous, unselfish, likes to give	10		10	2	3	5	15
Is democratic, friendly, not catty or spoiled	3	4	7	1	2	3	10

TABLE XXVII (Continued)

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Is determined, enthusiastic; has confidence in self; always busy	3	1	4	2	2	4	8
Has sense of humor	2	2	4	3	1	4	8
Is appreciative of praise and encouragement; is appreciative of things given him	3	1	4				4
Is mature, has philosophical attitude, developing sense of values	1		1	2		2	3
Leadership qualities	2		2		1	1	3
Is truthful, honest	2	1	3				3
Is unobtrusive, not noisy, not boisterous	3		3				3
<b>Total</b>	<b>49</b>	<b>22</b>	<b>71</b>	<b>15</b>	<b>19</b>	<b>34</b>	<b>105</b>
<b>B. Response to guidance</b>							
Obeys well, minds well, never talks back		3	3	4	2	6	9
Is easy to reason with, is cooperative in nearly every way, responds well to suggestion, eager to please, accepts decisions about going	4	3	7	2		2	9
Returns home at hour agreed upon, can depend on child to do what is supposed to do	1	1	2				2
Accepts punishment as just and deserving		1	1				1
Is contented with lot in life, not demanding	1	2	3		2	2	5
<b>Total</b>	<b>6</b>	<b>10</b>	<b>16</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>26</b>
<b>C. Love and affection</b>							
Is affectionate, is affectionate when wants to be, not ashamed to show affection	7	3	10	1	2	3	13
Is loving, has loving disposition expresses love, goodnight kiss is important	4	2	6	1	2	3	9
<b>Total</b>	<b>11</b>	<b>5</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>22</b>
<b>D. Intellectual development</b>							
Is imaginative, bright, intelligent, asks interesting questions, displays original thought, is interesting	2	2	4	3	3	6	10
Understands about gardening, knows more about housework than many brides, is conscious of dangers of electrical appliances		1	1	2	1	3	4



as religious interests and activities were concerned with the child's attendance, interest, participation, and liking for church and Sunday School. The statements of a general nature indicated that the children had interest in, and were active in a variety of interests and hobbies.

Table XXIX reveals responses from parents concerned with their children's growing sense of responsibility. In the highest-ranking sub-category, that of activities other than home duties, the dependability and trustworthiness of the children were emphasized since responses for that item totaled almost half of the total items within that sub-category. The mothers responded more than did the fathers, and boys and girls were mentioned almost equally.

The mothers contributed more responses in all the sub-categories than did the fathers and girls were mentioned slightly more than boys in all items except that of increasing self-reliance.

Willingness to do his share amounted to almost ninety-six per cent of the responses in the sub-category of home duties. Ability to save money accounted for forty per cent of the responses in the sub-category regarding money matters.

TABLE XXVIII

## INTERESTS AND ACTIVITIES OF CHILDREN LIKED BY PARENTS

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Non-academic matters</u>							
<u>1. Music and rhythm</u>							
Likes, is interested in music or dancing	2	1	3	2	3	5	8
Practices nicely, plays well, sings well		5	5	1	1	2	7
<u>Total</u>	<u>2</u>	<u>6</u>	<u>8</u>	<u>3</u>	<u>4</u>	<u>7</u>	<u>15</u>
<u>2. Sports</u>							
Participates in sports				5	1	6	6



TABLE XXVIII (Continued)

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
Enjoys sports and games	1		1	4		4	5
Likes to hunt, fish, swim				3		3	3
<b>Total</b>	<b>1</b>	<b></b>	<b>1</b>	<b>12</b>	<b>1</b>	<b>13</b>	<b>14</b>
<b>3. <u>Reading</u></b>							
Enjoys reading, reads well, reads a lot	3	3	6	3	3	6	12
Reads good books		1	1				1
<b>Total</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>13</b>
<b>4. <u>Creative activities</u></b>							
Displays creative abilities, shows imagination in crafts		1	1	2		2	3
Paints, enjoys handicrafts at home	1	1	2		1	1	3
Likes to make gifts and things	1		1	1		1	2
<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>8</b>
<b>5. <u>Play</u></b>							
Plays well, has unlimited capa- city for play, is imaginative at play, co-operates at play		3	3		3	3	6
Enjoys play					1	1	1
<b>Total</b>	<b></b>	<b>3</b>	<b>3</b>	<b></b>	<b>4</b>	<b>4</b>	<b>7</b>
<b>6. <u>Other special interests</u></b>							
Enjoys Scouts	1		1	2		2	3
Interested in mechanics, current events				2		2	2
Studies maps				1		1	1
<b>Total</b>	<b>1</b>	<b></b>	<b>1</b>	<b>5</b>	<b></b>	<b>5</b>	<b>6</b>
<b>7. <u>Nature and out-of-doors</u></b>							
Is interested in nature; loves outdoor life, camping, picnics	1		1	3		3	4
Loves flowers	1		1				1
<b>Total</b>	<b>2</b>	<b></b>	<b>2</b>	<b>3</b>	<b></b>	<b>3</b>	<b>5</b>
<b>8. <u>Pets and animals</u></b>							
Loves pets and animals, is kind to them	2		2	3		3	5
<b>C. <u>Academic matters</u></b>							
Good student, co-operative, interested, studies well, tries hard, doesn't cause trouble	5	4	9	3	5	8	17
Makes good grades	1	5	6	1	4	5	11
Enjoys school, likes school, talks about school	3	2	5	2	1	3	8
Active in school affairs				1	1	2	2
<b>Total</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>7</b>	<b>11</b>	<b>18</b>	<b>38</b>

TABLE XXVIII (Continued)

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>C. Matters concerning religion</u>							
Likes to attend Sunday School and church, is interested in church, attends regularly	5	2	7	3	5	8	15
Says prayer or says grace at the table	1	2	3		2	2	5
Ready to help out at church, sings in choir		1	1	1		1	2
Loves the Lord		1	1				1
<u>Total</u>	<u>6</u>	<u>6</u>	<u>12</u>	<u>4</u>	<u>7</u>	<u>11</u>	<u>23</u>
<u>D. Statements of a general nature</u>							
Is interested in many things, varied interests, has nice balance of activities, many hobbies, is eager for new experiences	3	3	6	2	2	4	10
Always busy on some project of own, wants to learn to use equipment, better than average ability in many things	1		1	1	1	2	3
Loves beautiful things				1		1	1
<u>Total</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>14</u>

TABLE XXIX

## PARENTS' LIKES FOR CHILDREN'S SENSE OF RESPONSIBILITY

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Child's attitudes and behavior toward tasks and other activities</u>							
Child is dependable, sticks to responsibility accepted, can be trusted, does what is asked to do, is responsible, takes pride in responsibility	6	7	13	2	3	5	18
Takes pride in work, wants to do his best, is a good worker, has good attack on problems, is independent in projects	2	2	4	1	3	4	8
Is willing to learn to do things, is beginning to assume some responsibility, works without being told	3	1	4	2	1	3	7
Helpful worker when work doesn't interfere with play, has pleasant attitude in whatever he does, helps with small errands	2	3	5	1	1	2	7
<u>Total</u>	<u>13</u>	<u>13</u>	<u>26</u>	<u>6</u>	<u>8</u>	<u>14</u>	<u>40</u>

TABLE XXIX (Continued)

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>2. Home duties</b>							
Gives unsolicited help on home projects, offers to help, willing to help; helps at home; helps with car, garden, housework; tries to be helpful at home; does his share of the work; does chores well; assumes responsibility at home, is cooperative with home work schedule	10	12	22	6	4	10	32
Works well at chores when decides he has to		1	1				1
Works out best method to do job in housework		1	1				1
<b>Total</b>	<b>10</b>	<b>14</b>	<b>24</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>34</b>
<b>B. Increasing self-reliance</b>							
Stays or plays alone when needs to, can entertain self	2	1	3		2	2	5
Beginning independence, more independent than has been, self-sufficient, self-reliant	2	2	4	3		3	7
Does not panic when parent is late; is level-headed in crises		1	1	1		1	2
Gets to school on time		1	1				1
<b>Total</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>15</b>
<b>C. Money matters</b>							
Will save money to buy presents or for special occasions; wants to save money; saves money	1	1	2	1	1	2	4
Shows good judgment in spending money, doesn't spend money foolishly	1	1	2		1	1	3
Earns money, would like to earn money	2		2				2
Shares allowance		1	1				1
<b>Total</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>10</b>

TABLE XXX

CHILDREN'S RELATIONSHIPS WITH PERSONS OUTSIDE THE  
FAMILY GROUP, LIKED BY PARENTS

Inventory of Items	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<b>A. With other children</b>							
Plays well with friends, has many friends, is popular with friends, gets along well with other children, is affectionate with friends	2	2	4	5	2	7	11
Is protective of younger children, is helpful with younger children		6	6	2	1	3	9
Makes other children welcome, has a mob with him	1		1		1	1	2
Fights other boys occasionally				1		1	1
Is accepted by members of opposite sex					1	1	1
<b>Total</b>	<b>3</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>24</b>
<b>B. With adults</b>							
Is courteous to older people; performs introductions to adults, speaks to adults in grown-up way, enjoys visiting with older neighbors, gets along well with neighbors, expresses appreciation to adults	2	7	9	4	2	6	15
Is fond of teacher, gets along with teacher, teacher says nice things about child		1	1	2	1	3	4
Adults like for their children to play with child	1		1				1
<b>Total</b>	<b>3</b>	<b>8</b>	<b>11</b>	<b>6</b>	<b>3</b>	<b>9</b>	<b>20</b>
<b>C. With others, unspecified</b>							
Child adapts well, is friendly to all, enjoys being liked by others, is considerate of others, polite to company, willing to work for the good of the group, respectful to outsiders	1	5	6	2	4	6	12
Is sympathetic with under-dog, wouldn't hurt anyone, is concerned for feelings of others	2	2	4	1		1	5
sympathetic with those hurt or in trouble							
Doesn't forget those left behind					1	1	1
<b>Total</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>18</b>
<b>D. With peers</b>							
Gets along well with age-mates, is well-adjusted to classmates, is interested in classmates	1	2	3	1	4	5	8

It can be noted from Table XXX that most of the responses were concerned with the abilities of the children to adjust well to members of various age groups, to be considerate of others, and to be courteous. Two fathers made responses which were unique--one father liked for his son to fight other boys occasionally and the other father liked for his daughter to be accepted by members of the opposite sex.

TABLE XXXI

CHILDREN'S RELATIONSHIPS WITH FAMILY  
THAT ARE LIKED BY PARENTS

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. With parents</u>							
Is considerate of parent, wants to please parent, has confidence in parent, brings problems to parent, accepts parent's judgment, enjoys working or sharing hobbies with parent	5	3	8	2	3	5	13
Wants to know where parents are and lets them know where he is	5	1	6	1		1	7
Expresses appreciation for what parents do for him and for their time spent with him	2	2	4	1	1	2	6
Likes to prepare gifts or special meals for parent, "do things" for parent	1	1	2	2		2	4
Greets parents every morning, is affectionate with parent	1		1	1		1	2
Feels free to criticize parent	1		1				1
<u>Total</u>	<u>15</u>	<u>7</u>	<u>22</u>	<u>7</u>	<u>4</u>	<u>11</u>	<u>33</u>
<u>B. With siblings</u>							
Helps care for or looks after siblings	2	5	7	1	4	5	12
Gets along well with, plays well with, brings party favors for siblings	1	2	3		1	1	4
<u>Total</u>	<u>3</u>	<u>7</u>	<u>10</u>	<u>1</u>	<u>5</u>	<u>6</u>	<u>16</u>

TABLE XXXI (Continued)

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>C. With total family</u>							
Gets along with other family members, is considerate of family, co-operates with family, has interest in what the family members are doing	2	2	4	2	3	5	9
Prepares special things for family (refreshments, meals, surprises); does sweet things for all of family		2	2		1	1	3
Shows affection for family, has much love for family		1	1		2	2	3
Has pride in family, has sense of belongingness		1	1		3	3	4
<u>Total</u>	<u>2</u>	<u>6</u>	<u>8</u>	<u>2</u>	<u>9</u>	<u>11</u>	<u>19</u>

From the foregoing table it can be noted that parents liked for their preadolescents to be interested in and to get along well with all members of the family, to be appreciative as well as willing to share of themselves with the family, and to be willing to assume some responsibility for siblings. Seventy-five per cent of the mention in the sub-category of relationships with siblings was concerned with the child's ability to help care for his siblings.

Table XXXII reveals the behaviors of children liked by parents with regard to routine living. Almost forty-three per cent of the responses in the sub-category of personal care were concerned with personal cleanliness, and fifty-seven per cent with the general appearance of the child. Care of his room accounted for almost half of the responses for that sub-category with mothers slightly outranking fathers and mention was made only for girls. Dressing neatly and exhibiting taste in choice of clothing accounted for seventy-one per cent of the mention with regard to dress, and all of the responses concerned girls, with mothers responding slightly more often than fathers.

TABLE XXXII

## PARENTS' LIKES FOR CHILDREN'S BEHAVIOR CONCERNING ROUTINE OF LIVING

Inventory of Items Reported	By Mother		By Father		Total		
	Boy	Girl	Boy	Girl			
<u>A. Care of person</u>							
Child takes pride in personal appearance, is very neat, wants to be neat and clean	1	4	5	3	3	8	
Doesn't mind bathing, washes self, brushes teeth, takes care of hair, has good health habits	2	1	3	3	3	6	
<u>Total</u>	<u>3</u>	<u>5</u>	<u>8</u>	<u>3</u>	<u>3</u>	<u>6</u>	
<u>B. Care of room, possessions, and equipment</u>							
Keeps room neat, does better at keeping room		3	3	2	2	5	
Takes care of possessions, takes good care of toys, takes care of books	2		2	1	1	3	
Usually knows where her things are		1	1			1	
<u>Total</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	
<u>C. Dress</u>							
Has taste in choice of clothing, likes to dress up, dresses neatly		3	3	2	2	5	
Takes care of clothing				1	1	1	
Dresses self for school	1	1				1	
<u>Total</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	
<u>D. Sleep</u>							
Goes to bed without urging, sleeps well		1	1	1	1	2	3
Doesn't get up too early				1	1	1	
<u>Total</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	
<u>E. Food and eating habits</u>							
Child eats well, is prompt at meals, has good table manners	2	1	3	1	1	4	

Table XXXIII shows the items which were classified as miscellaneous.

TABLE XXXIII

## MISCELLANEOUS ITEMS OF CHILDREN'S BEHAVIORS LIKED BY PARENTS

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
She is a pretty girl		1	1				1
He uses clean language	1		1				1
There are many things which please me	1		1				1
Total	2	1	3				3

From Table XXXIV it can be noted that personal qualities of the children accounted for thirty-two per cent of the total returns for this set of categories. Responses from the mother accounted for sixty-two per cent of this total category, and the boys were mentioned more frequently than the girls. General personality traits totaled fifty-two per cent of the responses within the category; the mothers made twice as many responses as did the fathers; the boys were mentioned more often than the girls. In the sub-category of response to guidance, mothers responded more often than fathers and more mention was made of the girls than for the boys. Love and affection accounted for ten per cent of the responses for this category with mothers responding three times as much as the fathers, and boys mentioned more often than girls. The fathers made more mention of intellectual development than did the mothers and the boys were mentioned more often than the girls. Mothers made more mention of social skills, with the girls outranking the boys. Mothers and fathers responded equally about sportsmanship with boys mentioned twice as often as the girls.

Interests and activities of the children ranked second high in this set of categories with fathers making more responses than mothers, and the boys were mentioned more than were the girls.



TABLE XXXIV

## SUMMARY TABLE OF PARENTS' LIKES FOR THEIR CHILDREN'S BEHAVIOR

Category Item	By Mother			By Father			Total Responses	% Total Responses
	Boy	Girl	Total	Boy	Girl	Total		
<u>Personal qualities of child</u>								32.17
General personality characteristics	49	22	71	15	19	34	105	
Response to guidance	6	10	16	6	4	10	26	
Love and affection	11	5	16	2	4	6	22	
Intellectual development	3	4	7	8	5	13	20	
Social skills	5	4	9		6	6	15	
General statements		3	3	2	3	5	8	
Sportsmanship	2	1	3	2	1	3	6	
<b>Total</b>	<b>76</b>	<b>49</b>	<b>125</b>	<b>35</b>	<b>42</b>	<b>77</b>	<b>202</b>	
<u>Interests and activities</u>								
Non-academic, total	13	15	28	32	13	45	72	23.57
Music and rhythm	2	6	8	3	4	7	15	
Sports	1		1	12	1	13	14	
Reading	3	4	7	3	3	6	13	
Creative activities	2	2	4	3	1	4	8	
Play		3	3		4	4	7	
Other special interests	1		1	5		5	6	
Nature and out-of-doors	2		2	3		3	5	
Pets and animals	2		2	3		3	5	
Academic	9	11	20	7	11	18	38	
Religious activities	6	6	12	4	7	11	23	
Statements of a general nature	4	3	7	4	3	7	14	
<b>Total</b>	<b>32</b>	<b>35</b>	<b>67</b>	<b>47</b>	<b>34</b>	<b>81</b>	<b>148</b>	
<u>Matters related to child's sense of responsibility</u>								15.76
Attitudes and behavior toward duties, other activities, total	23	27	50	12	12	24	74	
Activities other than home duties	13	13	26	6	8	14	40	
Home duties	10	14	24	6	4	10	34	
Self-reliance	4	5	9	4	2	6	15	
Money matters	4	3	7	1	2	3	10	
<b>Total</b>	<b>31</b>	<b>35</b>	<b>66</b>	<b>17</b>	<b>16</b>	<b>33</b>	<b>99</b>	
<u>Child's relationships with persons outside the family group</u>								10.99
Other children	2	8	10	8	5	13	23	
Adults	3	8	11	6	2	9	20	
Others, unspecified	3	7	10	3	5	8	18	
Peers	1	2	3	1	4	5	8	
<b>Total</b>	<b>9</b>	<b>25</b>	<b>34</b>	<b>18</b>	<b>17</b>	<b>35</b>	<b>69</b>	
<u>Child's relationships with family</u>								10.84
Parents	15	7	22	7	4	11	33	
Siblings	3	7	10	1	5	6	16	
Total family	2	6	8	2	9	11	19	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>10</b>	<b>18</b>	<b>28</b>	<b>68</b>	

TABLE XXXIV (Continued) (Continued) (Continued)

Item	Category	By Mother	By Father	By Mother	By Father	By Mother	By Father	By Mother	By Father	% Total Responses	% Total Responses	% Total Responses
of living	of living									6.21	6.21	6
Personal care	Personal care	3	5	3	5	3	5	3	5	34	6	14
room, and equipment	room, and equipment									29	3	9
Dress	Dress	4	4	4	4	4	4	4	4	38	4	8
Sleep	Sleep	1	1	1	1	1	1	1	1	24	3	4
Eating habits	Eating habits									4	1	4
Total	Total	7	7	7	7	7	7	7	7	109	17	39
Miscellaneous	Miscellaneous									.483		.483
Grand Total	Grand Total	177	177	177	177	177	177	177	177	154	154	271

A sub-category of activities and activities accounted for the most responses and the fathers responded more than the mothers in all categories. The fathers responded more than the mothers in all categories except the sub-item of eating habits. The fathers responded more than the mothers in all categories except the sub-item of eating habits. The fathers responded more than the mothers in all categories except the sub-item of eating habits. The fathers responded more than the mothers in all categories except the sub-item of eating habits.

Academic interests were more frequently mentioned by the mothers than the fathers, and the mothers accounted for 75 percent of the responses in this category. The fathers accounted for 25 percent of the responses in this category. The mothers accounted for 75 percent of the responses in this category. The fathers accounted for 25 percent of the responses in this category.

These categories of activities and activities were mentioned by the mothers and the fathers. The mothers accounted for 75 percent of the responses in this category. The fathers accounted for 25 percent of the responses in this category. The mothers accounted for 75 percent of the responses in this category. The fathers accounted for 25 percent of the responses in this category.

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than did the fathers in all of the sub-categories except matters concerning sleep, and care of room, possessions and equipment. The girls were mentioned more often than the boys in all sub-categories except for the one concerned with food and eating habits.

A total of 628 responses were given by parents with regard to their likes for children's behaviors. Responses from the mothers totaled almost fifty-seven per cent of the total responses; boys and girls were mentioned almost equally (girls 317--boys 311) by both parents.

#### Parents' Expressed Annoyances Concerning Their Children's Behavior

Tables XXXV - XLI are descriptive tables which present the inventory of items the parents named in response to questions regarding the annoying behavior of their fourth-grade children. Table XLII presents a summary of the descriptive tables.

Table XXXV is concerned with the personal qualities of the child reported as annoying to their parents. The only displeasing characteristics ascribed to the girls in the sub-category of personality characteristics were those concerning absent-mindedness or slowness, and of wanting affection yet resisting overt demonstrations from them. Ranking highest by mention in this sub-category were such matters as absent-mindedness and dawdling; the mothers made more mention than the fathers regarding these characteristics, and the children were named equally.

Ranking highest in the sub-category of child's ways of self-expression were whining or other regressive behavior; the boys were mentioned more than the girls, and the fathers responded more than did the mothers. Sassy, sarcastic, defiant behavior ranked next with the girls being mentioned twice as often as the boys, and the mothers responded more than

the fathers.

The sub-category of self-centeredness reports such items as jealousy, unwillingness to accept blame, lack of consideration for others, and attention-seeking behavior. Only mothers reported attention-seeking behavior.

The other sub-categories are self-explanatory.

It can be noted from Table XXVI that all of the references to personal care were made by the mothers, and more than half of the responses dealt with personal cleanliness. Girls were mentioned more than boys.

In the sub-category of dress, the only responses about the wear given clothing and children being overly-conscious of dress were made by mothers about sons. More girls were mentioned than boys with regard to choice of clothing, and the mothers made most of the responses.

The parents were annoyed by their children's food likes and dislikes, and they named the boys more than the girls. Boys and girls were criticized almost equally for careless eating habits.

The fathers made more mention than did the mothers about difficulties in getting the children to bed in the sub-category concerning sleep.

Table XXXV shows items reported by the parents as children's behavior which annoyed them that were classified as matters concerning guidance. In the sub-category of children's behavior and attitudes toward tasks or activities other than home duties, more than one-fourth of the responses were made relative to children not accepting instruction, and the parents responded almost equally. Two other items ranked equally, each for one-fifth of the mention in this sub-category, and they were: children having to be reminded to work, and children working slowly or "stalling."

Children's indifference to parents ranked first in the sub-category of control in relation to guidance. The fathers mentioned this item almost three times more than did the mothers, and the girls were named more than were the boys. Resistance to authority ranked next, with the girls mentioned three times more than the boys.

TABLE XXXV

## PERSONAL QUALITIES OF CHILDREN WHICH PARENTS REPORTED AS ANNOYING

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. General personality characteristics</u>							
Forgetful; absent-minded; procrastinating; flighty; lazy; dawdles; is poky in morning	3	2	5	1	2	3	8
Contentious, argumentative, pessimistic, has bad attitude; is intolerant, impatient, disagreeable, obstinate, stubborn	2		2	5		5	7
Teases; is mischeivous; is handy with fists	2		2	2		2	4
Is introverted; not aggres- sive; cries easily; lacks physical prowess	2		2	2		2	4
Wants affection but doesn't want to be hugged or kissed		1	1				1
<u>Total</u>	<u>9</u>	<u>3</u>	<u>12</u>	<u>10</u>	<u>2</u>	<u>12</u>	<u>24</u>
<u>B. Ways or degrees of expressing self</u>							
Whines; mumbles; whines when tired; talks baby talk; is snively when hurt or sick	2		2	5	1	6	8
Is sassy; talks back; argues unnecessarily; is impudent; is sarcastic	1	4	5	1		1	6
Dramatizes what he tells; shows exaggerated emotional response; is at an age of "sounds" as a means of expression; makes feisty displays				2	2	4	4
Talks a lot; is too talka- tive; talks too loudly		2	2		1	1	3
Swears	1		1				1
Repeats what has been said		1	1				1
<u>Total</u>	<u>4</u>	<u>7</u>	<u>11</u>	<u>8</u>	<u>4</u>	<u>12</u>	<u>23</u>

TABLE XXXV (Continued)

Inventory of Items Reported	By Mother		By Father		Total		
	Boy	Girl Total	Boy	Girl Total			
<b>C. <u>Self-centeredness</u></b>							
Is jealous; is a poor loser; thinks she is treated unfairly; tries to fib out of bad situations; refuses to accept blame for own acts; looks picked on when she doesn't get her own way	3	3	2	3	5	8	
Insists on having own way; thinks of self first; thinks house is made just for him; insists on having friends in at all hours; changes TV station without consulting others	2	2	4	2	1	3	7
Goes to great lengths to get attention	1	4	5			5	
Always wants something; has the last word				2	2	2	
<b>Total</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>22</b>
<b>D. <u>Boisterous, rowdy, and noisy behavior</u></b>							
Makes purposeless noises; gets noise started and keeps it up; is noisy inside; gets loud in the house; has rowdy tendencies; is noisy	5	1	6	1	1	2	8
Slams doors; turns radio too loud	1		1	1	1	2	3
Is never still physically or vocally	1		1				1
<b>Total</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>12</b>
<b>E. <u>Temper</u></b>							
"Blows his top" at home; has too much temper; has spurts of temper; loses his temper; doesn't try to control his temper	3		3	2	2	4	7
<b>F. <u>Manners and courtesy</u></b>							
Interrupts; says uncomplimentary things; is rude; is not thoughtful	1	5	6	1	1		7

TABLE XXXVI

## CHILDREN'S BEHAVIOR CONCERNING THE ROUTINE OF LIVING ANNOYING TO PARENTS

Inventory of Items Reported	By Mother		By Father		Total		
	Boy	Girl	Boy	Girl			
<b>A. <u>Care of person</u></b>							
Avoids bathing; hates to wash his hands; dislikes having hair shampooed; doesn't brush teeth carefully; doesn't care if clean or dirty; is not clean about his person	4	14	18		18		
Insists on unbecoming hair-do, has conflict with parent about hair-do		3	3		3		
Has poor posture		2	2		2		
Is not neat enough		2	2		2		
Bites nails; chews nails		2	2		2		
Is over-concerned about appearance		1	1		1		
<b>Total</b>	<b>5</b>	<b>23</b>	<b>28</b>		<b>28</b>		
<b>B. <u>Dress</u></b>							
Is careless in care of clothing; does not hang up his clothing; does not put soiled clothing in laundry	3	5	8	1	1	9	
Insists on wearing best clothing at all times; wants to wear inappropriate clothing; fusses about what to wear; hates to change clothing; wears wrinkled clothing	1	5	6	1	1	2	8
Is hard on clothing		2	2			2	
Is slow about dressing		1	1		1	1	2
Is over-concerned with clothing		1	1			1	
Doesn't tie shoes tight		1	1			1	
<b>Total</b>	<b>9</b>	<b>10</b>	<b>19</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>23</b>
<b>C. <u>Care of room, possessions, and equipment</u></b>							
Keeps a strewn room; doesn't keep room in order; is not neat about his room; could do a better job about his room	1	2	3		4	4	7
Never picks up anything; never puts things away; leaves things out; loses things frequently; does not care for personal belongings	1	6	7	1	3	4	11
Scatters tools; does not care for equipment				2		2	2
<b>Total</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>20</b>



TABLE XXXVI (TABLE XXXVI (TABLE XXXVI) (Continued)

Inventory of	Inventory of	Inventory of	By Mother	By Mother	By Mother	By Mother	By Mother	By Mother	By Mother	By Mother	Total
Reported	Reported	Reported	By Boy	By Girl	Total	By Boy	By Girl	Total	By Boy	By Girl	Total
Inventory of <u>Food and eating habits</u>	Inventory of <u>Food and eating habits</u>	Inventory of <u>Food and eating habits</u>									
eat widely; eats well; is fussy	eat widely; eats well; is fussy	eat widely; eats well; is fussy									
dislikes many foods; picks over his	dislikes many foods; picks over his	dislikes many foods; picks over his									
is untidy in eating; has atrocious eating habits; has careless manner	is untidy in eating; has atrocious eating habits; has careless manner	is untidy in eating; has atrocious eating habits; has careless manner									
meticulous about eating habits	meticulous about eating habits	meticulous about eating habits									
is hurried through meals	is hurried through meals	is hurried through meals									
has said "I'm full" at meal time	has said "I'm full" at meal time	has said "I'm full" at meal time									
Total	Total	Total	6	3	96	3	49	6	7	3	16

TABLE XXXVII TABLE XXXVII TABLE XXXVII

CHILDREN'S REACTIONS TO ROUGHNESS WITH OTHER PERSONS WITH WHICH THEY COME IN CONTACT AS REPORTED AS ANNOYING

Inventory of	Inventory of	Inventory of	By Mother	By Mother	By Mother	By Mother	By Mother	By Mother	By Mother	By Mother	Total
Reported	Reported	Reported	By Boy	By Girl	Total	By Boy	By Girl	Total	By Boy	By Girl	Total
Inventory of <u>Activities of children</u>	Inventory of <u>Activities of children</u>	Inventory of <u>Activities of children</u>									
able to follow instructions; instructions;	able to follow instructions; instructions;	able to follow instructions; instructions;									
can't understand; understands;	can't understand; understands;	can't understand; understands;									
can't pay attention; pays attention; asks	can't pay attention; pays attention; asks	can't pay attention; pays attention; asks									
asks questions; asks questions; asks	asks questions; asks questions; asks	asks questions; asks questions; asks									
needs directions; to do things;	needs directions; to do things;	needs directions; to do things;									
is long on things; long on things; has to be	is long on things; long on things; has to be	is long on things; long on things; has to be									
many times; many things; to do things	many times; many things; to do things	many times; many things; to do things									
is about to do things; to do things	is about to do things; to do things	is about to do things; to do things									
is done; things done; things done; stalls	is done; things done; things done; stalls	is done; things done; things done; stalls									
but fails to complete; to complete	but fails to complete; to complete	but fails to complete; to complete									
has difficulty; the difficulty in	has difficulty; the difficulty in	has difficulty; the difficulty in									
getting things done; gets things done; is angry	getting things done; gets things done; is angry	getting things done; gets things done; is angry									
cannot achieve; cannot achieve; cannot achieve	cannot achieve; cannot achieve; cannot achieve	cannot achieve; cannot achieve; cannot achieve									
on easily; on easily; on easily; loses	on easily; on easily; on easily; loses	on easily; on easily; on easily; loses									
interests in projects before	interests in projects before	interests in projects before									
completion	completion	completion	1	3	2	12	3	2	2	12	5



TABLE XXXVIII

## CHILD'S RELATIONSHIPS WITH FAMILY WHICH PARENTS REPORTED AS ANNOYING

Inventory of Items Reported	By Mother			By Father			Total
	Boy	Girl	Total	Boy	Girl	Total	
<u>A. Siblings</u>							
Child teases; quarrels; argues with; fights with; heckles; imitates; doesn't treat them as should; annoys older siblings; is bossy or corrects them; is strict with them; corrects or criticizes them	9	6	15	6	5	11	26
Greets their friends with a bored air	1		1				1
<u>B. Parents</u>							
Doesn't do what parent says to do; argues with parent; ignores parent; does not treat parent as should; shows lack of respect for parent; forgets everything he is told to do by parent	2		2	3	1	4	6
Corrects parent's table manners; is indignant when parent does not have clothing in good repair; outruns parent when child is to be punished; tries to politic parent when something wrong has been done		2	2	1	1	2	4
Interferes when parent corrects child's siblings		1	1				1
<u>Total</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>11</u>
<u>C. Total family</u>							
Uses spitfire back talk to all members of the family		1	1				1

It can be noted from Table XXXVIII that strife between siblings accounted for most of the items mentioned with regard to children's relationships with siblings. Indifference, lack of respect, and arguing with parents comprised almost half of the items reported for parent-child relationships.

TABLE XXXIX

PARENTAL DISLIKES FOR CHILDREN'S RELATIONSHIPS  
WITH PERSONS OUTSIDE THE FAMILY GROUP

Inventory of Items Reported	By Mother			By Father		Total	
	Boy	Girl	Total	Boy	Girl		Total
<b>A. Peers and other children</b>							
Trumps up complaints against playmates; criticizes playmates; wants everything his own way when playing with other children; has sharp tongue when talking to other children	2		2	2	1	3	5
Wants only one or two friends at a time	1	1	2				2
Likes to play with opposite sex				1	1		1
Picks up bad manners of playmates					1	1	1
<b>Total</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>9</b>
<b>B. Adults</b>							
Hangs around when older people are talking; interrupts when adults are talking	1	2	3				3
Blames teacher for his school problems; forgets things the teacher tells him to tell parents	1	1	2				2
<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>				<b>5</b>
<b>C. Others</b>							
Is critical of others; is too easily influenced by others; is selfish with some people; meets strangers with an annoyed air	3		3	1	1		4

Table XXXIX reveals the items mentioned with regard to the relationships of these preadolescents with persons outside the family group.

TABLE XL

## CHILDREN'S INTERESTS AND ACTIVITIES WHICH PARENTS REPORTED AS ANNOYING

Inventory of Items Reported	By Mother		By Father		Total
	Boy	Girl	Boy	Girl	
<b>A. Non-academic</b>					
Has to be made to practice piano or avoids practicing piano	2	2	3	3	5
Wants to play all the time; wants to go somewhere every minute; keeps too much on her mind; has too many social activities	1	1	3	3	4
Interest doesn't last long in playing or reading	2	2			2
Wants pets but doesn't want to care for them	1	1			1
<b>Total</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>12</b>
<b>B. Academic</b>					
Doesn't study; dislikes studying; pays little attention to subjects not liked; is not neat in school work	2	2	1	1	3
Is indifferent about getting ready for school			1	1	2
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>

TABLE XLI

## MISCELLANEOUS ITEMS OF CHILDREN'S BEHAVIOR ANNOYING TO PARENTS

Inventory of Items Reported	By Mother		By Father		Total
	Boy	Girl	Boy	Girl	
Usual things			1	1	1
I am annoyed only when tired			1	1	1
Child is overweight	1	1			1
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

Table XL presents the items mentioned by parents concerning their dislikes for children's interests and activities. Almost forty-two per cent of the difficulties mentioned with regard to non-academic matters were concerned with the practicing of music, and one-third of the responses were concerned with over-activity of the child.

Table XLI reveals the items classified as miscellaneous behaviors of children which annoyed parents.

TABLE XLII  
SUMMARY TABLE OF CHILDREN'S BEHAVIOR WHICH PARENTS  
REPORTED AS ANNOYING

Category Item	By Mother			By Father			Total Responses	% Total Responses
	Boy	Girl	Total	Boy	Girl	Total		
<u>Personal qualities of child</u>								26.91
General personality characteristics	9	3	12	10	2	12	24	
Ways or degrees of expressing self	4	7	11	8	4	12	23	
Self-centeredness	3	9	12	6	4	10	22	
Boisterous, rowdy, and noisy behavior	7	1	8	2	2	4	12	
Temper	3		3	2	2	4	7	
Manners and courtesy	1	5	6		1	1	7	
<b>Total</b>	<b>27</b>	<b>25</b>	<b>52</b>	<b>28</b>	<b>15</b>	<b>43</b>	<b>95</b>	
<u>Routine of living</u>								26.06
Personal care	5	23	28				28	
Dress	9	10	19	1	3	4	23	
Care of room, possessions, and equipment	2	8	10	3	7	10	20	
Food and eating habits	6	3	9	3	4	7	16	
Sleep	1	1	2	1	2	3	5	
<b>Total</b>	<b>23</b>	<b>45</b>	<b>68</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>92</b>	
<u>Matters related to guidance</u>								25.21
Attitudes and behavior toward responsibilities, total	12	12	24	11	10	21	45	
Activities, other than home duties	11	8	19	7	7	14	33	
Home duties	1	4	5	4	3	7	12	
Control	5	9	14	5	12	17	31	
Disregard for time	4	3	7		2	2	9	
Money		1	1		3	3	4	
<b>Total</b>	<b>21</b>	<b>25</b>	<b>46</b>	<b>16</b>	<b>27</b>	<b>43</b>	<b>89</b>	
<u>Child's relationships with family</u>								11.05
Siblings	10	6	16	6	5	11	27	
Parents	2	3	5	4	2	6	11	
Total family		1	1				1	
<b>Total</b>	<b>12</b>	<b>10</b>	<b>22</b>	<b>10</b>	<b>7</b>	<b>17</b>	<b>39</b>	
<u>Child's relationships with persons outside the family group</u>								5.10
Peers and other children	3	1	4	2	3	5	9	
Adults	2	3	5				5	
Others, unspecified	3		3		1	1	4	
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>18</b>	

TABLE XLII (Continued)

Category Item	By Mother		By Father			Total Responses	% Total Responses	
	Boy	Girl	Total	Boy	Girl			Total
<u>Child's interests and activities</u>							4.82	
Non-academic	4	2	6	6	6	12		
Academic	2		2	2	1	3	5	
Total	6	2	8	2	7	9	17	
Miscellaneous	1		1	1	1	2	3	.85
Grand total	98	111	209	67	77	144	353	99.98

It can be noted from Table XLII that over one-fourth of the total responses were concerned with some personal qualities of the children; the mothers made more of these responses than did the fathers; and the boys were mentioned more than the girls. Within the category, general personal characteristics accounted for one-fourth of the total responses; the parents responded equally, and the boys were mentioned almost four times more than the girls. Ranking almost as high within the category was the item of children's ways of expressing self; the fathers made slightly more mention than the mothers; and the boys and girls were mentioned almost equally. In third place was self-centeredness with the mothers responding more than the fathers, and the girls were mentioned more than the boys. The three sub-categories accounted for almost seventy-five per cent of the responses within the category of personal qualities of the children.

The category concerning the routine of living ranked second, and accounted for almost as many of the total responses as did the personal qualities of the children. The mothers responded more within this category than did the fathers; and the responses by the mothers outranked those of the fathers in every sub-category except in matters regarding sleep, where the responses were almost equal, and the care of room and possessions in which responses were equal. The fathers had no responses concerning children's care of person. The girls were criticized four times more than the

boys with regard to care of person, about one-fourth more regarding dress, three times more concerning the care of room and possessions, slightly more often regarding sleep, and not quite equal to the boys in matters involving food and eating habits.

Ranking third was the category for matters related to guidance, which was mentioned almost as much as the two preceding categories. Mothers and fathers responded almost equally in this category, and sixty-seven per cent of the responses mentioned the girls. One-half of the responses for the category were concerned with the children's attitudes and behavior toward responsibility; there was little difference between the total responses from parents and also little difference in mention of the boys and the girls. Within the sub-category of attitudes and behavior toward responsibility, the mothers more often than the fathers mentioned activities other than home duties, and named the boys more often than the girls. The fathers' responses were divided equally between the girls and the boys. The fathers made more mention than did the mothers regarding home duties, and there was little difference in mention for the girls and the boys. The mothers named the girls four times to one in matters relating to home duties. The sub-category of control accounted for almost thirty-nine per cent of the mention within the category of guidance; the fathers responded more than the mothers; and the girls were mentioned twice as often as were the boys. The mothers made three times more mention of problems about the children's disregard for time than did the fathers. Fathers were three times as concerned about money matters as were the mothers, and neither parent mentioned their sons with regard to money matters.

The children's relationships with their families comprised over ten per cent of the total responses; the mothers responded more often than did



the fathers; and the boys were mentioned more often than were the girls. Sixty-nine per cent of the comments within the category were concerned with sibling relationships, the mothers responded more than the fathers, and the boys were named more often than were the girls. Parent-child relationships comprised twenty-eight per cent of the responses within the category with responses almost equal from parents, fathers mentioned the boys more often than the girls, and the mothers mentioned the girls more often than the boys.

Within the category concerning the children's relationships with persons outside the family group, interaction with other children accounted for half of the responses with responses almost equal from both parents, and boys and girls were named almost equally. The fathers did mention girls more often than the boys, and the mothers made more mention of their sons than their daughters regarding relationships with other children. The fathers made no mention of their children's interaction with adults outside the family group, and mothers mentioned this matter only five times.

Regarding parental dislikes for their children's interests and activities, the fathers responded more often than the mothers, and the children were mentioned almost equally. The fathers did not criticize their sons regarding non-academic activities, and the mothers did not criticize their daughters concerning academic matters.

#### Summary of Responses

From Table XLIII it can be noted that the children contributed a total of 2426 responses about their parents' behavior. The behavior which was reported as liked totaled 1495 items, which was 62% of all the responses made by the children, and was 44% of the responses made by both the children

and the parents. The mothers were mentioned 779 times for behaviors liked by children, and this was 52% of the children's total responses for parental behavior they liked. The fathers received a total mention of 716 responses, which represented 48% of the children's expressed likes for the behavior of their parents.

TABLE XLIII

## GROSS SUMMARY OF RESPONSES MADE BY ALL OF THE SUBJECTS

Categories	Children's Responses			Parents' Responses			Total Responses
	Mother	Father	Total	Boy	Girl	Total	
Behavior liked	779	716	1495	311	317	628	2123
Behavior not liked	499	432	931	165	188	353	1284
Total	1278	1148	2426	476	505	981	3407
Number of preadolescents				196 (101 boys, 95 girls)			
Number of parents				113 (58 mothers, 55 fathers)			
Mean number of responses per child				12.38			
Mean number of responses per adult				8.68			

In the categories for parents' behavior not liked by their children, there was a total of 931 responses. This was 38% of the children's total responses for parental behaviors, and constituted 27% of the total responses from all of the subjects. The mothers were named 499 times, which was 54% of the children's responses for parental behavior not liked; the fathers were mentioned 432 times, which was 46% of the children's total unfavorable mention.

The mothers' behavior was mentioned for a total of 1278 times, which was 53% of all the responses made by the children. The fathers were named 1148 times, and this amounted to 47% of the children's total responses.

The total responses from the parents concerning their children's behavior which they liked was 628, which was 64% of their total responses, and it represented 18% of the responses from both parents and their

children. The parents mentioned 353 annoying behaviors of their children, which was 36% of their total responses, and this figure amounted to 11% of the total responses from all of the subjects.

The parents gave 317 responses for behavior of their daughters which they liked, and 311 for their sons. These totals were almost equal. There were 188 annoying behaviors listed for the girls, representing 53% of the parents' responses for behaviors of their children which annoyed them; the 165 responses for boys' annoying behavior was 47% of the parents' total responses in this area of mention.

The 505 total responses about daughters' behavior was 52% of the parents' total responses, and the 476 total responses about sons' behavior was 48% of the parents' total responses.

The total of 2426 responses from the children represented 71% of the gross total responses from all subjects, and the 981 responses from the parents amounted to 29% of the gross total responses made. There were 2123 responses for behaviors which children and their parents liked, and this represented 62% of the gross responses made. The mention of 1284 behaviors which children and their parents did not like amounted to less than 38% of the gross responses.

#### Some Aspects of the Data not Emphasized in the Tables

The foregoing analysis of the data has placed emphasis upon the frequency of mention of the items, and it was used as the criterion of importance for the behavior mentioned. Both the children and their parents mentioned fewer dislikes than they did likes. This may have implied that they had fewer dislikes, or that they were unwilling to express dislikes as freely as likes, or that the parents and children

were not inclined to be critical of each other. The narration on the questionnaires' responses was such that the investigator was led to believe that the subjects were not inclined to be critical of each other's behavior. This was substantiated by the fact that both the children and their parents often tempered a criticism by adding, ". . . but they don't do this very often," or, "Everything they do is for my own good." Some interesting responses of the parents were: "The items listed no doubt are a part of growing up;" "I realize that these are all very natural and not really important;" "I am very seldom really annoyed by the things my fourth-grader does because I am very sure that she does not deliberately do anything to annoy me;" "He wants to boss too much, but it may be because we have given him so much responsibility with our younger children;" "Most of my annoyances are due to the parents' inability or unwillingness to spend more time with the child and her problems;" and, "Of course she often annoys me when I am tired or have something on my mind, but I don't feel that I can hold the child responsible."

There were a few subjects who did not respond at all in the spaces provided for dislikes of behavior. Two fathers did not reply with a criticism that could be tabulated other than as miscellaneous, which concerned their sons' behaviors they disliked, and one father made a similar response about his daughter's behavior which annoyed him. With regard to the dislikes which concerned behaviors of the mothers, five boys and eight girls offered no criticisms but did respond with such remarks as: "I like everything she does," "I like everything they both do for me," "They don't do anything that isn't for my good," and "I don't have anything to say." Thirteen girls and nine boys responded in a like manner about behavior of their fathers which they disliked.

The emotional tone of the responses was generally positive. This generalization has been reached because of the additions to the narrations by the subjects with references to each other by various expressions of love, children wanting parents home earlier in the evening, children's dislike for a parent's absence from home, and the emphasis the children placed upon activity with their parents. The category, activity with parents, ranked second in the categories for parental behavior which children liked. The parents wrote such things as : "I enjoy my fourth-grader and hope I can bring as much joy into his life as he has mine," "For the most part we are a harmonious working group," "She is an affectionate little critter," "He is shyly affectionate," "She is a pretty girl and most of the time she acts and behaves as a pretty, sweet, refined nine-year-old should behave." Only four of the 196 children made responses which were indicative of discord in the home.

There was reason to believe that the parents were interested when they wrote such narrations as: "It occurs to me that these questionnaires may do the parents more good than they do you," or, "As I see it, rearing a child is a challenge to the parent, not a chore." Two fathers returned forms other than those sent to them, and they had taken their time to fill in the questions as well as to give the responses.

The responses in the tables indicated that fathers assumed an active role in all relationships with their children, since they were mentioned in all of the categories.

Children considered some phases of home duties as privileges or mentioned favorably these duties when done with the parent. Children evidenced some desire for controls and limits; and punishment, although mentioned frequently, was not often reported as unfair or too harsh.

Parents showed both pride and pleasure in their children by ranking highest in the categories for behaviors of their children which they liked, the two categories of personal qualities and the interests and activities of the children.

From the number of responses in the categories for activities with parents, requirements made of the children, and the children's attitude toward responsibility, there was evidence that families enjoyed activities together as well as worked together.

The investigator included the foregoing discussion of the data which was not emphasized in the tables, for the purpose of sharing with the reader the human interest elements of this study.

## CHAPTER IV

### SUMMARY

The purpose of this descriptive study was basically two-fold: to ascertain what behavior of their parents preadolescent children reported they liked or disliked, and to ascertain what behavior of their children the parents reported they liked or disliked. The subjects were 196 fourth grade children (101 boys and 95 girls) enrolled in the white public schools of Stillwater, Oklahoma; and 113 of their parents (58 mothers and 55 fathers) who represented sixty families. The data were obtained by the use of open-end questionnaires, which were administered to the children in their classrooms, and mailed to the parents. For purposes of analysis, the data were classified according to four sets of categories. Tests were made for inter-rater reliability and intra-rater reliability, and the per cent of agreement ranged from 89-99%. The responses were tabulated, and the resultant inventories of items were presented in tables. In all the categories the behavior noted, the frequency of mention, the sex of the person making the responses, and the sex of the person about whom the response was made, were analyzed. The frequency of mention was the criterion used for ranking these responses.

It was found that in the responses for the behavior of parents which children liked, the economic provision made by their parents was

ranked highest; in second place was the sharing of activities together; and third in frequency of responses were the privileges granted by the parents. The mothers received more mention than the fathers in each of these categories; the girls responded more than the boys about economic provision and activities with their parents; while the boys most frequently mentioned privileges granted by the parents. Other categories shown in decreasing order of frequency and following the three categories discussed above were: services, interest in parent as a person, guidance, security-giving behavior, special opportunities, and miscellaneous items.

It was also found that matters related to guidance and the requirements made of children accounted for sixty-six per cent of the total responses concerning children's dislikes for their parents' behavior. The boys responded more than did the girls in both of these categories, and the mothers were criticized more than were the fathers. Other categories mentioned for parental behaviors not liked, and listed in decreasing order of rank, were: interpersonal relationships within the family, appraisal of the parent as a person, exclusion from participation with adults, miscellaneous items, failure to make provision, failure to give services, special opportunities, absence of parents, and concern for the parents' welfare.

Personal qualities of the children, and their interests and activities were the items most frequently mentioned by parents concerning their likes for their children's behavior. Over fifty-five per cent of the total responses involved these two categories. The mothers made more mention than did the fathers of the personal qualities of the children, while the fathers more frequently mentioned with favor



the interests and activities of their boys and girls. The boys were named more frequently than the girls in both of these categories. Other matters mentioned and listed herein by decreasing frequency of mention were: matters related to the child's sense of responsibility, the child's relationships with persons outside the family group, the child's relationships with his family, the routine of living, and miscellaneous items.

The parents' responses fell almost equally in the three top-ranking categories, and comprised over seventy-five per cent of their total mention concerning children's behavior reported by parents as being annoying to them. The personal qualities of the children, matters related to the routine of living, and matters concerning guidance were the three categories which were mentioned almost equally. The mothers made more of the responses in these three categories than did the fathers; the boys were mentioned more frequently than the girls concerning personal qualities of children liked by their parents, and the girls were mentioned more than the boys in matters relating to the routine of living and to guidance. Other matters mentioned and listed in decreasing rank were: the child's relationships with his family, the child's relationships with persons outside the family group, the child's interests and activities, and miscellaneous items.

This was a descriptive study, and the data have been revealed as it was found. Since the subjects were a select sample biased by higher education, generalizations to the population cannot be made from the findings.

The results of this study supported the findings of Sowers (19) in the following respects: children want companionship with their parents; children want discipline to be firm but fair; children appeared to be normal, well-adjusted young people; they admired desirable traits in their parents; and they were not inclined to be critical of their parents. The preadolescents in this study placed more emphasis upon economic provision and parental services than did the subjects in Sowers' (19) study. Little comparison could be made between the two studies with regard to mention of money matters and wanting a place in the family planning activities.

It was interesting to note that the categories which Sowers (19) used to classify the responses from her subjects and the categories used to classify the responses of children's likes for their parents' behaviors in this study, were somewhat parallel. She had categories of miscellaneous parent-child relations, relations involved in control and discipline of children, relations arising out of privileges children desire, material aspects of homemaking, training that children seek in relations with parents, type of relations between siblings created by actions of the parents, relations arising out of home duties assigned to them, and relations between mother and father. For the categories used in this study, see Appendix C.

This study concurred with some of the findings in Stott's (22) study inasmuch as the mothers were mentioned more often than the fathers in matters concerning guidance, and that the girls made more mention of personal relationships between the parents than did the boys. However, in the area of criticism of the parents regarding personal habits, the group of preadolescents in this study made more comments about the

fathers, whereas the adolescents in Stott's (22) study responded more about the mothers. There was less similarity between Stott's (22) categories regarding the children's dislikes for parental behavior and the categories in this study, than there was between Sowers' (19) categories for likes for parental behavior and the categories used in this study.

Gardner (6) found that children desired services from the mother when the child was sick, in the buying of clothing, and in help with school homework. The preadolescents in this study responded in like manner. There was further agreement in the two studies with regard to father being mentioned more often for "fixing things." Girls in this study made more mention of the parents' absence from home than did the boys; the opposite was true in Gardner's (6) work.

Meltzer's (15) findings that fathers were mentioned more often as the one who took the children places, and played most often with them, was substantiated by the findings in this study. However, the mothers were mentioned as the ones the children associated most with economic provision, which was not so in Meltzer's (15) study. There were more responses about the fathers than the mothers in relation to parent-child relationships in this study; Meltzer's (15) subjects mentioned their mothers more than their fathers. Mention of love for parents was almost equal in this study; Meltzer (15) found that mothers received more expressions of love, loyalty, and relationships than did fathers.

The subjects for this study were young and were of one age bracket only, whereas children in the studies just mentioned were of ages that varied from ten to twenty-one years, and the different instruments used to obtain the data may have accounted for some of the differences in the findings (19, 22, 6, 15).

## CHAPTER V

## IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Since the children in this study showed concern in the area of economics, and the parents expressed more satisfaction than dissatisfaction with the ways their children handled money, it seems likely that parents of preadolescent children should examine possible ways to include children of this age level in the planning of family expenditures. This may imply that since there is such a readiness for learning, that opportunities should be provided through the school curriculum for learning situations involving economic competence.

Activities with parents received enough mention to warrant some effort in finding ways for parents and their children to do things together that would be mutually pleasurable and might strengthen family ties.

The principal criticisms children made about their parents related to guidance. The parents indicated conflict with their children in matters concerned with the routine of living. Perhaps there is a lack of communication between parents and children which could be studied and ways found to help them. Teachers of preadolescents may need to provide opportunity in the classroom for children of this age to have opportunity to understand the responsibilities of parents in rearing a family, as well as the responsibilities of children as citizens within

their homes. This kind of learning situation may have influence which would reduce conflict between parents and preadolescents.

Since the children and their parents were not critical of each other, equal emphasis may need to be placed upon the strengths and the rewarding areas of interaction between parents and their children as family living is studied, rather than to place the major emphasis upon conflicts and the means of reducing them.

It may be that we need to examine and to experiment with various research methods, such as direct, indirect, and projective techniques, to help us refine our skills in studying families, as well as to gain needed understandings.

There seems to be a need for additional research to help educators and parents understand the child's point of view in relation to his satisfactions as well as his conflicts in the area of family living. Further study of fourth grade children, and other grade levels, in a more representative sample would contribute to present-day findings in the area of parent-child relationships. Additional research concerning the help preadolescents may need in preparation for economic competence seems to be indicated from the results of this study.

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## APPENDICES



APPENDIX A

CHILD'S QUESTIONNAIRE

Sex \_\_\_\_\_

Birth Date \_\_\_\_\_

What does your mother do that you like?

What does your father do that you like?

What does your mother do that you do not like?

What does your father do that you do not like?

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Note: All of the children's questionnaires were spaced in the following manner: one-half page of space was provided after each question in which the children could write responses; the last two questions were on the other side of the same sheet of paper.

## CHILD'S QUESTIONNAIRE

Sex \_\_\_\_\_

Birth Date \_\_\_\_\_

What things does your mother do that you like?

What things does your father do that you like?

What things does your mother do that you do not like?

What things does your father do that you do not like?

## CHILD'S QUESTIONNAIRE

Sex \_\_\_\_\_

Birth Date \_\_\_\_\_

What are some of the things your mother does that you like?

What are some of the things your father does that you like?

What are some of the things your mother does that you do not like?

What are some of the things your father does that you do not like?

PROCEDURE FOR THE ADMINISTRATION OF THE QUESTIONNAIRE  
TO THE PILOT STUDY GROUP

Co-operation was secured from the superintendent of schools, who designated one classroom for the pilot group. The principal of that elementary school and the room teacher were contacted, and a time was set to administer the questionnaire for the pilot study. In compliance with the request of the school officials the investigator made three contacts with the group. The first visit was to seek the cooperation of the children, and for them to communicate information about the forthcoming study to their parents; the second visit was to enable the subjects to question the investigator if their parents had questions to be answered; and the third visit was to administer the questionnaire.

The following introduction was made by the investigator at the time the questionnaire was administered to the pilot group:

I am a student at the college just as you are a student here. I have a problem with which I need help--fourth grade help--because my problem is about fourth graders. Will you help me with my problem?

First, let's sharpen our pencils because you will be writing. (Lapse of time) You are going to answer questions about the people you know best in the world. Who would that be? That's right--your parents. There are no 'right' or 'wrong' answers, you will not be graded on this paper, and I will take your papers with me when I leave so that no one will be seeing them except me. I want you to write exactly how you feel about each question asked, because only you have the answers. Each of you will answer differently because you come from different homes. So you will do your writing by yourself, and your neighbor will be writing by himself. We remember that because we dislike what someone does in no wise means that we don't love them. I am sure my own two boys may dislike some of the things that I do, and yet I know they love me. Now, put on your thinking caps. You are not going to put your name on the paper, because I don't need to know your name. I do need to know whether a boy or a girl did the writing, and how old you are. We will put that information in together. Let's work as a team in filling out the questionnaire with all of us working on the same part at the same time. That way you won't need to ask questions because we disturb someone every time we speak aloud. I shall pass out the papers now. Please wait until I tell you to begin.

APPENDIX B

CHILD'S QUESTIONNAIRE

Sex \_\_\_\_\_

Birth Date \_\_\_\_\_

Age in years \_\_\_\_\_

What are some of the things your mother does that you like?

What are some of the things your father does that you like?

What are some of the things your mother does that you do not like?

What are some of the things your father does that you do not like?

## CHILD'S QUESTIONNAIRE

Sex \_\_\_\_\_

Birth Date \_\_\_\_\_

Age in Years \_\_\_\_\_

What are some of the things your mother does that you do not like?

What are some of the things your father does that you do not like?

What are some of the things your mother does that you like?

What are some of the things your father does that you like?

## MOTHER'S QUESTIONNAIRE

What are some of the things your child does that you like?

What are some of the things your child does that annoy you?

## MOTHER'S QUESTIONNAIRE

What are some of the things your child does that annoy you?

What are some of the things your child does that you like?



## FATHER'S QUESTIONNAIRE

What are some of the things your child does that you like?

What are some of the things your child does that annoy you?

## FATHER'S QUESTIONNAIRE

What are some of the things your child does that annoy you?

What are some of the things your child does that you like?

## FAMILY INFORMATION SHEET

The following information is needed for the project. Will you please answer all questions?

## OCCUPATION

Father \_\_\_\_\_

Mother \_\_\_\_\_

## EDUCATION (Grades completed or special training)

Father \_\_\_\_\_

Mother \_\_\_\_\_

## AGE (in years)

Father \_\_\_\_\_

Mother \_\_\_\_\_

## CHILDREN IN THE FAMILY (Please circle the age and sex of your child in the fourth grade)

Age \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

OKLAHOMA  
AGRICULTURAL AND MECHANICAL COLLEGE  
Division of Home Economics  
Stillwater

Department of Home Life

Dear Parents:

The purpose of this letter is to ask for your help in a research project that concerns parents and their children. This project is under the supervision of the Home Life Department of the Oklahoma Agricultural and Mechanical College.

The value of this research depends upon your cooperation. Will you please take a few minutes of your time to answer the two questions on the enclosed sheets about your fourth grade child? There is one sheet for each parent. There are no "right" or "wrong" answers. What we need is an honest statement from you as parents about your child who is enrolled in the fourth grade.

In order that you may express yourselves freely, the answer sheets carry no names. The code numbers do tell us in which school your child is enrolled, but names are not being used.

Please complete all information sheets since each question has to be used in the research. Your cooperation in this will be greatly appreciated. Please mail your replies in the enclosed, stamped envelopes at the earliest date possible.

If you are interested, a copy of the findings of this project will be available to you at your child's school when the study is completed.

Sincerely yours,

Virginia Messenger Stapley, Head  
Department of Home Life

(Mrs) Mary Moore Cox  
Graduate Student

## APPENDIX C

### INSTRUCTIONS FOR RATERS

To Raters:

It is suggested that you first become familiar with the category systems, both by definition and by example. There are a few which are closely related, and the examples may help you to differentiate between them.

In coding the responses, write the number of the category item (and sub-category item if there is one) in the space to the left of the response. Try to accept the response as it is without "reading into" it the meaning you think may have been intended. For example, a child has written that he likes for Daddy to play football; accept it as an appraisal of his father rather than as an activity enjoyed with his father, although you may think that the child intended to say that he liked for Daddy to play football with him.

When specific relationships are mentioned, in most instances they are to be coded in the relationships categories irrespective of content. Exceptions to this procedure will be given by definition or by example in the category system.

If you are undecided about the response, pass it by and return to it later. Please code all responses.

The papers in your folder have been arranged to facilitate your efforts by having all of the "liked" responses facing up as you open

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Note: The two raters who cooperated were persons trained in the area of family relations and child development.

the folder. You may want to categorize all of the "liked" responses before doing the "not liked" ones. The code numbers written at the top of the questionnaires are not important at this time. There is no special order to the papers.

Your cooperation is appreciated.

## CATEGORIES FOR PARENTS' BEHAVIOR REPORTED

## AS LIKED BY THEIR CHILDREN

1. Services: Parent doing for child
  - A. Routine: Rendering services regularly performed by many parents in the course of their day-to-day role as housewife-mother, provider-father, or combination thereof. Example:<sup>1</sup> She makes my bed, she mends my jeans, she cleans the house.
  - B. Special: Performing services of a special nature beyond those to be expected in the regular roles as parents, or as indicated by comments of child pertaining to their special nature, including nursing care when child is sick. Ex: She bakes my favorite cake, he fixes my bike, they get up in the night when I am sick.
  
2. Economic provision: Parent buying or providing for child (not as an activity together)
  - A. Routine: Providing the necessities of life and the items generally expected, including regular educational opportunities and the giving of money to the child. These items imply needs. (In the case of clothing, if mention is made of mother making garments, this becomes Category 1). Ex: She buys me dresses, he provides a car and home, he gives me an allowance.
  - B. Special: Providing the extras beyond Sub-category 2A including such items as gifts, toys, cokes, comic books, surprises, treats, books, money for shows if not included in allowance, possessions of a sentimental value, and clothing or items specially mentioned. Ex: He brings me presents when he has been away, she bought the shoes I wanted, he gave me what he had when he was a little boy.
  
3. Privileges: Parent granting permission for activities or behavior in which parent does not participate ("letting" the child go or do).  
Ex: She lets me climb trees, he lets me play out after dark, she lets me clean the house when I want to.
  
4. Special Opportunities: Parent providing funds, supplies, transportation, and own time as necessary for the following activities:
  - A. Religious: Helping to provide opportunity for religious training and/or experiences. Ex: He takes me to Sunday School, they go with me to church.

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<sup>1</sup>The examples were taken verbatim from the questionnaires but were not placed in quotation marks. This applies to all of the categories.

- B. Social activities and clubs: Providing opportunity for membership and participation in organized groups other than those specifically mentioned elsewhere. Ex: She helped me get in a Cub Scout group.
- C. Music, dancing, and other special lessons: Providing opportunity for special training (for which fees may be paid). Ex: She works so I can take dancing lessons, he lets me take swimming lessons.
5. Activities with parents and family: Parent and child doing or going together, parents and children doing or going together, and total family doing or going together.
- A. Play, recreational activity, and other miscellaneous activity with parent (excluding giving of assistance and information). Ex: He takes me . . . , we go to . . . , he plays ball with me.
- B. Home activities: Child helping parent with home duties or activities associated with the routine or maintenance of the home and equipment, care of the yard, care of the car, etc. Ex: She lets me help her cook, I help him wash the car, he lets me help him in the garden.
6. Guidance: On the one hand this category involves the parent giving information or assistance to the child in his learning activities; and on the other hand it includes parental expectations of the child, the taking of steps to see that these are met, and the child's reaction to them.
- A. Giving of information and help: Helping the child by clarifying problems for him, learning of new skills, or giving physical aid or help to complete a task. Ex: He helped me build a model plane, she helps me with the dishes, he helps me understand things.
- B. Control: Setting or reminding of limits, requirements, and responsibilities, including the daily routine of living. Ex: We eat at the same time, I know when I have to be home, she reminds me of things.
- C. Discipline: Using various means to make child conform to parental expectations. Ex: He makes me mind, she spansks me to make me mind.
- D. Mention of justness of treatment: Indication that the child feels the requirements and restrictions are fair, or mention of parent refraining from punishment. Ex: He doesn't punish us often, she doesn't gripe at me, she hardly ever gets mad at me.
7. Security-giving behavior: Parent using various means to aid child when in emotional distress, to help child develop a sense of self-worth, and to make the child feel a welcome part of the group.



- A. Support: Giving encouragement or backing of a psychological or emotional nature when the child needs it. Ex: I can talk about anything to my mother, he is around when I need him, she helps me when I am in trouble.
- B. Comfort: Giving of tender love and care when there has been psychological or physical hurt or strain (other than illnesses). Ex: He jollies me up when I'm sad, she tries to help me when I cry, he helps me when I'm worried.
- C. Love and affection: Giving of either verbal or physical expressions of love or child expressing a subjective feeling of being loved or liked by parents. Must be parent to child. Ex: He tells me I'm sweet, she kisses me goodnight, she gives me her love.
- D. Recognition: Giving attention to or recognizing child as a person of worth whether done verbally or by feeling tone, including mention of kindness and goodness to child, having faith in child, and other expressions indicative of a good relationship between parent and child. Ex: My mother is kind to me, she doesn't tell my brother anything she doesn't tell me, my Daddy doesn't ignore me.
8. Interest in (or appraisal of) parent as a person: Child expressing awareness of parent as an individual, including personal attributes, skills, problems, and interaction with other people.
- A. Pride: Mention of parent with regard to appearance, dress, personal care, skills, achievements, activities, and hobbies. Ex: My mother is sweet and pretty, he can do . . . , she is a good cook, he is a good teacher.
- B. Relationships with others: Mention of parents' relationships with those outside the family group. Ex: She helps others, she is nice to my friends, they have friends over for ice-cream.
- C. Concern for parents' welfare: Expressing awareness of parents' problems. Ex: I like for mother to rest and not work so hard, he studies too much.
- D. Love for parents: Expressing love or liking for parent, and it may be a feeling tone. Is from child to parent. Ex: I love my Daddy, I like Mother.
- E. Mother-father relationships: Expressing approval of way parents seem to get along with each other. Ex: He is nice to her, she doesn't fight with Daddy, he likes for her to have fun.
- F. Parent and children: Mention of parents' general relationships with his children (may include children in the family other than the subject). Is a feeling tone rather than activities. Ex: He makes a good home for us, he is a good daddy to my brothers and me, she keeps us together.

9. Miscellaneous: Those items which are unique or general and do not fit any of the above categories. Ex: He owes me a cherry pie a la mode, he gives me many opportunities, I like almost everything they do.

CATEGORIES FOR PARENTS' BEHAVIOR REPORTED  
AS NOT LIKED BY THEIR CHILDREN

1. Services: Parent not doing for child.
  - A. Routine: Not rendering services performed by many parents in the course of their day-to-day living as homemaker-mother, provider-father, or combination thereof. Ex: She does not comb my hair, she doesn't pick up my room, she doesn't make my bed.
  - B. Special: Not performing extra services beyond regular routine. Ex: She won't help me with my homework, he didn't fix my bike, she won't take me to parties in the car.
  
2. Economic Provision: Parent not buying or providing for child.
  - A. Routine: Not providing the necessities of life or the items many families provide. Ex: My allowance is too small, she packs too small a lunch, he doesn't give me an allowance every week.
  - B. Special: Not providing the "extras," such as treats, special toys, money for shows if not included in allowance, and specially mentioned clothing or other items. Ex: She didn't buy the shoes I wanted, he won't buy me candy, she won't give me her art paper.
  
3. Special Opportunities: Matters involving participation and/or activity in connection with the following:
  - A. Religious activities: Disapproval or dislike regarding parent's activity or lack of it concerning religious opportunities. Ex: He works on the car and doesn't go to church, she won't go to church with me.
  - B. Special lessons: Difficulty about special training for which fees are paid. Ex: She makes me practice my piano lessons, I have to practice every day.
  - C. Other special activities: Difficulty about activities other than home or academic or above-mentioned activities. Ex: He won't help me with my 4-H work.
  
4. Matters related to guidance: Difficulties in parent-child relationships or conflict with regard to the following (can be subject or siblings):
  - A. Control: Restricting activities or privileges, setting relatively regular or constant limits, or requirements other than those involved in the daily routine of living (Category 10) and includes such general statements as "makes me . . . ." Ex: He makes me turn off TV, she won't let me cross the street with my bike, he makes me do . . . .

- B. Verbal reproof: Mention of parent griping, scolding, or nagging, etc. Ex: She gripes at me, he yells at me, she is cross with me.
- C. Isolation or exclusion of child: Child being kept away from others (including as a form of punishment). Ex: She makes me stay in the house, she makes me stay in my room when I'm bad, he makes me sit in the car.
- D. Deprivation, removal, or transgression against possessions of Child. Child's toys, pets, or other possessions being withheld, taken away, or something done with them that the child resents. Ex: She takes my gun away, he killed my duck, she hides my junk.
- E. Physical punishment: Specific mention of some form of physical punishment.
1. Physical punishment, no further explanation. Ex: She spansks me, he whips me, he hits me on the head.
  2. Physical punishment, child indicating it was justified or deserved, or understanding why. Ex: She whips me, but I needed it; he hits me for whispering, she gets mad and whips me.
  3. Physical punishment, child not understanding why or feeling it was not justified. Ex: He slaps me when he didn't see me do anything, when he turns around he swats me, she slaps me when I didn't do it.
- F. Punishment, general: Unspecified punishment mentioned. Ex: I don't like punishment, he punishes me, I don't like for my sisters to be punished.
- G. Threat of punishment: Reference to any type of punishment with relation to a threat or the threat itself. Ex: He came in with a ruler.
- H. Personal criticism of child: Unfavorable comment made about child. Ex: He says I'm lazy, she says I look ugly.
5. Interpersonal relationships within the family: Relationships between parents themselves or parent-child relationships.
- A. Parent-child relationships: Involves feeling tone rather than activities together and includes relationships between either or both parents and any or all of the children--favoritism, teasing, negative behavior toward children, lack of consideration, etc. Ex: She is mean to me, he gets mad at me, she believes my brother instead of me.
  - B. Mother-father relationships: Expressing dissatisfaction with interaction between parents or referring to such interaction. Ex: He yells at her, she says he eats too much, they are cruel to each other.

6. Absence of parents: Either or both parents being away (not as an activity or experience the child would share), including reaction to being left, feeling toward parents, and feelings about baby-sitters. Ex: Daddy stays at the store too long, I don't like for him to go on long trips, we are afraid when we are left alone.
7. Concern for parents' welfare: Child indicating awareness of parents' problems, such as health, overwork, strain, etc. Ex: I don't like for her to work so hard, she gets sick when she works hard, he goes to work too early in the mornings.
8. Exclusion from participation with adults (not as punishment): Mention of child not being included in activities or having companionship with adults in whom he is interested or with whom he would like to be.
  - A. Parents: Denial of activity or companionship with parents. Ex: He eats out and won't take me, she goes places I want to go, he is too busy to play with me.
  - B. Other adults: Denial of activity or companionship with other adults. Ex: When company comes we have to go outside.
9. Appraisal of parent as a person: Attitudes, reference to manners, personality traits, social life, devotion to occupation, skills, activities. Ex: He eats too much, she loses her temper, he talks about his work too much.
10. Requirements made of child: Conflict or difficulty about any of the following in the routine of daily living. (Must be specifically designated such as "makes me mow the lawn" rather than "makes me do things" and does not include punishment.)
  - A. Work or home duties: Includes activities child would regard as work, such as help with housework or yard work, care of own room and possessions, care of pets or farm animals. Ex: She makes me clean my room, he makes me feed the horses, she makes me put my toys away.
  - B. Personal care: Matters related to cleanliness, health habits, general appearance, grooming, etc. Ex: She cuts my hair, he has me polish my shoes, he makes me take vitamins.
  - C. Dress: Matters related to choice of clothing, suitability, and other requirements about dress. Ex: She won't let me wear what I want to, she lays my clothes out, he won't let me go barefooted.
  - D. Sleeping: Matters related to hour for going to bed and getting up, playing in bed, etc. Ex: He won't let us jump on our bed, she makes me get up early, he throws me in the air to wake me.
  - E. Food: Matters related to mealtime as well as eating at other times; includes time, manners, rejection or choice of foods, place for eating, etc. Ex: She won't let us eat in the living room, she fixes supper too late, he makes me eat food I don't like.

- F. Play: Matters related to time, noise, place, and companions mentioned directly with play or as play activity. (See Item 4 if punishment is involved.) Ex: He won't let me play in the house while Mother sleeps, she won't let me play out when it is hot, he makes me stop playing.
- G. Responsibility for siblings: Child disliking responsibility for siblings. Ex: I have to clean up after the baby, I have to read to my little sister, I have to baby-sit.
- H. Matters related to academic training: Dislikes for matters involving school work. Ex: He gives me hard arithmetic, he makes me bring my books home.
11. Miscellaneous: Those items which are unique or general and do not fit any of the above categories. Ex: He won't move to the country, he does the same things Mother does, I don't know except for arguing with me.

CATEGORIES FOR CHILDREN'S BEHAVIOR REPORTED  
AS LIKED BY THEIR PARENTS

1. Interests and activities: Reference to interests, activities, and skills of child, including child's manner of participation.
  - A. Academic: Interest, effort, and achievement in school work (does not include relationships). Ex: He likes history, she tries hard at school, she is active in school affairs.
  - B. Non-academic: Special interests of child including hobbies, musics, sports, etc.
    1. Sports: Specific or general sports child enjoys and in which he participates. Ex: He participates in all sports, he likes baseball, I think his interest in sports is healthy.
    2. Music and rhythm: Interest and achievement of child in music and dancing. (Does not include musical participation at church). Ex: She practices the piano regularly, she enjoys dancing, he does well with music.
    3. Nature and out-of-doors: Interest in out-of-door life and nature. Ex: She likes picnics, he loves nature, he enjoys outdoor life.
    4. Animals: Child's interest in animals and pets. Ex: He feeds his dog regularly, she is kind to animals.
    5. Reading: Reading other than academic reading. Ex: She reads avidly, she reads good books, he enjoys reading.
    6. Play: Child's interest in various types of play activities and manner of participation. Ex: He has an unlimited capacity for play, she is cooperative at play, he is creative in play.
    7. Creative activities: Mention of child's creative abilities and interest in handicrafts and art. Ex: He enjoys handicrafts, she is creative with her hands, he makes gifts.
    8. Other special interests: Other activities and interests including organized groups. Ex: He collects rocks, he studies maps, she is interested in current events.
  - C. Religious interests and activities: Child's participation and attitudes toward matters of a religious nature. Ex: She sings in the church choir, he is active in church affairs, she enjoys Sunday School.
  - D. Statements of a general nature: Non-specific mention of interests. Ex: She enjoys many things, he has a variety of hobbies, my child is eager for new experiences.

2. Personal qualities: Child's personality characteristics, attitudes, and behaviors. (When relationships are involved, see category 5 or 6).
  - A. Response to guidance: Terms used indicate child's reaction to control, requirements, and setting of limits. Ex: My child is obedient, he minds well, she is eager to please.
  - B. Love and affection: Terms used indicate child's affectionate disposition. Ex: She is a loving child, he is affectionate, she has a loving nature.
  - C. Sportsmanship: Child's sense of fairness and ability to lose as well as to win. Ex: He is a good sport, he adheres to rules, she accepts defeat gracefully.
  - D. Social skills: Such skills as courtesy, ease in making friends, and other social behaviors. Ex: She is a good hostess, she makes friends easily, he behaves well in public.
  - E. Intellectual development: Emphasis upon general mentality. (This item is not concerned with academic achievement as such). Ex: She is imaginative, he asks interesting questions, she observes what goes on around her.
  - F. General personality characteristics: Words or phrases describing child's personality traits which do not fit the other specific categories. Ex: He is good-natured, he is democratic, she has a sense of humor.
  - G. Statements of a general nature: Broad statements about the child as a person rather than specific traits. Ex: He is a normal ten-year-old, she is a wonderful little girl, he is an average child.
3. Routine of living: Child's adjustments to the things that are a part of day-to-day living.
  - A. Sleep: Willingness to observe parental expectation with regard to sleep and rest. Ex: He goes to bed without arguing, she gets up willingly, he doesn't get up too early.
  - B. Food and eating habits: Reference to desirable eating habits, acceptance of food, and time for meals. Ex: He is a good eater, she eats nicely, he enjoys meals.
  - C. Dress: Choice of clothing, care of clothing, and other matters related to dress. Ex: She hangs her clothes up, she takes care of her best clothes, he dresses himself for school.
  - D. Care of person: Includes mention of general appearance for which child is responsible, health habits, neatness, personal care, and such. Ex: She takes care of her hair, he keeps his nails clean, he likes to look nice.



- E. Care of room, possessions and equipment: Reference to child's care of toys, room, and other equipment. Ex: She keeps her room tidy, he puts his toys away, she usually knows where her things are.
4. Matters related to child's sense of responsibility: Included are child's growth in independence, in dependability, in ability to look after and entertain self, in work habits, willingness to do his share, and money matters.
- A. Money matters: Approval expressed for child's appreciation for and handling of money. Ex: She saves some of her allowance, he wants to earn money, she uses judgment in spending her money.
- B. Increasing self-reliance: Child can reliably stay alone or play alone or mention is made of self-sufficiency and self-reliance. Ex: He stays alone two hours every day, he plays well alone, he is self-sufficient.
- C. Child's attitude and behavior toward duties, tasks, problems, or activities: Included are attitudes toward responsibilities, general approach to problems, work habits, and other matters related to activities.
1. Home duties: Specific mention made of home duty or inference that child helps parent. (If it is an activity together, see Item 5). Ex: She likes to cook, he helps set the table, he does his chores well.
2. Tasks, activities, or problems other than home duties: Attitude toward or behavior related to activities not specified as home duties. Ex: He is willing to do his part, he has a pleasant attitude in all that he does, she is helpful, he is dependable.
5. Relationships with family: Specific reference is made to interaction of child with his family.
- A. Parents: Consideration, appreciation for, confidence in, and other parent-child relationships. Ex: She is grateful for what I do for her, she likes to help us, he lets us know where he will be.
- B. Siblings: Interest in, affection for, and other relationships with siblings. Ex: She takes an interest in her big sister, he baby-sits for us, she helps with the baby.
- C. Total family: Co-operation with, affection for, and other relationships with all members of the family. Ex: He fixes surprises for all of us, she is interested in whatever one does.
6. Relationships with people outside the family group: Reference to interaction with people not in the family.

- A. Peers: Interaction of subject with children named as his age group. Ex: He gets along well with classmates, she is interested in classmates.
  - B. Other children: Interaction with child who may or may not be specified definitely as to age. Ex: She is protective of younger children, he gets along well with other children, he has had no trouble with neighbor children.
  - C. Adults: Interaction with people mentioned or inferred as being adult. Ex: He is courteous to older people, she gets along with our older neighbors, he introduces older people.
  - D. Others, unspecified: Interaction with other people, no age designated. Ex: He gets along well with everyone, he is considerate of others, she is sympathetic with the underdog.
7. Miscellaneous: Those items which are unique or general and do not fit any of the above categories. Ex: He uses clean language, she is pretty, there are many things I like about her.

## CATEGORIES FOR CHILDREN'S BEHAVIOR REPORTED

## AS ANNOYING TO THEIR PARENTS

1. Interests and activities: Reference to child's interests and activities.
  - A. Academic: Lack of interest, application, effort or achievement in regular school activities. (Any specific mention of relationship goes in Item 6). Ex: He makes poor grades, she is not neat in school work, he hates to go to school.
  - B. Non-academic: Other activities of child with which there is difficulty, including generalized statements about child's interests and activities. Ex: She has too many social activities, she won't practice the piano, he wants company all the time.
  
2. Personal qualities of child: Personality characteristics, attitudes, and behavior of child.
  - A. Self-centeredness: Includes selfishness, unreasonable wants or demands, attention-seeking behavior, excuse-making or self-justification, poor sportsmanship, and other indications of child's self-interest. Ex: He is always wanting something, he doesn't want to give in, she fibs out of bad situations.
  - B. Boisterous, rowdy, and noisy behavior: Behavior or activities annoying to parent because of excessive noise or activity. Ex: He starts a noise and keeps it up, she is never still, he slams doors.
  - C. Temper: Mention made of child's temper. Ex: He "blows his top" at home, she doesn't try to control her temper, he has a temper.
  - D. Ways or degrees of expressing self: Child's verbal or behavioral expressions with regard to tone, degree, choice or words, and other behaviors characteristic of child with regard to self-expression. Ex: She acts out what she tells, he is sarcastic, he whines.
  - E. Manners and courtesy: Lack of courtesy or display of improper manners indicated (unless a specific relationship). Ex: She interrupts, he says uncomplimentary things, he is rude.
  - F. General personality traits: Other personality characteristics mentioned that are indicative of displeasing, unco-operative or disagreeable traits in child. Ex: He is lazy, she is contentious, he is belligerent.
  
3. Routine of living: Difficulties in the day-to-day problems of routine:
  - A. Sleep: Difficulty about hours for getting up or going to bed. Ex: He wants to watch TV too late, she likes to get up early full of pep, she wants to stay up late.

- B. Food and eating: Difficulty about poor table manners, food dislikes, absence from meal unless specific mention is made of disregard for time, and other matters related to food. Ex: He is finicky about his food, he has revolting table manners, she hurries through her meals.
  - C. Dress: Lack of judgment in choice of clothing to wear or conflict in choice, lack of care of clothing, wear given clothing, and other related matters. Ex: She wants to wear her best clothes all the time, he leaves his shoes in the living room, he is hard on clothes.
  - D. Care of person: Includes health habits, nail-biting, appearance other than dress, lack of neatness, etc. Does not include health condition if child is not at fault. Ex: He hates to take a bath, she bites her nails, he doesn't mind being dirty, she is un-neat.
  - E. Care of room, possessions, and equipment: Difficulty about getting child to meet parental expectations in matters of caring for his room, returning toys or equipment after use, being responsible for his own and other's possessions. Ex: He wants pets but won't be responsible for them, he leaves tools scattered in the garage, she won't put her toys away.
4. Matters related to guidance: Difficulties in matters regarding requirements made of child including giving of instructions, awareness of time, acceptance of authority, acceptance of responsibility, reaction to control, and habits of work. (If relationships are involved, see categories 5 and 6).
- A. Control: Interaction involving authority and control; such matters as obedience, reaction to personal criticism, absence from home without permission, etc. Ex: She is sensitive to criticism, he doesn't mind quickly, he wants to be boss.
  - B. Disregard for time: Child's lack of attention to or disregard for the passage of time. Ex: He takes too much time getting ready for school, he doesn't come to meals on time, he has a complete disregard for time.
  - C. Money matters: Dissatisfaction expressed with child's spending or use of money. Ex: She is unable to save money, she gives her allowance away, he doesn't seem to learn the value of money.
  - D. Attitudes and behaviors toward responsibilities: Difficulty in getting child to do what is expected of him in a satisfactory manner (if a relationship is expressed, see categories 5 and 6).
    - 1. Home duties or helping parent or other family members: Attitudes and behaviors toward duties or chores in connection with the home. Ex: She shirks responsibility around the kitchen, he is forgetful of home chores, she has to be reminded of chores she knows are hers.

2. Other activities or tasks: Includes habits of work, reaction to instruction-giving, effort, approach to problem, completion, etc. Ex: He doesn't pay attention to instruction, she gets interested and hates to change activities, he is slouchy in his work.
5. Child's Relationships with family: Interaction with family members (must be specific mention).
  - A. Parents: Includes criticism of parent, affectional relationships, and other items such as those specifically mentioned in relation to guidance. Ex: He forgets to tell us things we should know, he ignores me, she corrects my table manners.
  - B. Siblings: Interaction with siblings. Ex: He teases his sister, she argues with her brother, she bosses the younger children.
  - C. Total family: Interaction between subject and the rest of his family.
6. Child's relationships with people outside the family group: Relationships with someone not included in the family group (must be specific mention).
  - A. Peers and other children: Behavior or attitudes of subject toward other children. Ex: She is content with one or two friends, he is critical of his friends, she likes to play with boys.
  - B. Adults: Behavior and attitudes of subject toward adults. Ex: She interrupts when adults are talking, she wants to hang around when grown folks talk.
  - C. Others: Interaction with other people not specified as to age. Ex: He meets strangers with an annoyed air, he is critical of others, she is selfish with some people.
7. Miscellaneous: Those items which are unique or general and do not fit any of the above categories. Ex: He is overweight, just the usual things annoy me.

## VITA

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Candidate for the Degree of

Master of Science

Thesis: EXPRESSED LIKES AND DISLIKES OF PREADOLESCENTS AND THEIR PARENTS FOR EACH OTHER'S BEHAVIOR

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